

SCDHSC0213

Provide food and drink to promote individuals' health and well being



Overview

This standard identifies requirements when you provide food and drink for individuals who need support to eat and drink. This includes supporting individuals to communicate what they wish to eat and drink and preparing their selected food and drink. It also includes serving food and drink, supporting the individual to consume it and clearing away when they have finished.

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Performance criteria

Support individuals to identify what they will eat and drink

You must be able to:

- P1 support the **individual** and **key people** to **communicate** the types of **food and drink** the individual prefers
- P2 offer the individual information about food and drink options that will promote their health and well being
- P3 support the individual to choose food and drink that adhere to their **care or support plan**, that take account of their **dietary requirements** and preferences and of any religious, cultural and personal beliefs, and that are within the available resources
- P4 support the individual to consider suitable alternatives where their initial preferences cannot be met
- P5 work with the individual to resolve any problems about their choice of food and drink
- P6 take appropriate action if there are concerns about the individual's diet

Prepare food and drink relevant to individuals' dietary needs and preferences

You must be able to:

- P7 ensure your own personal cleanliness and hygiene when preparing and serving food
- P8 wash your hands and before, during and after handling food
- P9 clean work surfaces, cooking utensils and equipment thoroughly before use
- P10 **prepare food** in ways that make the food appetising to the individual
- P11 prepare food in ways that meet safety requirements and minimise the **risks** of food-associated illness or infection
- P12 prepare food in ways that follow **guidelines for healthy eating**, where these are in keeping with any specific dietary requirements of the individual
- P13 follow work setting requirements for safe storage or disposal of any food and drink left over from preparation

Serve food and drink to individuals

You must be able to:

- P14 prepare the immediate environment to ensure that eating and drinking will be as enjoyable as possible to the individual
- P15 provide any aids or **specialist equipment** the individual needs to enable them to eat and drink

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- P16 serve food and drink with the appropriate utensils, in a hygienic manner and in accordance with health and safety requirements
- P17 present food attractively and in ways that meet the individual's preferences about quantity, temperature, consistency and appearance
- P18 place food and drink within easy reach of the individual
- P19 support the **active participation** of the individual in consuming their chosen food and drink
- P20 support the individual to consume manageable quantities of food and drink and to eat and drink at their own pace
- P21 support the individual to make themselves clean and tidy if food or drink is dropped or spilt
- P22 ensure the individual has access to water or other appropriate fluids between meals

Clear away when individuals have finished eating and drinking

You must be able to:

- P23 check that the individual has finished eating and drinking before removing utensils and crockery
- P24 where food and drink has not all been consumed, clarify with the individual the reasons for this
- P25 take appropriate action if the individual appears to be still hungry or thirsty after they have finished eating and drinking, or if the reasons for leaving food and drink cause concern
- P26 encourage the individual to wash their hands and make themselves clean and tidy at the end of the meal
- P27 support the active participation of the individual in removing used utensils and crockery
- P28 follow work setting requirements to dispose of stale and unusable left-over food
- P29 clean work surfaces after use with appropriate cleaning materials
- P30 clean and store cooking utensils and equipment correctly or return them for cleaning
- P31 ensure your own cleanliness and hygiene after clearing away utensils, crockery and equipment
- P32 where required, record accurately the individual's intake of food and drink
- P33 complete records and reports on any issues or concerns about the individual and their eating and drinking, in accordance with work setting requirements

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Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

How you carry out your work

You need to know and understand:

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your

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work

- K22 how and when you should seek support in situations beyond your experience and expertise

You need to know and understand:

Theory for practice

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

You need to know and understand:

Communication

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

You need to know and understand:

Personal and professional development

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

You need to know and understand:

Health and Safety

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

You need to know and understand:

Safe-guarding

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

You need to know and understand:

Handling information

- K36 legal requirements, policies and procedures for the security and confidentiality of information

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- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

Specific to this NOS

You need to know and understand:

- K41 the effects of culture, religion, physical factors and psychological factors on the way that food should be prepared, presented and eaten
- K42 the signs of malnutrition and the risk factors that may lead to malnutrition
- K43 the importance of good hydration, the impact of dehydration on health and well being and ways of promoting hydration
- K44 the signs of dehydration
- K45 the concept of a balanced diet, why this is important to good health and the relationship of this to particular individuals' needs
- K46 why individuals may have special dietary requirements and the importance of following these
- K47 the impact of poor diet on health and well being
- K48 the nutritional value of starchy foods, fruit, vegetables and pulses
- K49 the nutritional benefits of reducing the fat, sugar and salt content of dishes
- K50 appropriate use of nutritional supplements and ways of increasing nutritional density through the use of fortification
- K51 how to read and interpret food labelling
- K52 how to select types, combinations and proportions of ingredients that will make up a healthy dish, including special diets
- K53 risks that can arise from inappropriate preparation and storage of food and methods of minimising the risks
- K54 techniques you can use to prepare ingredients in a healthier way that maximises its nutritional value
- K55 cooking methods and techniques and the ingredients and dishes to which they are appropriate
- K56 healthier flavourings that can be used as alternatives to salt and sugar
- K57 methods of presenting food attractively and why this is important
- K58 the impact of ill-health upon the amount of food taken and ways of presenting food and drink to make it more appealing to those with reduced appetites
- K59 signs and symptoms of adverse reactions that individuals may experience during and following eating and drinking
- K60 how to deal with sudden and unexpected difficulties with or reactions to food and drink, such as choking, vomiting, dysphagia,

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- acute pain, allergic reactions, and the importance of passing on such information to the appropriate people
- K61 the social value of eating and drinking
- K62 the importance of ensuring that individuals have the physical capacity to reach, handle and lift items of food and drink where they are not being assisted
- K63 conflicts which might arise where individuals do not wish to eat and drink types of food and drink specified in their plan of care and how to deal with this
- K64 the importance of confirming that the individual has consumed sufficient food and drink to meet their nutritional requirements

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting

To **communicate** may include using the individual's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non verbal forms of communication; human and technological aids to communication

Dietary requirements may be related to particular illnesses and conditions of the individual, for example, diabetes; the health needs of the individual i.e. sufficient amounts of food and drink effectively balanced to sustain the health of the individual; the religious, cultural, social, psychological and spiritual needs of the individuals

Food and drink may include, snacks, meals, hot drinks and cold drinks

Guidelines for healthy eating may include reducing fat, salt and sugar content; increasing fibre

The **individual** is the person you support or care for in your work.

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

To **prepare food** may include cooking, heating foods, opening food packages, handling raw food, peeling, washing, and placing pre-prepared food on plates

Risks could be from incorrect preparation and storage of food and drink, infection and contamination; individuals who eat and drink items that they

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should not or a sudden and unexpected reaction to food and drink

Specialist equipment may include specialist crockery, utensils and other aids and equipment

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Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

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Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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