

# SCDHSC0427

## Assess the needs of carers and families



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### Overview

This standard identifies the requirements when you assess the support needs of carers and families. The requirements include identifying the strengths, vulnerabilities, needs and circumstances of carers and families and using this information to evaluate their own support needs. It also covers developing and presenting the assessment, along with preferred options for addressing the needs identified.

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### Performance criteria

#### Identify the strengths, vulnerabilities, needs and circumstances of carers and families

*You must be able to:*

- P1 support **carers** and **family members** to express their own views and feelings about their **strengths, vulnerabilities, needs and circumstances**
- P2 show sensitivity to the feelings and situation of carers and family members when gathering information from them
- P3 enable carers and family members to explore fully the nature and extent of their strengths, vulnerabilities, needs and circumstances
- P4 help carers and family members to identify for themselves which of their needs are priorities and to explore what would help to address them
- P5 explain clearly to carers and family members the range of **support and other services** available from your own agency and from other agencies who may be able to provide relevant services
- P6 encourage carers and family members to express their own wishes and preferences about how their needs should be met
- P7 offer views, opinions and suggestions to carers and family members in a way which is non-threatening and sensitive to your power and authority
- P8 agree with carers and family members their need for any **further support**
- P9 confirm the accuracy of information with the carers and family members
- P10 negotiate agreement on the information which will need to be shared, and with whom, in accordance with legal and work setting requirements
- P11 complete records and reports about the strengths, vulnerabilities, needs and circumstances of carers and family members along with agreements reached with them, in accordance with legal and work setting requirements

#### Evaluate the strengths, vulnerabilities, needs and circumstances of carers and families

*You must be able to:*

- P12 check all **information** received for relevance, currency and reliability in relation to the **assessment** being undertaken
- P13 take steps to address any gaps in the information which may affect the review process
- P14 avoid stereotyping and personal bias when considering the

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- strengths, vulnerabilities, needs, and circumstances of carers and families
- P15 take account of all gathered information in your evaluation, weighing the implications in line with policies, practices and priorities of the service provider
  - P16 take full account of the personal beliefs, experiences and preferences of the carers and family members
  - P17 take account of any conflict of interest between the programme of support for the **individual** and the strengths, vulnerabilities, needs and circumstances of the carers and family members
  - P18 provide appropriate support to enable carers and families to understand their rights and responsibilities and play an active part in the review process

#### **Make assessment of the strengths, vulnerabilities, needs and circumstances of carers and families**

##### *You must be able to:*

- P19 prioritise identified needs, taking account of all **factors** relevant to the carers' and family members' situation
- P20 arrange for additional or specialist involvement in the assessment within an appropriate timescale, where this is needed
- P21 evaluate the strengths and weaknesses of possible options for providing support
- P22 record instances where the preferred options for support are not consistent with organisational priorities, making recommendations on the situation to relevant authorities
- P23 keep accurate, complete and up-to-date records of assessments consistent with legal and work setting requirements
- P24 present your assessments clearly to the appropriate people
- P25 complete records and reports about any gaps between identified needs and the availability of resources and services to meet those needs, including any risk arising from this
- P26 pass information about gaps and consequent risks to the appropriate people and authorities

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so
- K6 conflicts and dilemmas that may arise in relation to rights and how to address them

*You need to know and understand:*

#### Your practice

- K7 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K8 your own background, experiences and beliefs that may have an impact on your practice
- K9 your own roles, responsibilities and accountabilities with their limits and boundaries
- K10 the roles, responsibilities and accountabilities of others with whom you work
- K11 how to access and work to procedures and agreed ways of working
- K12 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K13 the prime importance of the interests and well-being of the individual
- K14 the individual's cultural and language context
- K15 how to build trust and rapport in a relationship
- K16 how your power and influence as a worker can impact on relationships
- K17 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K18 how to work in partnership with individuals, key people and others
- K19 how to manage ethical conflicts and dilemmas in your work
- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience

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and expertise

### Theory for practice

*You need to know and understand:*

- K22 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K23 theories underpinning our understanding of human development and factors that affect it

