

H5PR 04 (SCDHSC0414) — Assess Individuals Preferences and Needs

Overview

This standard identifies the requirements when you assess the preferences and the care or support needs of individuals. This begins by working with individuals to carry out a comprehensive assessment of their preferences, needs and strengths and the outcomes they wish to achieve through care or support. The standard also covers the need to make assessment information available in accessible forms. It includes revising assessments to meet changes in individuals' care or support needs and preferences.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and / or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own support or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

Care or support needs assessment is a comprehensive and person centred assessment that will assess the individual's strengths, needs and preferences. The needs may encompass those relating to physical health, mental health, medication, independence, personal safety, risks. Wider aspects important to the individual may relate to their language, culture, beliefs, interests, aspirations, resilience, resourcefulness and life experiences.

Extra support may include the use of key people and other professionals such as interpreters, translators, signers; or specialist equipment to aid communication.

The **individual** is the adult, child or young person you support or care for in your work.

Information could be verbal, written or electronic and needs to be in a format that is accessible to the individual and should be provided within confidentiality agreements and according to legal and work setting requirements.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

Records of assessment must be evidence-based and meet legal and work setting requirements.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 27 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Work with individuals to assess their preferences and care or support needs

	Performance Criteria	Evidence Number where this criteria has been met
1	Establish trust and rapport between the individual, key people and yourself.	
2	Review existing notes, records and assessments about the preferences and care or support needs of the individual.	
3	Access any extra support needed to enable the individual to be fully involved in the care or support needs assessment process and to communicate their preferences and needs.	
4	Ensure that all information relating to the assessment is provided in a language and format accessible to the individual and key people.	
5	Provide information that will enable the individual to assess their own care or support needs.	
6	Identify the issues to be included in a comprehensive, individualised assessment, ensuring that these cover the individual's short, medium and long term needs and take account of their strengths and abilities.	
7	Carry out the comprehensive assessment in a way that promotes the active participation of the individual, key people and others.	
8	Pay attention to the individual's own account of their circumstances.	

Work with individuals to assess their preferences and care or support needs (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Agree with the individual and key people the outcomes they wish to achieve in the short, medium and long term.	
10	Ensure that the individual's family and personal networks are recognised as potential resources to address preferences and needs.	
11	Provide accessible information that will enable the individual and key people to make informed decisions about their preferences for the care and support they will receive.	
12	Work together to address any areas where there are conflicting views relating to the assessment.	
13	Provide information and advice about how the individual and key people can challenge any aspect of the assessment with which they are unhappy.	

Make assessment information available to those who have a right to see it

14	Complete records of the assessment including outcomes, actions and decisions; how conclusions of the assessment were received and understood; how conflicts and issues were resolved and whether any still remain unresolved.	
15	Ensure that records relating to the assessment are available in accessible ways to those who need to and have the right to access them, within confidentiality agreements and according to legal and work setting requirements.	
16	Support the individual and key people to understand their care or support needs assessment and the implications of it.	
17	Ensure that your team members are provided with relevant assessment information, in writing, to support their work activities with the individual.	

Revise assessments in the light of changing preferences and needs

	Performance Criteria	Evidence Number where this criteria has been met
18	Establish procedures and systems to enable the individual, key people and others to report changes to the preferences, care or support needs and circumstances of the individual.	
19	Support the individual, key people and others to report changes they identify.	
20	Evaluate information received about changes in the preferences, needs and circumstances of the individual.	
21	Discuss any changes to care or support needs with others, within confidentiality agreements and according to legal and work setting requirements.	
22	Support the individual and key people to communicate aspects of the original assessment that should remain the same and those that may need to be changed.	
23	Agree with the individual, key people and others within and outside your organisation how the assessment should be revised.	
24	Carry out a wider re-assessment of the individual's care or support needs where necessary.	
25	Revise the care or support needs assessment to address the changing preferences, needs and circumstances of the individual and key people.	
26	Document the changes that are the rationale for revising the assessment.	
27	Complete required records of the revised assessment including outcomes, actions and decisions; how revisions were received and understood; how conflicts and issues were resolved and whether any still remain unresolved.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 63 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
7	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
8	Your own background, experiences and beliefs that may have an impact on your practice.	
9	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
10	The roles, responsibilities and accountabilities of others with whom you work.	
11	How to access and work to procedures and agreed ways of working.	
12	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
13	The prime importance of the interests and wellbeing of the individual.	
14	The individual's cultural and language context.	
15	How to build trust and rapport in a relationship.	
16	How your power and influence as a worker can impact on relationships.	
17	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with individuals, key people and others.	
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
21	How and when to seek support in situations beyond your experience and expertise.	

Theory

22	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
23	Theories underpinning our understanding of human development and factors that affect it.	

Personal and professional development

24	Principles of reflective practice and why it is important.	
25	Your role in developing the professional knowledge and practice of others.	
26	How to promote evidence based practice.	

Communication

27	Factors that can affect communication and language skills and their development in children, young people adults.	
28	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Legal and statutory requirements for health and safety.	
30	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
31	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

32	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
33	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Indicators of potential harm or abuse.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	
37	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Multi-disciplinary working

38	The purpose of working with other professionals and agencies.	
39	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communications can and should be used for communicating, recording and reporting.	

Leading practice

45	Theories about leadership.	
46	Standards of practice, service standards and guidance relating to the work setting.	
47	National and local initiatives to promote the wellbeing of individuals.	
48	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
49	Methods of supporting others to work with and support individuals, key people and others.	
50	How to contribute to the development of systems, practices, policies and procedures.	
51	Techniques for problem solving and innovative thinking.	

Risk management

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
52	Principles of risk assessment and risk management.	
53	Principles of positive risk-taking.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
54	The role of family and social support networks in meeting the individual's needs.	
55	Human resource management in relation to care needs assessment and review.	
56	How power and influence can be used and abused when carrying out care needs assessments.	
57	Knowledge of the physical, emotional and health conditions of the individual for whom you are carrying out the assessment and how to use this information to make informed decisions for care needs assessment and reviews.	
58	How to analyse, balance and interpret the individual's needs and preferences with views of other people, evidence, knowledge and practice based information and knowledge of the individual's conditions to enable you to assess the individual's needs and preferences, fairly and ethically.	
59	Methods of supporting the individual and key people to express their wishes, needs and preferences to support them to understand and take responsibility for promoting their own health and wellbeing, to identify how their care needs should be met and to assess and manage risks to their health and wellbeing.	
60	Methods of assessment and review.	
61	Methods of observing and assessing the individual's needs, circumstances and preferences.	
62	Methods of identifying, agreeing and monitoring outcomes.	
63	Methods of providing accurate and accessible feedback on assessments.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	