

UNIT 6: MEETING THE NEEDS OF INDIVIDUALS IN CARE SETTINGS (INTERMEDIATE)

ABOUT THIS UNIT

This unit will help you to understand how the needs and wants of clients in care settings are assessed and met.

You will develop your understanding of:

- how policies, procedures and/or codes of practice promote and protect the rights of clients in care
- the role of care workers in empowering, promoting and protecting peoples' rights and responsibilities
- how individual service plans are developed, implemented and monitored
- factors which influence the delivery of care.

This unit links with Unit 11: Practical caring skills (Intermediate) and will prepare you for work in any residential or day care setting.

It provides underpinning knowledge for NVQ level 2 in Care, Unit 01: Foster people's equality, diversity and rights and Unit CL5: Receive, transmit, store and retrieve information.

This unit will be assessed through your portfolio work only. The grade awarded will be your grade for the unit.

WHAT YOU NEED TO LEARN

Values in care settings

You must understand ways in which people's rights and responsibilities are promoted and protected in care settings through:

- the development, implementation and monitoring of policies, procedures and codes of practice to guide the way care workers carry out their activities
- training staff.

You also need to learn about the responsibilities of care workers to promote empowerment and people's rights and responsibilities through:

- recognising the right of people to make their own decisions and take responsibility for their own actions and care needs
- recognising the need to comply with legislation, for example, Nursing and Residential Care Act 1984
- supporting and helping people who are unable to exercise their rights personally
- involving clients in shaping the care environment in different care settings, for example through client committees.

You must understand how to promote and protect people's individuality and differences through:

- showing respect for people's beliefs and views
- taking action to minimise the impact of discrimination, for example making sure that the spiritual or dietary needs of ethnic minority clients are met in the care setting
- ensuring that clients' opinions on their lifestyle in the care setting are recognised.

You must also know why it is important to maintain confidentiality through:

- storing information securely to meet the requirements of the law and the policies of the care agency
- disclosing information to those with a right to know.

Assessing the needs of clients in care settings

You will need to understand the methods used to assess the care needs of clients, including:

- initial assessment and follow-up reviews
- discussion with clients to assess their needs and wants in a way that respects their dignity and rights, for example using a private room to respect their privacy
- involvement of relatives and friends in determining care needs
- meeting the specific needs of clients, for example the provision of a signer for deaf people
- observing the condition of a client, for example someone who is depressed
- using reports to aid assessment, for example reports from a GP
- examining the contribution of keyworkers and care-assistants in assessing the care needs of clients.

Developing individual service plans in a care setting

You will need to understand the importance of basing individual service plans on a social model of care and how they are drawn up to cover:

- the social needs of clients, for example, social activities, maintaining and developing friendships, using community facilities
- the physical needs of clients, for example, physical care needs for specific diets, medical care, sexuality
- the intellectual needs of clients, for example, vocational training and further education, access to libraries, stimulation, hobbies, interests
- the emotional and spiritual needs of the client, for example, arranging contact with a relevant spiritual leader/supporter, facilitating attending appropriate groups.

Monitoring the effectiveness of individual service plans

You need to understand the importance of monitoring clients to make sure that individual service plans are effective. You will need to know about:

- the responsibilities of care workers (ie care assistants, officer-in-charge) to monitor individual service plans
- reporting on progress clients are making.

Factors that influence the delivery of individual service plans

You will need to know about the factors that influence the delivery of care, including:

- environmental factors, for example, facilities in the care setting and its grounds, local community facilities and services available
- resources, for example, staffing levels, skill mix, equipment, services available
- financial support from personal funds/social services funding.

You will also need to know about the influence of legislation, such as:

- Health and Safety At Work Act 1974
- Nursing and Residential Care Homes Regulations 1984
- Disability Discrimination Act 1995
- Children Act 1989 or the Children Order (Northern Ireland) 1989
- Race Relations Act 1976 or Race Relations (Northern Ireland) Act 1996
- Sex Discrimination Act 1975 or Sex Discrimination (Northern Ireland) Order 1976 as amended in 1988.

