

Unit 28: The Use of Assessment Processes in Care Settings

Level:	5
Unit type:	Optional
Credit value:	6
Guided learning hours:	40

Unit introduction

The purpose of this unit is to explore the use of different assessment processes in formulating the planned care of users of services in care settings. You will develop the knowledge and skills to understand the purpose of different assessment methods and tools, as well as implementing care plans based on the assessments. There are different forms of assessment processes that are supported by contributions from the multidisciplinary team. As part of the team, you will work in partnership to agree outcomes in collaboration with users of services. In your role you will lead, implement and review assessments to ensure effective care planning. You will promote an understanding of assessment processes to others in your team, as well as to users of services and their families.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand assessment processes used in planning care for a user of services in a care setting	1.1 Discuss the use of different assessment processes used in own setting 1.2 Review the use of recognised assessment tools in developing care plans 1.3 Analyse the use of assessment methods in developing care plans 1.4 Evaluate the benefits of partnership approaches in assessment and care planning
2 Understand the effects of assessment processes for the user of services and their family in care settings	2.1 Assess the benefits to the user of services and their family of the assessment process 2.2 Review the potential barriers of the assessment methods used for the user of services and their family 2.3 Analyse the approaches used to support full participation of the user of services and their family in the planning of care
3 Be able to lead and contribute to assessments in care settings	3.1 Initiate early assessment of the user of services in line with organisational requirements 3.2 Support the active participation of the user of services in shaping the assessment process, in line with organisational requirements 3.3 Undertake assessments within the boundaries of own role within the organisation 3.4 Make recommendations to support referral processes in accordance with organisational procedures
4 Be able to manage the outcomes of assessments in care settings	4.1 Develop a care or support plan in collaboration with the user of services that meets their needs, in accordance with organisational standards of care

Learning outcomes	Assessment criteria
	4.2 Implement interventions using agreed ways of working, evaluating their effectiveness in terms of positive outcomes for the user of services
5 Understand the role of the practitioner as a part of the multidisciplinary team	5.1 Explain the roles and responsibilities of other agencies involved in the assessment 5.2 Evaluate the contributions made by the practitioner as a part of the wider multidisciplinary team 5.3 Analyse the scope and boundaries of the role of the organisation in the assessment process
6 Be able to evaluate the care/support plan and make recommendations as a part of the review process	6.1 Review the care/support plan using feedback from the user of services and/or others 6.2 Evaluate the outcomes of care/support plan using feedback from the user of services and/or others 6.3 Develop an action plan to address the recommendations identified by the review in accordance with organisational requirements

Unit content

What needs to be learned

Learning outcome 1: Understand assessment processes used in planning care for a user of services in a care setting

Assessment processes

- Purposes of assessment: protect user of services, identify needs, represent the user of services, act on policies and priorities, inform other agencies.
- In response to policy development: assessment of needs, assessment in legal context, application of human rights.
- Range of activities used to inform the care planning process.

Forms of assessment

- Resource-led assessment.
- Needs assessment.
- Self-assessment (person-centred approach; single assessment process (SAP).
- Risk assessment.

Partnership approaches

- Contributions to care process.
- User of services at centre of shared decision making.
- Pooled resources.
- Perspectives of care.
- Developed knowledge and skills.

Learning outcome 2: Understand the effects of assessment processes for the user of services and their family in care settings

Benefits of assessment process

- Person-focused; central planning; seamless provision of service; collaborative approaches; person-centred; target drive; measurable outcomes; care planning cycle.

Functions of different assessment tools

- Collection of information.
- Tools of measurement, including index of independence for activities of daily living
- Waterlow Scale used for risk of pressure sores.
- Pain scales.
- Health questionnaires.
- Beck inventory for depression and anxiety.

Barriers to assessment

What needs to be learned

- Possibility of assessment outcomes highlighting factors that impact on the user of services and family, such as resource issues, health issues, dependency, conflict and dysfunction, discrimination.

Contribution to the assessment process

- Shared responsibility for assessment; shared decisions and knowledge from others, especially family and previous carers who know user of services well; need for agencies to work together.
- Benefits include early assessment preventing further health deterioration, quicker access to services, improved quality of service, clarity of roles and responsibilities.

