

Unit 36: Supporting Individuals to Eat and Drink

Unit reference number: Y/616/7347

Level: 2

Unit type: Optional

Credit value: 2

Guided learning hours: 15

Unit summary

A role of a care worker is to encourage individuals to choose suitable options to help them consume and to give them the support they need during and after eating. Part of this role includes monitoring their consumption and reporting and recording any concerns. Throughout the process, it is essential that the level of assistance required by individuals as they consume food and drink is understood, and standard precautions for infection control are followed.

In this unit, you will learn about the appropriate level of support needed by individuals as they consume food and drink. This includes making your own preparations for supporting individuals and supporting them to prepare for this themselves. You will make sure that individuals are given appropriate meals, utensils and aids to support them through the process and you will display dignity and respect at all times. You will be required to show your understanding of the possible difficulties that individuals may encounter while eating and drinking, and how to respond. Finally, you will learn about the records that need to be updated in order to monitor an individual's intake, the importance of accuracy and the workplace procedures that need to be followed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Be able to support an individual to make choices about food and drink</p>	<p>1.1 Establish the individual's dietary requirements in line with their Care Plan</p> <p>1.2 Establish with the individual and key people, the food and drink the individual wishes to consume ensuring wishes are in line with care plan</p> <p>1.3 Encourage the individual to select suitable options for food and drink</p> <p>1.4 Describe ways to resolve any concerns about the choice of food and drink</p> <p>1.5 Describe how and when to seek guidance about an individual's choice of food and drink</p>
<p>2 Be able to prepare to provide support for eating and drinking</p>	<p>2.1 Identify the level and type of support an individual requires when eating and drinking in line with their care plan</p> <p>2.2 Apply standard precautions for infection control in line with agreed ways of working</p> <p>2.3 Support the individual to prepare to eat and drink whilst meeting their personal needs and preferences</p> <p>2.4 Support the individual to eat and drink by providing utensils suitable for the food and drink</p>

Learning outcomes	Assessment criteria
<p>3 Be able to provide support for eating and drinking</p>	<p>3.1 Describe factors that promote an individual's dignity, comfort and enjoyment while eating and drinking</p> <p>3.2 Support the individual to consume manageable amounts of food and drink at their own pace</p> <p>3.3 Provide encouragement to the individual to eat and drink</p> <p>3.4 Support the individual to clean themselves if food or drink is spilt in a way that promotes dignity</p> <p>3.5 Adapt support in response to an individual's feedback or observed reactions while eating or drinking</p>
<p>4 Be able to clear away after eating and drinking</p>	<p>4.1 Explain why it is important to be sure that an individual has finished eating and drinking before clearing away</p> <p>4.2 Confirm with the individual they have finished eating and drinking</p> <p>4.3 Clear away used crockery and utensils in a way that promotes active participation</p> <p>4.4 Support the individual to make themselves clean and tidy after eating and drinking</p> <p>4.5 Store or dispose of any left-over food and drink in line with agreed ways of working</p>
<p>5 Be able to monitor eating and drinking and the support provided</p>	<p>5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they may encounter</p> <p>5.2 Monitor, record and report in line with agreed ways of working:</p> <ul style="list-style-type: none"> • the food and drink the individual consumes • any issues or concerns in relation to the individual and their eating and drinking <p>5.3 Report on the support provided for eating and drinking in accordance with agreed ways of working</p>

What needs to be learned

Learning outcome 1: Be able to support an individual to make choices about food and drink

Individual

- Someone requiring care or support; it will usually mean the person or people supported by the learner.

Dietary requirements and choices

- Individual – someone requiring care or support.
- Dietary needs.
- Dietary wishes.
- Available resources.
- Care Plan (also known as support plan), e.g. religious, personal and cultural beliefs, specific dietary requirements, general nutritional principles, spiritual and psychological needs.
- Methods of encouragement, e.g. offering alternatives, providing guidance, repeating information.

Key people

- Those who are important to an individual and who can make a difference to their wellbeing.
- May include family, friends, carers, professionals and others with whom the individual has a supportive relationship.

