

H5R5 04 (SCDHSC0427) — Assess the Needs of Carers and Families

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.

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 wellbeing 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.

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

Performance Criteria — What you do in your job

You must provide evidence to meet all the 26 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

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

	Performance Criteria	Evidence Number where this criteria has been met
1	Support carers and family members to express their own views and feelings about their strengths, vulnerabilities, needs and circumstances .	
2	Show sensitivity to the feelings and situation of carers and family members when gathering information from them.	
3	Enable carers and family members to explore fully the nature and extent of their strengths, vulnerabilities, needs and circumstances.	
4	Help carers and family members to identify for themselves which of their needs are priorities and to explore what would help to address them.	
5	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.	
6	Encourage carers and family members to express their own wishes and preferences about how their needs should be met.	
7	Offer views, opinions and suggestions to carers and family members in a way which is non-threatening and sensitive to your power and authority.	
8	Agree with carers and family members their need for any further support .	

Identify the strengths, vulnerabilities, needs and circumstances of carers and families (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Confirm the accuracy of information with the carers and family members.	
10	Negotiate agreement on the information which will need to be shared, and with whom, in accordance with legal and work setting requirements.	
11	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

12	Check all information received for relevance, currency and reliability in relation to the assessment being undertaken.	
13	Take steps to address any gaps in the information which may affect the review process.	
14	Avoid stereotyping and personal bias when considering the strengths, vulnerabilities, needs, and circumstances of carers and families.	
15	Take account of all gathered information in your evaluation, weighing the implications in line with policies, practices and priorities of the service provider.	
16	Take full account of the personal beliefs, experiences and preferences of the carers and family members.	
17	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.	

Evaluate the strengths, vulnerabilities, needs and circumstances of carers and families (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	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

19	Prioritise identified needs, taking account of all factors relevant to the carers' and family members' situation.	
20	Arrange for additional or specialist involvement in the assessment within an appropriate timescale, where this is needed.	
21	Evaluate the strengths and weaknesses of possible options for providing support.	
22	Record instances where the preferred options for support are not consistent with organisational priorities, making recommendations on the situation to relevant authorities.	
23	Keep accurate, complete and up-to-date records of assessments consistent with legal and work setting requirements.	
24	Present your assessments clearly to the appropriate people.	
25	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.	
26	Pass information about gaps and consequent risks to the appropriate people and authorities.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 66 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
7	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
8	Your own background, experiences and beliefs that may have an impact on your practice.	
9	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
10	The roles, responsibilities and accountabilities of others with whom you work.	
11	How to access and work to procedures and agreed ways of working.	
12	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
13	The prime importance of the interests and wellbeing of the individual.	
14	The individual's cultural and language context.	
15	How to build trust and rapport in a relationship.	
16	How your power and influence as a worker can impact on relationships.	
17	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with individuals, key people and others.	
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
21	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

22	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
23	Theories underpinning our understanding of human development and factors that affect it.	

Personal and professional development

24	Principles of reflective practice and why it is important.	
25	Your role in developing the professional knowledge and practice of others.	
26	How to promote evidence based practice.	

Communication

27	Factors that can affect communication and language skills and their development in children, young people adults.	
28	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Legal and statutory requirements for health and safety.	
30	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
31	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

32	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
33	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Indicators of potential harm or abuse.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	
37	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Multi-disciplinary working

38	The purpose of working with other professionals and agencies.	
39	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communications can and should be used for communicating, recording and reporting.	

Leading practice

45	Theories about leadership.	
46	Standards of practice, service standards and guidance relating to the work setting.	
47	National and local initiatives to promote the wellbeing of individuals.	
48	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
49	Methods of supporting others to work with and support individuals, key people and others.	
50	How to contribute to the development of systems, practices, policies and procedures.	
51	Techniques for problem solving and innovative thinking.	

Risk management

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
52	Principles of risk assessment and risk management.	
53	Principles of positive risk-taking.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
54	Theories and methods relating to the assessment of need and the identification of preferred outcomes, including the role of negotiation and mediation.	
55	Theories and methods of promoting participation in different circumstances and with different carers and families.	
56	Methods of mapping resources, strengths, limitations and gaps when assessing need and identifying preferred outcomes and prioritising options.	
57	To whom you should report any unmet needs and any risks arising from unmet need.	
58	The principles of needs-led assessment.	
59	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.	
60	Why it is important to give due weight to individual preference.	
61	The types of support available to carers and families such as self-help groups, counselling, respite, and how to access these.	
62	The range of factors that need to be taken into account when making an assessment.	
63	Ways in which the physical environment in which interviews and discussions take place can influence the participation of carers and families.	
64	The reasons why conflicts of interest may arise between the individual's needs and those of carers/families.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
65	How to decide on the relevance and importance of information gathered and to evaluate and prioritise different aspects of need.	
66	How to take account of social, economic, physical, cultural, religious and gender factors when making an assessment of needs.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	