

## Unit 108: Support Individuals to Eat and Drink

---

|                        |          |
|------------------------|----------|
| Level:                 | 2        |
| Unit type:             | Optional |
| Credit value:          | 2        |
| Guided learning hours: | 15       |

---

### Unit Aim

This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

### Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence* document. Detailed information can be found in *Annexe A* of the qualification specification.

Evidence for skills within this unit must come from real work activities.

| <b>Learning outcomes</b><br><b>The learner will:</b>                  | <b>Assessment criteria</b><br><b>The learner can:</b>   |
|---|---|
| 1 Be able to support individuals to make choices about food and drink | 1.1 Establish the individual's dietary requirements   |
|   | 1.2 Establish with the individual and <b>others</b> the food and drink the individual wishes to consume |
|   | 1.3 Encourage the individual to select suitable options for food and drink                              |
|   | 1.4 Describe ways to resolve any concerns about the choice of food and drink                            |
|   | 1.5 Describe how and when to seek guidance about an individual's choice of food and drink               |
| 2 Be able to prepare to provide support for eating and drinking       | 2.1 Identify support an individual requires when eating and drinking                                    |
|   | 2.2 Apply standard precautions for infection control when providing support for eating and drinking     |
|   | 2.3 Support the individual to prepare to eat and drink  |
|   | 2.4 Provide suitable utensils and equipment to assist the individual to eat and drink                   |

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

### **Additional information about the unit**

Exemplification of terms used in assessment criteria:

**Others** are those who are important to an individual and who can make a difference to their well-being. This may include family, friends, carers and others with whom the individual has a supportive relationship.

**Active participation** is a 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 a passive recipient.