

Unit 4 - Understanding Individual Needs within the Care Sector

Learning Outcomes for this Unit:

The overall focus for this unit is to make sure that learners understand and can successfully apply health practices related to nutrition and hydration. The other main focus is on safeguarding people in their care and being aware of how to identify and deal with incidents.

Evidence for learning in this unit:

Most evidence here will be demonstrated on the job and witnessed and recorded by assessors and mentors. Learners may also record reflections in a learning journal.

Detailed Guidance for the Delivery of this Unit:

1. Understand the ideas of hydration, nutrition and food safety

1.1 I can explain the importance of food safety and hygiene in the preparation and handling of food

Learners will be able to demonstrate an understanding of basic food safety activities.

Additional information and guidance

Learners will likely be responsible for the preparation and delivery of food to the people in their care and it is therefore very important to understand how disease is transmitted through poor hygiene. Simple things like washing hands regularly or making sure not to mix raw meats with other foods. They should also understand about the effects of temperature, for example not leaving food out that requires refrigeration or not cooking food for long enough or at a high enough temperature. They should also be aware of some of the dangers and signs of problems. In addition, they need to be aware of people's food allergies as these are very dangerous.

<https://www.food.gov.uk/food-safety> [1]

1.2 I can explain the importance of good nutrition and hydration in maintaining health and well-being

Learners will be able to understand why people in their care need to be "well fed and watered".

Additional information and guidance

Nutrition is essential to good health and well being. Food needs to be balanced in terms of the main components (fruit and vegetables, protein, fats, dairy and starches etc) and designed to promote health and well-being. In addition, de-hydration causes many problems and a well hydrated person is better able to cope with other health issues. Although endless cups of tea are beneficial in many ways, caffeine is also a diuretic so will de-hydrate as well. As with all things, balance is the key.

Learners might be able to investigate the food options where they work and look for the nutritional composition. They can also comment on the amount and regularity of liquids for people in their care.

1.3 I can identify how to promote good hydration and nutrition

Learners will be able to show how they might promote this.

Additional information and guidance

Many organisations, such as the link in 1.1 have posters and flyers to promote good eating and drinking practice, but learners might develop their own one to match local conditions. It is also important to lead by example. It is not good to convince people in their care to eat healthily if they don't themselves do this.

2. Understand and apply safeguarding of adult practices

2.1 I can explain the meaning of the safeguarding of adults

Learners will be able to give a basic explanation of this concept.

Additional information and guidance

Learners may not be specialising in adult care, but it is still a general concept to understand. Various sources explain the ideas and learners can use what they find most useful.

<https://www.england.nhs.uk/safeguarding/about/> [2]

2.2 I can explain my own role in the safeguarding of adults

Learners will be able to explain how they fit into the overall safeguarding of adults.

Additional information and guidance

Learners who are not working with adults can still explain what their role would be in this instance. For example they might be involved in the maintenance of good nutrition as discussed in section 1 above, which would be an important part of safeguarding.

2.3 I can list what constitutes harm, and why an individual may be vulnerable to harm and abuse

Learners will be able to show they know the main causes of harm or abuse.

Additional information and guidance

Learners do not need an in depth knowledge of the various types of harm and abuse at this stage, but should at least have an overview of what they need to be aware of and look for when looking after people in their care. The following NHS site lists the main areas and signs.

<https://www.nhs.uk/conditions/social-care-and-support-guide/help-from-so...> [3]

2.4 I can explain how to reduce the likelihood of abuse

Learners will be able to show a basic understanding of preventive measures where appropriate.

Additional information and guidance

It may not be possible or practical to give real example here as it would contravene earlier units on privacy, but learners should be able to discuss or write about some things they can do to reduce the incidence of some type of problem. This will need to be discussed with their assessor or mentor.

2.5 I can explain how to respond to suspected or disclosed abuse

Learners will be able to demonstrate they know to document concerns.

Additional information and guidance

In most cases there will be strict policies and procedures around how to report concerns and learners should comment on these. There are also charities and government departments that can support.

<https://www.gov.uk/report-abuse-of-older-person> [4]

3. Understand and apply safeguarding of children practices

3.1 I can explain the importance of meeting the minimum training standards for the safeguarding of children

Learners will be able to explain their feelings on the importance of good quality training.

Additional information and guidance

Learners in this profession are dealing with very complex problems and situations and good training is vital so that they are properly prepared for all of the things that will occur during their working day. Children, due to their age and susceptibility, are automatically included in safeguarding practices. Learners should be able to discuss some of the training standards they need to carry out their duties. Many of these may be part of an induction process, but if they are not working in this area, they can find information and discuss this with their assessor.

<https://learning.nspcc.org.uk/safeguarding-child-protection/> [5]

3.2 I can list what I must do if I suspect a child or young person (met in any circumstances) is being abused or neglected

Learners will be able to list a number of things they can do if they are concerned about a child or young person.

Additional information and guidance

As with the above criterion, once learners are aware of some of the problems that can occur, they can then also appreciate what can be done in their circumstances. The link above to the NSPCC site also has some useful guides on what to do if there are safeguarding concerns and understanding policies and procedures. They also have a clear checklist.

<https://learning.nspcc.org.uk/safeguarding-checklist/> [6]

Source URL: <https://theingots.org/community/emcare1u4x>

Links

[1] <https://www.food.gov.uk/food-safety>

[2] <https://www.england.nhs.uk/safeguarding/about/>

[3] <https://www.nhs.uk/conditions/social-care-and-support-guide/help-from-social-services-and-charities/abuse-and-neglect-vulnerable-adults/>

[4] <https://www.gov.uk/report-abuse-of-older-person>

[5] <https://learning.nspcc.org.uk/safeguarding-child-protection/>

[6] <https://learning.nspcc.org.uk/safeguarding-checklist/>