

## **H5TX 04 (SCDHSC3120) — Assess Performance in Health and Social Care Services**

### **Overview**

This standard identifies the requirements when you assess the performance of team members working in health and social care services. This includes preparing to assess performance, carrying out the assessment in safe and ethical ways and giving feedback to the team member on the outcome of your assessment decision.

## **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.

The **individual** is the person you support or care for in your work.

## **Scope/range related to Knowledge and Understanding**

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

### **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, young people 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 26 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.

### Prepare to assess team members' performance

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Agree with the team member which standards you will assess their performance against.	
2	Agree with the team member how and when you will watch them perform their work activities to compare their performance with the agreed standard.	
3	Give the team member advice on how to collect other appropriate evidence.	
4	With the team member, identify who may be involved in or affected by your assessment.	
5	With the team member, consider any ethical issues that may be raised by the proposed assessment.	
6	Check legal and work setting requirements regarding any assessment that may directly involve or affect an <b>individual</b> .	
7	With the team member, negotiate agreement on arrangements with those who may be involved or affected, taking account of the safety, privacy, dignity and rights of individuals.	
8	Plan how health and safety requirements will be maintained during the assessment.	

## Assess team members' performance

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Observe the team member's performance in accordance with the agreed plan.	
10	Confirm that the assessment process is not adversely affecting the care or support of any individual involved in it.	
11	Where necessary, move to a more suitable environment to assess the team member's knowledge and understanding.	
12	Ask questions to check the team member's knowledge and understanding of workplace activities, values and other requirements.	
13	Ensure that all the evidence you consider comes from the team member's own work.	
14	Make a judgement on where the team member's practice and other evidence meets the agreed standard.	
15	Identify gaps in evidence of practice or knowledge and how these may be filled.	
16	Decide if you are able to confirm that the team member's performance meets the agreed standard.	
17	Keep a full and accurate record of the assessment, in accordance with work setting and any other requirements.	
18	Ensure that records are stored and shared in accordance with work setting and any other requirements.	

**Give team members feedback on your assessment and their performance**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
19	Choose an appropriate time and place to give feedback to the team member on your assessment decision.	
20	Communicate your assessment decision to the team member.	
21	Confirm that the team member understands your assessment decision.	
22	Give clear, constructive and useful feedback on the team member's performance.	
23	Clarify details of how the team member can improve their performance where necessary.	
24	Agree any further training or development the team member will need before the assessment process can be completed.	
25	If you and the team member cannot agree on your assessment of their performance, refer the matter to the appropriate person.	
26	Record follow-up actions and the next steps you and the team member have agreed on, in accordance with work setting requirements.	

## 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 44 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your duty to report any acts or omissions that could infringe the rights of individuals.	
3	How to deal with and challenge discrimination.	
4	The rights that individuals have to make complaints and be supported to do so.	

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
5	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
6	Your own background, experiences and beliefs that may have an impact on your practice.	
7	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
8	The roles, responsibilities and accountabilities of others with whom you work.	
9	How to access and work to procedures and agreed ways of working.	
10	How to build trust and rapport in a relationship.	
11	How your power and influence as a worker can impact on relationships.	
12	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
13	How to work in partnership with individuals, key people and others.	
14	How to manage ethical conflicts and dilemmas in your work.	
15	How to challenge poor practice.	
16	How and when to seek support in situations beyond your experience and expertise.	



## Personal and professional development

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
17	Principles of reflective practice and why it is important.	

## Health and Safety

18	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
19	Practices for the prevention and control of infection in the context of this standard.	

## Safe-guarding

20	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
21	Indicators of potential harm or abuse.	
22	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
23	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

24	Legal requirements, policies and procedures for the security and confidentiality of information.	
25	Legal and work setting requirements for recording information and producing reports.	
26	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
27	Standards of performance that are required and/or recommended in health and social care settings.	
28	How to provide opportunities for carrying out assessments in health and social care settings.	
29	How to review assessment plans and identify where work activities can be assessed.	
30	How to identify tasks you can see in the workplace and which aspects of competence they show.	
31	How to agree arrangements for watching a team member perform tasks in the workplace.	
32	How to watch team members without disrupting or affecting their work activities and the individuals they care for or support.	
33	Who else in the workplace you should involve when assessing team members' competence.	
34	How to record your assessments and pass information on to other people.	
35	How to use your assessments to motivate team members.	
36	How to identify what the team member needs to do to meet agreed levels of competence.	
37	How to make an accurate and fair comparison between a team member's performance and appropriate agreed standards.	
38	How to use normal work activities to assess team member's performance without compromising the care and support of individuals.	
39	How to provide assessment opportunities which are fair, consistent and do not discriminate.	

### Knowledge specific to this NOS (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
40	How to prepare and ask questions to check team members' understanding of what they are doing without leading them.	
41	How to give constructive feedback on assessment decisions.	
42	How to encourage team members to ask questions and seek advice.	
43	Who to pass information on to, and when.	
44	Who to involve when you have a problem making an assessment judgement, and the procedures you should follow.	

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

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

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

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

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

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	