

Lead the assessment process with individuals

Overview

This standard identifies the requirements when you lead on the assessment process with individuals. This includes working in collaboration with individuals to carry out an in-depth assessment of their preferences and needs and the outcomes they wish to achieve. It includes empowering others to identify and implement changes in individuals' preferences and needs.

Performance criteria

You must be able to:

1. establish consent and access information on individuals
2. support individuals and others to understand the assessment process and the purpose of it
3. listen and respond in ways that shows you value and respect individuals
4. empower individuals to identify and access information, resources or support they need to participate in the assessment process
5. work in collaboration with individuals and others to identify their preferences and needs to be assessed, and what outcomes they wish to achieve
6. carry out assessments in a way that supports the participation and independence of individuals
7. work in collaboration with individuals and others to agree on outcomes they wish to achieve in the short, medium and long term
8. identify with individuals how they can use and build on their strengths and skills to achieve their outcomes
9. negotiate solutions in partnership with individuals when outcomes may present challenges
10. lead the development of systems and procedures to support individuals and others to report changes to outcomes
11. work in collaboration with all involved to agree any changes required to assessment outcomes and how these will be implemented
12. acknowledge the achievements and successes of individuals towards their outcomes
13. complete records and reports required for leading the assessment process with individuals
14. reflect on how you carried out your roles and responsibilities to lead the assessment process with individuals

Knowledge and understanding

You need to know and understand:

1. the role of relationships and networks in meeting the outcomes of individuals
2. the influence of culture, background and spirituality on the preferences and needs of individuals
3. how to access, review, and evaluate information about individuals to support informed decision making for assessments
4. how to encourage and support the participation and independence of individuals during assessments
5. different types of information, resources and support that may assist individuals during assessment and how to ensure they are accessible
6. different types of in-depth individualised assessments
7. how to lead on the application of trauma informed principles in the assessment of individuals
8. how to support individuals neurodivergence and additional needs in the assessment process
9. methods of encouraging and motivating individuals to use and build on their strengths and skills to achieve their outcomes
10. how to lead on dignity, kindness and compassion in the assessment process
11. how to support emotional regulation during the assessment process
12. how to monitor assessment outcomes in the short, medium and long term
13. principles of risk assessment and risk management
14. how to develop systems and procedures to support individuals and others to report changes to outcomes
15. how to work collaboratively with individuals and others to review and feedback on outcomes and changes
16. how to empower others to identify changes in the outcomes of individuals
17. how to use digital tools and devices during the assessment process
18. the records and reports requirements for leading the assessment process
19. theories relevant to leading the assessment process with individuals
20. the relevant legal requirements, standards of practice, frameworks and guidance for leading the assessment process with individuals
21. the workplace requirements on equality, diversity, inclusion, and rights when leading the assessment process with individuals
22. how to respond to issues and concerns that may occur during the assessment

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23. how to work in partnership with others to lead the assessment process with individuals

24. how your personal experiences and unconscious bias may impact when leading the assessment process with individuals, and how to address this

25. the role of supervision, reflective practice and learning and development when leading the assessment process with individuals

Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

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