

## **F069 04 (EUSC02) Obtain supporting information to inform the assessment of an individual**

### **About this Unit**

This standard covers gathering information to support and inform the assessment of the health status and needs of an individual requiring medical assistance.

Users of this standard will need to ensure that practice reflects up-to-date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

**Values** — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

**Key Words and Concepts** — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

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**Specific Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit**

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"> <li>◆ Simulation is <b>NOT</b> permitted for any part of this Unit.</li> <li>◆ <b>The following forms of evidence ARE mandatory:</b></li> <li>◆ <b>Direct Observation:</b> Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. <b>For example</b>, how you obtain details of the individual's prior health status and circumstances to inform assessment, in accordance with the individual's presenting symptoms.</li> <li>◆ <b>Professional discussion:</b> Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. <b>For example</b>, discussing the sort of information it would be important to capture about the circumstances leading up to an individual requiring immediate medical assistance.</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>◆ <b>Reflective Account:</b> These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge.</li> <li>◆ <b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice.</li> <li>◆ <b>Expert Witness:</b> A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice.</li> <li>◆ <b>Witness Testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.</li> <li>◆ <b>Products:</b> These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier.</li> <li>◆ <b>Prior Learning:</b> You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit.</li> <li>◆ <b>Simulation:</b> There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.</li> </ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"> <li>◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.</li> <li>◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge.</li> <li>◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work.</li> <li>◆ All evidence must relate to your own work practice.</li> </ul>

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**KNOWLEDGE SPECIFICATION FOR THIS UNIT**

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
1 The legislation (national and European) relating to the work being undertaken, the context in which it takes place and the individuals with whom one works; codes of good practice which support the implementation of legislation (such as the Data Protection Act); how to interpret and apply relevant legislation to the work being undertaken.	
2 Why it is important to establish informed consent to the sharing of information, where the individual or third party is able to provide this, and what steps can be taken when this is not provided.	
3 What evidence you should seek to demonstrate a third party’s ability and authority to provide information about an individual in need of medical assistance.	
4 The steps you would take to ensure that the privacy, dignity, wishes and beliefs of the individual are maintained.	
5 The organisational policy and practices with regard to the confidentiality of information.	
6 How communication style may be modified to ensure it is appropriate to the individual’s level of understanding, culture and background, preferred ways of communicating and needs.	
7 What sort of obstacles to communication can arise and the actions to be taken to manage them in a constructive manner.	
8 The ways an individual’s belief system can influence their willingness to share personal information.	
9 The reasons why your role and responsibilities should always be explained when taking information.	
10 The types of information that need to be gathered and why each is necessary.	
11 Why information needs to be gathered over a sufficient period of time and how this might vary from context to context.	
12 The steps you would take to try to clarify and confirm any information which is ambiguous or missing from an individual’s or third party’s narrative.	
13 What sort of information it would be important to capture about the circumstances leading up to an individual requiring immediate medical assistance.	
14 The importance of recording information clearly, accurately and in a systematic manner.	

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<b>Performance Criteria</b>		<b>DO</b>	<b>RA</b>	<b>EW</b>	<b>Q</b>	<b>P</b>	<b>WT</b>	<b>PD</b>
1	Explain clearly: (a) your role and responsibilities (b) what information you need (c) the reasons why you need the information (d) with whom the information will be shared							
2	Respect the individual's privacy, dignity, wishes and beliefs in your interactions with other people.							
3	Check and confirm that the information is reliable, current and relates to the individual.							
4	Check and confirm whether anyone acting as the source of information has the authority to: (a) provide you with relevant information about the individual (b) provide informed consent where the individual is unable to do so directly							
5	Obtain informed consent from anyone acting as the source of information, where appropriate, to share the information they provide about the individual requiring immediate medical assistance.							
6	Obtain details of the individual's prior health status and circumstances over a sufficient period of time to inform assessment, in accordance with the individual's presenting symptoms.							
7	Use appropriate questions to explore, clarify and confirm any unusual or ambiguous information.							
8	Maintain clear and accurate records clearly and accurately in a systematic and logical manner that clearly shows the history of the individual's condition and the source of the information obtained.							
9	Support the assessment with as complete and accurate a picture of the individual as possible.							
10	Treat all information provided to you as confidential in accordance with organisational policy and practice.							

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<b>Performance Criteria</b>		<b>DO</b>	<b>RA</b>	<b>EW</b>	<b>Q</b>	<b>P</b>	<b>WT</b>	<b>PD</b>
11	Communicate with people in a manner which: (a) is consistent with their level of understanding, culture, background and preferred ways of communicating (b) acknowledges the purpose of the communication (c) is appropriate to the context (d) encourages their participation (e) responds to communications of any kind from them							
12	Constructively manage any obstacles to communication.							

*DO = Direct Observation*

*RA = Reflective Account*

*Q = Questions*

*EW = Expert Witness*

*P = Product (Work)*

*WT = Witness Testimony*

*PD = Professional Discussion*

**F069 04 (EUSC02) Obtain supporting information to inform the assessment of an individual**

*To be completed by the candidate*

**I SUBMIT THIS AS A COMPLETE UNIT**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

**Assessor/Internal verifier feedback**

*To be completed by the internal verifier if applicable*

***This section only needs to be completed if the Unit is sampled by the internal verifier***

Internal verifier's name: .....

Internal verifier's signature: .....

Date: .....