ASSESSMENT EVIDENCE

You need to produce evidence of a real or simulated case study of a client that shows your understanding of:

- values in care settings
- assessing the service needs of clients
- developing an individual service plan
- monitoring an individual service plan
- factors that influence the delivery of care.

<p>Pass</p> <p>To achieve a pass your work must show:</p>	<p>Merit</p> <p>To achieve a merit your work must show:</p>	<p>Distinction</p> <p>To achieve a distinction your work must show:</p>
<ul style="list-style-type: none"> • identification of the ways in which people’s rights and responsibilities are promoted and protected by care values • a description of the methods used to assess the care needs of clients • understanding of how individual service plans are drawn up to meet clients’ needs • understanding of the importance of monitoring individual service plans • identification of the factors that can influence the delivery of care. 	<ul style="list-style-type: none"> • understanding of how people’s rights and responsibilities are promoted and protected by care values • understanding of how care values influence the assessment of clients • understanding of how factors can influence the development of individual service plans • explanation of the ways in which factors can influence the delivery of care. 	<ul style="list-style-type: none"> • a comparison of ways that care values promote and protect people’s rights and responsibilities • explanation of ways of supporting care values in the assessment process • explanation of how factors that influence the development of individual service plans can affect the implementation of care values • explanation of the benefits and/or disadvantages of factors, including legislation which influence the delivery of care.

ESSENTIAL INFORMATION FOR TEACHERS

Teaching strategies

This unit enables students to develop the knowledge and understanding that underpins the effective delivery of care and provides a sound basis for the development of the practical care skills identified in Unit 11: Practical caring skills (Intermediate).

Values in care settings

Students are required to study the three aspects of the value base applied in care settings. They look at how these are implemented in a chosen care setting and the effect on the delivery of care for a particular client group. Students should explore policies/procedures and/or codes of practice used in care settings, investigating the way in which people's rights and responsibilities are promoted and protected, how empowerment is promoted, how equal opportunities are promoted and how the confidentiality of information is maintained. (Systems used to monitor policy/procedure/codes of practice should be included as part of the learning.) If it is not possible for students to investigate a care setting then detailed case studies that include policies and procedures/codes of practice can be used.

Students are required to develop understanding of the role of the care-worker. They should understand the importance of staff training in the delivery of care, particularly in the monitoring of a client's care and in particular in ensuring that clients' rights are promoted and protected. This should include protecting the rights of clients who are unable to protect their own rights.

Assessing the needs of clients in a care setting

Students should cover the client assessment process in care settings. Basic techniques used to contribute to the assessment of the care needs of clients should be included, for example observing the range of client mobility and independence levels and talking to clients about what they are able to do for themselves.

Where work experience opportunities are available, students should be encouraged to identify how care assistants contribute to the assessment process. If this is not possible, case studies can be used.

Individual service plans

The basic elements of the individual service planning process should be covered. Students should be familiar with examples of individual service plans and the way in which their effectiveness is monitored. Given the widespread use of IT in the care sector they could give an example of a plan using IT, helping to develop their IT skills. Discussions and input about assessment and care planning should focus on the ways in which practice is influenced by the value base.

Factors that influence the delivery of care

Factors should include those in the care setting investigated and the immediate local environment. Local facilities and services relevant to the particular client group should be covered. Resource issues covered should include staffing, skills mix, equipment and services available.

Details of legislation impacting on the delivery of care are not required, but students should be aware that clients' rights are protected by laws – Health and Safety At Work Act 1974, Nursing and Residential Care Homes Regulations 1984, Disability Discrimination Act 1995, Children Act 1989 or the Children Order (Northern Ireland) 1989, Race Relations Act 1976 or Race Relations (Northern Ireland) Act 1996, Sex Discrimination Act 1975 or Sex Discrimination (Northern Ireland) Order 1976 as amended in 1988 will apply.

Assessment strategies

This unit could be assessed through a practical work setting or students could use a case study of a client, provided by the assessor. The study should provide students with the opportunity to meet all the requirements of the assessment evidence.

