

HSC 2014: Support individuals to eat and drink

Unit reference M/601/8054 Level 2

Credit value 2 GLH 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.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to support individuals to make choices about food and drink.	1.1. Establish with an individual the food and drink they wish to consume.		
	1.2. Encourage the individual to select suitable options for food and drink.		
	1.3. Describe ways to resolve any difficulties or dilemmas about the choice of food and drink.		
	1.4. Describe how and when to seek additional 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 the level and type of support an individual requires when eating and drinking.		
	2.2. Demonstrate effective hand-washing and use of protective clothing when handling food and drink.		
	2.3. Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Provide suitable utensils to assist the individual to eat and drink.		
3. Be able to provide support for eating and drinking.	3.1. Describe factors that help 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. Provide encouragement to the individual to eat and drink.		
	3.4. Support the individual to clean themselves if food or drink is spilt.		
	3.5. Adapt support in response to an individual's feedback or observed reactions while eating and drinking.		
4. Be able to clear away after food and drink.	4.1. Explain why it is important to be sure that an individual has chosen to finish 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 active participation .		
	4.4. Support the individual to make themselves clean and tidy after eating or drinking.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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. Carry out and record agreed monitoring processes.		
	5.3. Report on the support provided for eating and drinking in accordance with agreed ways of working.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 2014

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC 213 HSC 214.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>An individual is someone requiring care or support.</p> <p>Suitable options will take account of:</p> <ul style="list-style-type: none"> • expressed wishes and preferences • general nutrition principles • specific dietary requirements • religious, cultural and personal beliefs • resources available. <p>Ways to prepare to eat and drink may include:</p> <ul style="list-style-type: none"> • choosing where to eat • choosing with whom to eat • protecting clothes from potential spills • taking up a comfortable position <p>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.</p> <p>Agreed ways of working will include policies and procedures where these exist.</p>
Additional unit assessment requirements - provided with the QCF unit	Unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.