

Unit 24: Prepare for and Carry Out Extended Feeding Techniques

Level:	3
Unit type:	Optional
Credit value:	4
Guided learning hours:	27

Unit Aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake.

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 learning outcomes 4-6 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand current legislation, protocols and agreed ways of working when using extended feeding techniques	1.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding
	1.2 Explain the importance of following procedures exactly as specified
	1.3 Understand the scope and limitations of own competence, responsibilities, and accountability as it applies to job role
2 Understand anatomy and physiology in relation to extended feeding	2.1 Outline the anatomy and physiology of the gastrointestinal tract relevant to extended feeding techniques
	2.2 Explain the importance of fluid and nutritional balance to the health of individuals
	2.3 Identify health conditions where extended feeding may be part of an individual's care plan

Learning outcomes The learner will:	Assessment criteria The learner can:
3 Understand extended feeding techniques	3.1 Explain techniques for extended feeding
	3.2 Identify equipment and materials used in extended feeding techniques
	3.3 Describe how to prepare an individual for extended feeding including: <ul style="list-style-type: none"> • needs and preferences • addressing any questions and concerns • identifying potential risks
	3.4 Describe how to recognise and deal with adverse reactions which may occur: <ul style="list-style-type: none"> • during procedures • following procedures
4 Be able to prepare for extended feeding	4.1 Ensure that all prescribed feeds are prepared according to manufacturers' instructions
	4.2 Identify possible risks associated with extended feeding
	4.3 Apply standard precautions for infection prevention and control to minimise risks: <ul style="list-style-type: none"> • before the procedure • during the procedure and • after the procedure
	4.4 Confirm the identity of the individual prior to carrying out the activity
	4.5 Obtain valid consent from the individual prior to carrying out the planned activity
	4.6 Explain to an individual the procedure to be carried out
	4.7 Confirm equipment and materials are: <ul style="list-style-type: none"> • appropriate to the procedure • fit for purpose • working correctly
	4.8 Position an individual to ensure <ul style="list-style-type: none"> • safety and comfort • to facilitate the method of extended feeding

Learning outcomes The learner will:	Assessment criteria The learner can:
5 Be able to carry out and complete extended feeding techniques	5.1 Refer to the plan of care and feeding guidelines
	5.2 Attach and position feeding tubes correctly and securely in a manner that <ul style="list-style-type: none"> • prevents discomfort • promotes the dignity of an individual
	5.3 Carry out extended feeding safely and according to the individual's plan of care and feeding protocol
	5.4 Observe the individual throughout the activity and respond to any adverse reactions
	5.5 Ensure the comfort of the individual following extended feeding
	5.6 safely dispose of any unused feed and material soiled by body fluids
	5.7 clean and store equipment and materials following the feed
6 Be able to maintain records and report on extended feeding	6.1 Complete required records
	6.2 Identify others who may be involved in reviewing the nutritional and fluid intake of an individual
	6.3 Report any findings about the process which may impact on an individual and their care plan

Additional information about the unit

Exemplification of terms used in assessment criteria:

Individual: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Valid consent: Consent (must be in line with agreed UK country definition) may include:

- The individual must have the mental capacity to make the decision
- The individual must have sufficient non-bias information to make an informed choice
- The individual must not be pressured into making a decision and must give consent freely

Others: Others may include

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates
- Outside services and organisations
- Those with power of attorney
- Line manager
- Other professionals
- Others who are important to the individual's wellbeing.