### Personal and professional development

*You need to know and understand:*

- K24 principles of reflective practice and why it is important
- K25 your role in developing the professional knowledge and practice of others
- K26 how to promote evidence based practice

### Communication

*You need to know and understand:*

- K27 factors that can affect communication and language skills and their development in children, young people adults
- K28 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

### Health and Safety

*You need to know and understand:*

- K29 legal and statutory requirements for health and safety
- K30 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K31 practices for the prevention and control of infection in the context of this standard

### Safe-guarding

*You need to know and understand:*

- K32 legislation and national policy relating to the safe-guarding and protection of children, young people and adults
- K33 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K34 indicators of potential harm or abuse
- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to address them
- K37 local systems and multi-disciplinary procedures that relate to

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safeguarding and protection from harm or abuse

*You need to know and understand:*

### Multi-disciplinary working

- K38 the purpose of working with other professionals and agencies
- K39 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

*You need to know and understand:*

### Handling information

- K40 legal requirements, policies and procedures for the security and confidentiality of information
- K41 legal and work setting requirements for recording information and producing reports
- K42 principles of confidentiality and when to pass on otherwise confidential information
- K43 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K44 how and where electronic communications can and should be used for communicating, recording and reporting

*You need to know and understand:*

### Leading practice

- K45 theories about leadership
- K46 standards of practice, service standards and guidance relating to the work setting
- K47 national and local initiatives to promote the well-being of individuals
- K48 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K49 methods of supporting others to work with and support individuals, key people and others
- K50 how to contribute to the development of systems, practices, policies and procedures
- K51 techniques for problem solving and innovative thinking

*You need to know and understand:*

### Risk management

- K52 principles of risk assessment and risk management
- K53 principles of positive risk-taking

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*You need to know and understand:*

### Specific to this NOS

- K54 theories and methods relating to the assessment of need and the identification of preferred outcomes, including the role of negotiation and mediation
- K55 theories and methods of promoting participation in different circumstances and with different carers and families
- K56 methods of mapping resources, strengths, limitations and gaps when assessing need and identifying preferred outcomes and prioritising options
- K57 to whom you should report any unmet needs and any risks arising from unmet need
- K58 the principles of needs-led assessment
- K59 why it is important to record instances where preferred options are not feasible due to the policy of your own agency or other service providers or resource constraints
- K60 why it is important to give due weight to individual preference
- K61 the types of support available to carers and families such as self-help groups, counselling, respite, and how to access these
- K62 the range of factors that need to be taken into account when making an assessment
- K63 ways in which the physical environment in which interviews and discussions take place can influence the participation of carers and families
- K64 the reasons why conflicts of interest may arise between the individual's needs and those of carers/families
- K65 how to decide on the relevance and importance of information gathered and to evaluate and prioritise different aspects of need
- K66 how to take account of social, economic, physical, cultural, religious and gender factors when making an assessment of needs

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### 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.

**Assessment** may be in relation to planning support for carers and families of individuals new to the service; planning support following a reassessment and review

**Carers** are those who provide unpaid support and may include family members, partners, neighbours or friends

**Factors** you take into account may be in relation to the support programme being provided to the individual and the nature of their needs; the strengths, vulnerabilities, needs, circumstances and preferences of carers and families; available resources; relevant statutory requirements; the policies and priorities of service providers

**Family members** are people who are legally related to the individual and those who through relationships have become an accepted part of their family

**Further support** may include support provided by your own agency; seeking information and support from other agencies on behalf of the carers and families; carers and families seeking support from other agencies themselves

**Information** to check and take into account may be gathered through interview; through discussion with and submissions from carers, families and the individual; through information provided from other service providers, agencies and practitioners; from previous formal and informal assessments

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

**Strengths, vulnerabilities, needs and circumstances** may be in relation to social, economic, physical, environmental and protection factors which may influence their capacity to provide care and support

**Support and other services** may include information; practical assistance; counselling and emotional support; self-help groups; respite; advocacy; wider community support including cultural or religious support



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### Scope/range related to knowledge and understanding

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.

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

**Factors that may affect the health, wellbeing and development of individuals** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

### 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

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