Learning outcome 3: Be able to lead and contribute to assessments in care settings

Early assessment

- Care process; assessment; planning; implementation and review.
- Personalised care planning; outcomes-led; documentation; involvement of user of services.
- Based on assessed needs, circumstances, views and priorities of user of services, desired outcomes, safety risk assessments and risk taking; choice and control; equality and diversity; promotes anti-discriminatory practice.

Active participation

- Promotes voice of user of services; support and contribution; advocacy services; effective communication; problem solving and decision making; shared thinking; ownership; choice; control; risk empowerment; positive relationships.

Boundaries of own role

- Understanding of role and responsibilities; working in agreed ways; following policies and procedures; duty of care; confidentiality; safeguarding; equality and diversity; training requirements; DBS; care values and expectations.

Referral processes

- Following organisational policies; making referrals in agreement with users of services; using appropriate forms of communication; documentation and record keeping; effective communication.

Learning outcome 4: Be able to manage the outcomes of assessments in care settings

Care/support plans

What needs to be learned

- Agreed documentation; record keeping; risk assessments; holistic assessment; planned care; open to review; supports the practitioner; developmental process.

Interventions that contribute to positive outcomes for the user of services

- Attitudes and aspirational targets aimed at developing skills and knowledge or health and wellbeing of a user of services.
- Can implement interventions leading to positive outcomes based on needs, strengths, aspirations and resources.
- Outcomes-based approach can lead to:
 - improved quality of life
 - improved physical and mental health
 - making a positive contribution to the local community
 - being able to exercise choice and control
 - freedom from discrimination and harassment
 - economic wellbeing
 - personal dignity, including cleanliness and comfort.

Learning outcome 5: Understand the role of the practitioner as a part of the multidisciplinary team

Roles and responsibilities of agencies

- Professionals involved in, for example: care; health; social care; voluntary services; education; community services; support services – including professionals such as general practitioners; hospital services; district nurses; practice nurses; speech and language therapists; dietitians; podiatrists; physiotherapists; psychologists; addiction specialists; pharmacists; social workers; advocates; voluntary support groups.

Multidisciplinary teams

- Shared decision making; planning; effective communication; shared resources; learning from others; professional boundaries; roles and expectations; key person taking lead; supports consistency of care; person-focused; avoids fragmented care packages.

Learning outcome 6: Be able to evaluate the care/support plan and make recommendations as a part of the review process

Review of assessment process based on feedback

- Processes for involving users of services and family; review meetings; supporting communication; user-friendly documentation; technological aids and adaptations.
- Reflective practice; models of reflection: Gibbs (1988), Schön (1983), Johns (2004).
- Review of practice; measuring outcomes; data analysis; quality assurance
- Care-planning cycle.

What needs to be learned

Evaluation of outcomes of assessment

- Balanced view; feedback from user of services; multidisciplinary team review; identifying gaps in service or ineffective interventions; effects of lack of resource; policy review; response to changing policy and external factors.
- **Others** could include:
 - other professionals
 - carers/family members
 - advocates
 - colleagues.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 3, 4 and 6 (competence) must be made based on evidence generated during the learner's normal work activity. 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. Simulation may not be used as an assessment method for learning outcomes 3, 4 and 6.

Assessment of learning outcomes 1, 2 and 5 (knowledge) may take place in or outside of a real work environment.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

Books

Calpin PJ et al – *Diploma in Leadership for Health and Social Care Level 5*
(Nelson Thornes, 2012) ISBN 9781408518106

Taylor BJ – *Professional Decision Making and Risk in Social Work, 2nd edition*
(SAGE Publications, 2013) ISBN 9781446266595

Tilmouth T, Quallington J – *Level 5 Diploma in Leadership for Health and Social Care*
2nd edition (Hodder, 2016) ISBN 9781471867927

Wallace C, Davies M – *Sharing Assessment in Health and Social Care: A Practical Handbook for Inter-professional Working* (SAGE Publications, 2009) ISBN 9781412945745

Websites

www.cpa.org.uk	Centre for Policy on Ageing
www.cqc.org.uk	Care Quality Commission
www.hse.gov.uk	Health and Safety Executive
www.nhs.uk	NHS Choices
www.scie.org.uk	Social Care Institute for Excellence
www.skillsforcare.org.uk	Skills for Care