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 principles of hydration, nutrition and food safety

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

Learners will be able to describe their understanding of basic food safety activities and hygiene.

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]

Clear descriptions of these elements with some examples will provide good evidence.

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

Learners will be able to desribe 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 and describe 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 describe the meaning of the safeguarding of adults

Learners will be able to give a clear 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 here in their own descriptions for submission and feedback.

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

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

Learners will be able to explain how they fit into the overall safeguarding of adults and what the expectations on them are.

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. Why is their role so vital and what impact do their own responsibilities have on the rest of the organisation.

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

Learners will be able to describe 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]

They should be able to articulate how their understanding of harm might manifest itself in what they observe to show a clear understanding. This can then lead them to appreciate ways to prevent this from occurring.

2.4 I can describe how to respond to suspected or disclosed abuse

Learners will be able to describe how they intend 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 in the appropriate amount of detail. There are also charities and government departments that can support.

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

2.5 I can describe how to reduce the likelihood of abuse

Learners will be able to describe preventive measures where appropriate.

Additional information and guidance
It may not be possible or practical to give real examples 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, especially if they have concerns about privacy.

2.6 I can explain how to respond to suspected or disclosed abuse and protect people from further harm

Learners will be able to show their one practice when dealing with suspected or real abuse in order to protect people in their care.

Additional information and guidance
There should be clear protocols and guidelines for these cases and learners need to demonstrate they understand these and how to apply them. It would be useful if assessors could give them scenarios to test their understanding, especially borderline cases which could be interpreted in different ways and perhaps miss helping someone as they think they are doing the right thing, or don't want to interfere. In all instances, it is best to err on the side of concern and report all that concerns them.

3. Understand and apply safeguarding of children practices

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

Learners will be able to describe 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 describe 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 explain 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 explain things they can do if they are concerned about a child or young person.

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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/emcarel2u4x

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/