If a real-life setting is used, students should be fully aware of the need for respecting the confidentiality of the client and setting.

When grading student evidence you should consider the following general qualities that distinguish between the three grades:

- increasing depth and breadth of understanding
- increasing coherence, evaluation and analysis
- increasing independence and originality.

Pass

To achieve pass, students need to demonstrate their understanding of how an individual service plan for a client in a care setting is developed and implemented by clearly describing the processes involved. Students must demonstrate their knowledge of how clients' needs and wants are assessed and how this information is used to develop and implement an individual service plan. When considering the factors influencing the development and delivery of an individual service plan, students should demonstrate their knowledge of at least one aspect of legislation (for example, anti-discrimination law, health and safety regulations) and their knowledge of facilities in the local environment and their understanding of the impact of staffing and physical resource constraints.

Students should identify the ways in which the value base is applied throughout each stage of the process and how one policy or procedure in the care setting promotes clients' rights.

Merit

To achieve a merit, students should explain how the value base is applied to ensure client's rights are promoted and protected throughout the process of assessment, implementation and monitoring of an individual service plans.

Students are also required to demonstrate their understanding of the influences on care through explaining how one aspect of legislation, resources available and the local community influence the development and delivery of the individual service plan.

Distinction

To achieve a distinction, students must demonstrate that they clearly understand how clients' rights are taken into account when developing and delivering individual service plans. They should be able to evaluate the effectiveness of different ways that care values promote and protect people's rights and responsibilities. They should be able to make comparisons of the different ways and justify the methods chosen. They should also demonstrate a thorough understanding of the influence of legislation on care by identifying benefits for the client of one aspect of legislation.

Students should demonstrate a thorough understanding of the factors influencing the delivery of services by explaining the interrelationships between the factors that influence the delivery of care plans, and care values.

Students should suggest how the local environmental factors can be optimised to benefit the particular client group.

Resources

Students would benefit from:

- case studies
- policies/procedures and codes of practice developed to promote and protect clients' rights
- copies of individual service plans
- talks from visiting speakers from care homes
- careers library information on care assistants
- working placements.

Key Skills

This guidance highlights the most relevant Key Skills opportunities in this unit. It contains suggestions only. You will need to check that students have produced all the evidence required to meet part A **and** part B of the Key Skills specifications. Students may need to develop additional evidence elsewhere to fully meet the requirements of the Key Skills specifications.

Guidance is referenced in two ways:

K – keys to attainment

These are Key Skills or aspects of Key Skills which students should achieve as they meet the vocational requirements of the units. Only part B of the Key Skill is highlighted – you will need to check that students achieve part A.

S – signposting

These are opportunities that can be incorporated naturally into the learning programme.

COMMUNICATION, LEVEL 2		Key Skills Reference	
When students are:	They should be able to develop the following Key Skills evidence:		
<ul style="list-style-type: none"> • investigating how a clients' needs are assessed • explaining how a policy/procedure promotes clients' rights • investigating and describing factors that influence the development of care plans • describing how an individual service plan is developed and implemented 	C2.1a	Contribute to a discussion about a straightforward subject.	K
	C2.1b	Contribute to a discussion about a straightforward subject.	K
	C2.2	Read and summarise information from two extended documents.	K
	C2.1b	Give a short talk about a straightforward subject.	S
	C2.3	Write a document about a straightforward subject.	K

IMPROVING OWN LEARNING AND PERFORMANCE, LEVEL 2		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> • learning how to assess client needs • investigating the factors influencing the development of an individual service plan • investigating how the plan is developed • learning how to monitor the effectiveness of plans 	<p>LP2.1 Help set short-term targets with an appropriate person and plan how these will be met.</p>	S
	<p>LP2.2 Take responsibility for some decisions about their learning, using their plan and support from others to help meet targets.</p> <p>Improve their performance by:</p> <ul style="list-style-type: none"> - studying a straightforward subject - learning through a straightforward practical activity. 	S
	<p>LP2.3 Review progress with an appropriate person and provide evidence of their achievements, including how they have used learning from one task to meet the demands of a new task.</p>	S

