

Unit Title:	Prepare for and carry out extended feeding techniques
Unit sector reference:	HSC 3050
Level:	3
Credit value:	4
Guided learning hours:	27
Unit accreditation number:	A/601/8980

Unit purpose and 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.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand anatomy and physiology in relation to extended feeding	1.1 Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding 1.2 Explain the importance of fluid and nutritional balance to the health of individuals 1.3 Describe conditions where feeding may be undertaken by extended methods	Conditions may be: <ul style="list-style-type: none"> • temporary • permanent
2 Understand extended feeding techniques	2.1 Explain techniques for extended feeding 2.2 Describe equipment and materials that may be used for extended feeding 2.3 Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	2.4 Describe how to recognise and deal with adverse reactions which may occur <ul style="list-style-type: none"> • during procedures • following procedures 	
3 Understand legislation and agreed ways of working when using extended feeding techniques	3.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding 3.2 Explain the importance of following procedures exactly as specified	Agreed ways of working will include policies and procedures and guidelines where these exist
4 Be able to manage risks relating to extended feeding	4.1 Identify potential risks associated with extended feeding 4.2 Describe the potential sources and consequences of contamination 4.3 Explain why it is important to <ul style="list-style-type: none"> • maintain the correct level of cleanliness • pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area 4.4 Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure 4.5 Dispose of <ul style="list-style-type: none"> • Used equipment, materials and feeds • Body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
5 Be able to prepare for extended feeding	5.1 Ensure that adequate and relevant fluids, feeds and equipment are available 5.2 Confirm the identity of the individual prior to carrying out the activity 5.3 Obtain valid consent from the individual prior to carrying out the planned activity 5.4 Confirm equipment and materials are <ul style="list-style-type: none"> • appropriate to the procedure • fit for purpose 5.5 Position an individual to ensure safety and comfort and facilitate the method of extended feeding	Valid consent must be in line with agreed UK country definition
6 Be able to carry out and complete extended feeding techniques	6.1 Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual 6.2 Carry out extended feeding safely and according to the individual's plan of care 6.3 Observe an individual throughout the activity and respond to any adverse reactions 6.4 Ensure the comfort of the individual following extended feeding	Safely and according to the individual's plan of care will include: <ul style="list-style-type: none"> • at an appropriate time • using agreed techniques • using equipment in line with safety instructions • optimising the individual's comfort and dignity and minimising pain and trauma
7 Be able to maintain records and report on extended feeding	7.1 Complete required records 7.2 Identify others who may be involved in reviewing the nutritional and fluid intake of an individual 7.3 Report any findings about the process and the individual which may have an impact on the care plan	Required records are those indicated in an individual's care plan and may include: <ul style="list-style-type: none"> • fluid balance • weight • skin condition • observations during extended feeding • adverse reactions • monitoring over time Others may include: <ul style="list-style-type: none"> • The individual

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		<ul style="list-style-type: none"> • Family members • Advocate • Line manager • Other professionals

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

CHS 17

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.