

SFHCHS229

Assess individuals' needs and circumstances and evaluate the risk of abuse, failure to protect and harm to self and others



Overview

This standard covers identifying the needs and circumstances of the individual in relation to the possibility of harm being suffered or caused.

This standard is one in which multi-disciplinary and inter-agency working may be a feature, particularly with regard to the exchange of information to support identification of needs and assessments and in communicating the results of assessments.

This applies to qualified staff who work with individuals to assess how they function in everyday life and any related risks to the individual or others which would call for interventions. Users of this standard will need to ensure that practice reflects up to date information and policies.

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Performance criteria

You must be able to:

- P1 correctly identify the purpose and focus of the assessment and the issues giving rise to it and explain this to individuals, their families and friends
- P2 arrange the physical environment and conduct the assessment to facilitate effective participation of individuals and other appropriate people
- P3 ensure your assessment identifies key aspects of individuals' needs and circumstances fully and accurately
- P4 establish the potential significance of individuals' needs and circumstances with individuals and other relevant people
- P5 offer assistance to individuals who need support in presenting their needs and circumstances in a way that maximises their independence
- P6 arrange advocacy promptly for individuals who are unable to represent their own interests
- P7 check, attempt to verify, and agree the accuracy of information with the relevant people
- P8 evaluate the significance of any gaps in information
- P9 clarify and explain:
 - P9.1 the liaison with others that will be needed as part of the assessment process and the legislative framework that surrounds this
 - P9.2 the purpose of collecting and compiling information accurately to people who need to know, in a manner appropriate to their needs and understanding
- P10 negotiate agreement on the information which will need to be shared, and with whom, with the individual and other relevant people
- P11 ensure your methods of collecting information are appropriate to the purpose of the assessment and consistent with organisational procedures
- P12 collect comprehensive information concerning the individual's condition and behaviour
- P13 check and confirm the accuracy and validity of the information and the reliability of the sources
- P14 evaluate and record the significance of any gaps in information
- P15 accurately and clearly distinguish between directly observed evidence, reliable information and opinion
- P16 evaluate information about risk systematically and in line with national

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and local policy and guidance

- P17 assess and record any tensions or disagreement with information relating to the level of risk in line with service procedures
- P18 carry out a risk assessment using a clear and systematic process, and identify the antecedents of violence in line with service policy and guidance
- P19 identify any statutory responsibilities you may have with regard to potential risk including the need to:
 - P19.1 promote life opportunities and promote independent living
 - P19.2 protect the people involved from the likelihood of harm being caused or suffered
- P20 communicate information about the risk to individuals to other colleagues, using agreed procedures, in order to inform the care planning process
- P21 ensure your records:
 - P21.1 are a complete record of relevant and required information
 - P21.2 include all significant gaps
 - P21.3 are complete, accurate and up-to-date
 - P21.4 conform to statutory and organisational guidelines
 - P21.5 are stored in a safe manner and place.

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Knowledge and understanding

You need to know and understand:

- K1 relevant legislation and national guidelines and how this should inform and guide the assessment of need and related risk
- K2 the principles of needs-led assessment and person-centred planning
- K3 procedures for recording, storing and sharing information and the legislation and protocols related to this
- K4 the range of factors that need to be taken into account when making an assessment, including economic and social factors, any illnesses which the individual may have, the restrictions which may be placed upon them under legislation
- K5 individual perspectives on the assessment and review process, as identified in current debates and research strategies for empowering individuals
- K6 how to decide the relevance and importance of information gathered for an assessment and how to evaluate and prioritise different aspects of need
- K7 why it is essential to verify information once it has been received
- K8 the importance of recognising and valuing difference and diversity
- K9 the importance of acknowledging your values and assumptions when carrying out an assessment, and strategies for dealing with these including ensuring personal belief and prejudice do not have an impact on the evaluation of risk
- K10 how to minimise discriminatory or oppressive assessment practices
- K11 sources of prejudice and the differing forms this may take in relation to allegations of abuse, harm or failure to protect
- K12 how to distinguish between prejudice and opinions that are backed by evidence
- K13 how statutory frameworks define your rights, powers and duties to identify potential risk of harm, abuse and failure to protect
- K14 how statutory frameworks affect the significance of the evidence included in the decision making process, inform and guide the evaluation of the evidence, the level and pace of the intervention and inter-organisation communications
- K15 how the legislative framework affects agency policy, assessment strategies used and information gathered
- K16 the importance of ensuring clarity regarding your role, rights and powers and that of others in the individual's network
- K17 why it is important for all workers involved to be clear about their lines of

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- accountability in relation to this type of work
- K18 how you can deal with the emotional impact on yourself and others in the individual's network
- K19 information requirements for different types of assessment
- K20 factors relevant to different kinds of assessment of risks, rights, strengths and sources of support
- K21 how to take into account social, economic and physical circumstances experienced by individuals, their families and friends in making a comprehensive assessment of needs
- K22 how to prioritise needs, including those of the individual and others involved, within assessments
- K23 how to identify possible connections between needs and the presence of risk
- K24 how to evaluate when specialist assessment is required
- K25 the ways in which the physical environment can influence the participation of individuals, their families and friends
- K26 how to facilitate individuals' participation in the assessment process
- K27 why the individual's views of their own needs should be listened to and due weight given to individual preferences and choices
- K28 methods of giving feedback
- K29 research findings relating to risk factors
- K30 individuals' rights to know that a risk assessment is taking place, what information is being collected and why under statute or organisational policies
- K31 prioritising risk, the likelihood and degree of risk, acceptable and unacceptable risk, the range and source of risk and its potential impact on individuals and others significant to them
- K32 the different types and patterns of social and emotional behaviours which might result in harm, abuse or failure to protect
- K33 signs and symptoms of harm, abuse and failure to protect
- K34 signs and symptoms of common health disorders
- K35 how harm, abuse and failure to protect might negatively affect the individual's personal growth and development
- K36 indicators of the potential for change and improvement within the situation
- K37 the impact of societal factors on the likelihood of risk, abuse, harm or failure to protect
- K38 how to collect, collate and evaluate different types of information
- K39 how to distinguish between directly observed evidence, evidence from

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reliable sources and hearsay

- K40 organisational policy and procedures for undertaking a risk assessment
- K41 how to prepare for and make presentations
- K42 why it is important to record situations in which preferred options are not feasible due to agency policy or resource constraints
- K43 how to write reports.

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Additional Information

External Links

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB2 Assessment and Care Planning to Meet Health and Wellbeing Needs

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