

SCDHSC0214

Support individuals to eat and drink



Overview

This standard identifies the requirements when you support individuals who require assistance to consume food and drink. This includes making your own preparations for supporting individuals to eat and drink and supporting the individuals to prepare for this themselves. It also includes supporting individuals at the time they consume food and drink and afterwards.

SCDHSC0214

Support individuals to eat and drink

Performance criteria

Make preparations to support individuals to eat and drink

You must be able to:

- P1 examine the **care or support plan** to confirm the **individual's** nutritional requirements and preferences
- P2 work with the individual, **key people** and **others** to identify the level of support the individual requires and prefers when eating and drinking
- P3 support the individual to **communicate** preferences for food and drink options, taking into account religious, cultural and **dietary requirements** and the individual's plan of care
- P4 acquire any **specialist equipment** and protective coverings that are required to enable the individual to eat and drink
- P5 prepare the environment so that it makes eating and drinking enjoyable and safe

Support individuals to prepare to eat and drink

You must be able to:

- P6 confirm with the individual, key people and others the support the individual needs to help them prepare to eat and drink
- P7 prepare yourself to support the individual by washing your hands and putting on any protective items required
- P8 work in ways that promote **active participation** when supporting the individual to prepare to eat and drink
- P9 support the individual to meet their hygiene needs before eating and drinking, according to their personal beliefs and preferences
- P10 support the individual to prepare to eat and drink in comfort and with dignity
- P11 respond appropriately to questions and issues raised about the food and drink the individual is about to consume, their diet and any dietary needs and preferences
- P12 take appropriate action when questions and issues are outside your competence

Support the individual to consume food and drink

You must be able to:

- P13 confirm with the individual, key people and others the level and type of support the individual requires to enable them to consume **food and drink**
- P14 work in ways that promote active participation and social interaction when supporting the individual to consume food and drink
- P15 provide support to enable the individual to eat and drink with

SCDHSC0214

Support individuals to eat and drink

- comfort, respect and dignity, using appropriate utensils and any specialist equipment
- P16 support the individual to consume their food and drink in manageable quantities and at their own pace
- P17 support the individual to make themselves clean and tidy if food or drink is dropped or spilt
- P18 take appropriate action if necessary where the individual is not eating and drinking or if they are having unexpected difficulties in doing so

Support individuals when they have finished eating and drinking

You must be able to:

- P19 confirm that the individual has finished eating and drinking
- P20 where food and drink has not all been consumed, clarify with the individual the reasons for this
- P21 take appropriate action if the reasons for leaving food and drink cause concern
- P22 take appropriate action if the individual appears to be still hungry or thirsty after they have finished eating and drinking
- P23 support the individual to make themselves clean and tidy when they have finished eating and drinking
- P24 where required, record accurately the individual's intake of food and drink
- P25 report on any incidents, issues or concerns about the individual and the support provided for them to eat and drink, in accordance with work setting requirements and their plan of care

SCDHSC0214

Support individuals to eat and drink

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

SCDHSC0214

Support individuals to eat and drink

experience and expertise

Theory for practice

You need to know and understand:

- 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

Communication

You need to know and understand:

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

Personal and professional development

You need to know and understand:

- 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

Health and Safety

You need to know and understand:

- 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

Safe-guarding

You need to know and understand:

- 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

Handling information

You need to know and understand:

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication

SCDHSC0214

Support individuals to eat and drink

- 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 how your own values in relation to hygiene might differ from those of individuals and how to deal with this
- K42 the effects of personal beliefs and preferences (religious, cultural etc) on the way that food should be prepared and eaten
- K43 the medical conditions and other factors affecting the individuals with whom you work and how these can affect their dietary requirements and support needs when eating and drinking
- K44 the signs of malnutrition and the risk factors that may lead to malnutrition
- K45 the importance of good hydration, the impact of dehydration on health and well being and ways of promoting hydration
- K46 the signs of dehydration
- K47 **risks** that can arise when helping individuals to eat and drink and ways of minimising these
- K48 conflicts which might arise where individuals do not wish to eat and drink as specified in their plan of care and how to deal with this situation
- K49 the types of significant food safety hazards you are likely to come across when handling food and what may happen if these are not controlled
- K50 hygiene precautions and the potential consequences of not following these
- K51 different utensils that are available for individuals with different needs and disabilities and how these can be adapted and used
- K52 how to encourage individuals to eat and drink
- K53 the actions to take when individuals are having difficulties, are unwilling or are unable to eat and drink and the importance of passing on such information to the appropriate people
- K54 why you should interact with individuals when helping them to eat and drink
- K55 signs and symptoms of adverse reactions which individuals may experience prior to, during and following eating and drinking
- K56 how to deal with sudden and unexpected reactions to food and drink, such as choking, vomiting, dysphagia, acute pain, allergic reactions
- K57 the social value of eating and drinking
- K58 the importance of confirming that the individual has consumed sufficient food and drink to meet their nutritional requirements, even if they appear to have finished what they wish to consume
- K59 the importance of ensuring that individuals have the physical

SCDHSC0214

Support individuals to eat and drink

capacity to reach, handle and lift items of food and drink where they are not being assisted

SCDHSC0214

Support individuals to eat and drink

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
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.

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

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

SCDHSC0214

Support individuals to eat and drink

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

Risks could be from incorrect preparation and storage of food and drink, infection and contamination; individuals who eat and drink items that they should not or a sudden and unexpected reaction to food and drink

SCDHSC0214

Support individuals to eat and drink

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

SCDHSC0214

Support individuals to eat and drink

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