Types of concerns

- Lack of knowledge and understanding.
- Eating habits.
- Availability of food items.
- Refusal to eat and drink.

Seeking guidance

- Guidance:
 - written or verbal guidance
 - key people.
- When to seek guidance:
 - raised concerns
 - recommended changes by key people, e.g. change in health conditions.

What needs to be learned

Learning outcome 2: Be able to prepare to provide support for eating and drinking

Agreed ways of working

- Includes policies and procedures where they exist.

Prepare to provide support

- Type and level of support that may be needed:
 - independent or assisted feeding
 - choosing where to eat
 - choosing with whom to eat
 - specialist equipment and aids, e.g. adapted crockery and cutlery, mats, utensils and other aids such as dentures etc.
 - correct positioning of individual ensuring comfort
 - preparing specific foods, e.g. finger foods, different-textured foods
 - standard precautions for infection control and hygiene, e.g. hand washing, protective clothing
 - engaging with individual about food.

Responsibilities of care worker

- Standard precautions for infection control, e.g. hand washing, PPE, safe food handling.

Learning outcome 3: Be able to provide support for eating and drinking

Promote dignity, comfort and enjoyment

- Correct temperature of food.
- Food items within easy reach.
- Appropriate environment.
- No distractions.
- Allow plenty of time.
- Supporting individuals to clean themselves.
- Discrete cleaning of potential spills.
- Appropriate amount of food.

Adapting support

- Carrying out appropriate action if individual has difficulty with eating and drinking, e.g. choking, vomiting, dysphagia, acute pain, allergic reactions.
- Adapting time to chew.
- Adapting support in relation to individual's feedback.

What needs to be learned

Learning outcome 4: Be able to clear away after eating and drinking

Clearing away after eating and drinking

- Confirm that individuals have finished, e.g. look for verbal and non-verbal cues.
- Promote nutritional requirements.

Active participation

- Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible.
- The individual is regarded as an active partner in their own care or support, rather than as a passive recipient.

Types of support

- Make individuals tidy, e.g. washing hands, face, following personal choices and beliefs.
- Make surfaces clean.
- Clear away utensils and crockery.
- Disposal of waste.
- Safe storage of left-over food.

Learning outcome 5: Be able to monitor eating and drinking and the support provided

Recording, monitoring and reporting

- Importance of monitoring:
 - identifying possible concerns, e.g. dehydration, weight gain/loss, meeting adequate nutritional requirements
 - identifying possible difficulties e.g. refusal to eat or drink, excessive thirst, overeating, effects of medication, depression
 - intake and output of fluids and solids
 - recording and reporting.

Accuracy, confidentiality and security of records

- Duty of care.
- Legal obligation.

Information for tutors

Suggested resources

Books

Aldworth C et al – *BTEC Nationals Health and Social Care student book 2* (Pearson, 2017) ISBN 9780435183776

Ayling P et al – *Preparing to work in Adult Social Care Level 3 (Health and Social Care)* (Nelson Thornes Ltd, 2012) ISBN 9781408518127

Nolan Y et al – *Health and Social Care Level 2, 3rd Edition* (Heinemann, 2011) ISBN 9780435031947

Walsh M et al – *Health and Social Care Diplomas: Level 2 Diploma Candidate Handbook* (Collins Educational, 2011) ISBN 13 9780007430512

Websites

www.alzheimers.org.uk	Alzheimer's Society – Understanding eating and drinking difficulties for people with dementia in care homes
www.cqc.org.uk	Care Quality Commission – Regulation 14: Meeting nutritional and hydration needs
www.cwt.org.uk	The Caroline Walker Trust-Publication: Eating Well – Supporting Older People and Older People with Dementia
www.hse.gov.uk	Health and Safety Executive website
www.nhs.uk	National Health Service website
www.scie.org.uk	Social Care Institute for Excellence: Dignity Factors, Eating and Nutritional Care

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for the learning outcomes in this unit (competence) must be based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for the learning outcomes in this unit.