



# Assessments for young carers and measuring impact and outcomes

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## Two pieces of legislation

- Children and Families Act, 2014
- Care Act, 2014
- Better, more consolidated rights for young carers, young adult carers, and their families (previously young carers' rights sat across three pieces of legislation and six pieces of policy / practice guidance)

Making a  
**step change**  
Putting it into practice

for young carers  
and their families

# Care Act

## A whole system, whole council whole-family approach



The Care Act 2014 requires local authorities to adopt a whole system, whole council, whole-family approach, coordinating services and support around the person and their family and considering the impact of the care needs of an adult on their family, including children.



## Care Act 2014

## Key Principles

The starting point should be to assess the needs of the adult or child who needs care and support and then see what remaining needs for support a young carer in the family has.

- The presence of a young carer in the family should always constitute an appearance of need and should trigger either an assessment or the offer of an assessment to the person needing care.
- A whole family approach is key when assessing an adult needing care where there are children in the family providing care to the adult or undertaking wider caring responsibilities. The adult's assessment and eligibility for support should take into account their parenting responsibilities and the **functioning of the family**

## Key Principles

- *Assessments should ascertain why a child is caring and what needs to change in order to prevent them from undertaking excessive or inappropriate caring responsibilities which could impact adversely on their wellbeing, education, or social development.*
- *Consideration must be given to whether a young carer is a 'child in need' under the Children Act 1989. The assessment must establish if they are unlikely to achieve or maintain a reasonable standard of health or development without the provision of services and whether their health or development may be impaired if they or their family are not provided with support.*

# Children and Families Act

## Children and Families Act

- Part 5, Section (s.) 96 details the rights for young carers.
- These are:
  - Local Authorities (LAs) must assess whether young carers in their area have support needs and, if so, what those needs are.
  - They can carry out this assessment if
    - ❖ they think the child has needs (the young carer or their parent doesn't have to ask),
    - ❖ the child asks them to
    - ❖ the child's parent asks them to.
- LAs must take reasonable steps to identify young carers in their area who have support needs.



## The assessment

- All young carers under the age of 18 have a right to an assessment of their need (no matter who they care for, what type of care they provide, or how often they provide it)
- The assessment needs to consider:
  - whether it is appropriate for the young carer to provide, or continue to provide, care (for the person needing care)
  - the young carer's needs for support, their other needs and wishes
- LAs must also assess what the young carer needs for their own education, training, and recreation; and work (whether the yc is in work or not)
- Assessments may be joint if everyone agrees. (Joint assessment does not equal Whole Family Approach.)

## Who to involve in the assessment

- The LA must ask the young carer and their parent for their views during the assessment.
- The LA has to ask anyone else the young carer or their parent wants them to ask about their needs as part of the assessment (e.g. a young carer's support worker, or the parent of a friend of a young carer).

## The assessment (regulations)

- The assessment must be appropriate and proportionate to the needs and circumstances of the young carer
- The LA must consider the young carer's:
  - age, understanding and family circumstances;
  - wishes, feelings and preferences; and what the young carer is looking for from the assessment (“outcomes”);
  - any differences of opinion between the young carer, the young carer's parents and the person cared for (in relation to the care)
- Before the assessment the LA needs to give information about the assessment that mean the
  - young carer,
  - their parent,
  - the cared for person, or
  - anyone else the young carer or parent wants involved in the assessment, can take part in the assessment. The information has to be in an accessible format.

## The assessment (regulations)

- The assessor must :
  - be appropriately trained;
  - have enough knowledge and skills to carry out that assessment; and
  - be appropriate (depending on the young carer's circumstances, in particular the young carer's age, sex and understanding).
- The LA must consider any other assessment that's been carried out either for the young carer or the person who is cared for (where relevant).

## The assessment (regulations)

The local authority must assess:

- the amount, nature and type of care the young carer provides (or intends to provide);
- the extent to which this care is (or will be) relied upon by the family, including the wider family, to maintain the well-being of the person cared for;
- whether the care which the young carer provides (or intends to provide) impacts on the young carer's well-being \*, education and development (\* same meaning as Care Act);
- whether any of the tasks which the young carer is performing (or intends to perform) when providing care are excessive or inappropriate for the young carer to perform having regard to all the circumstances, and in particular the carer's age, sex, wishes and feelings;

## After the assessment

- The LA has to:
  - give a written copy of the assessment to the young carer and their parent (and anyone else the young carer or their parent asks them to)
  - decide whether the young carer has support needs, if services the LA provides could meet those needs, and whether to provide services. This could involve giving help to the person that the young carer looks after, so that the young carer does not have to do so much caring.

## After the assessment: Regulations

- A LA must decide:
  - If any of the young carer's needs for support could be prevented by providing services to:
    - the person cared for, or
    - another member of the young carer's family;
- what the young carer's needs for support would be likely to be if the young carer didn't have to do any / all of the caring;
- any actions to be taken as a result of the assessment; and
- the arrangements for a future review.
- A LA must also identify the young carer's friends and family, and consider how they can help to meet the young carer's outcomes.

## A whole system, whole council whole-family approach



The Care Act 2014 requires local authorities to adopt a whole system, whole council, whole-family approach, coordinating services and support around the person and their family and considering the impact of the care needs of an adult on their family, including children.



## Care Act 2014



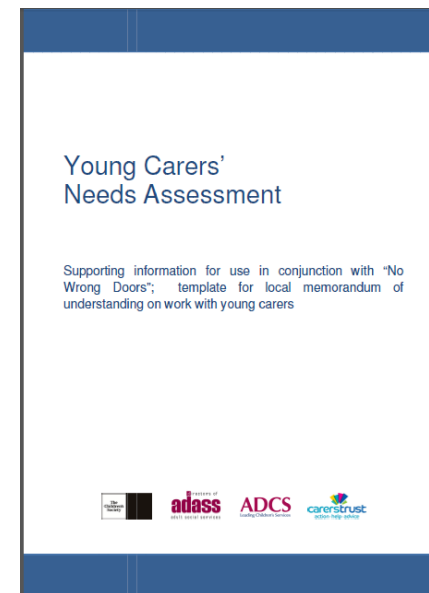
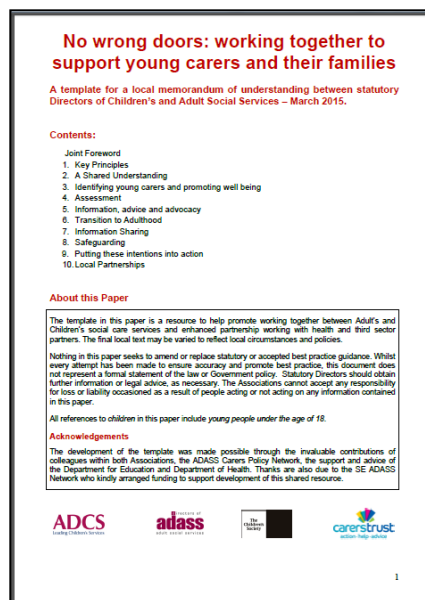
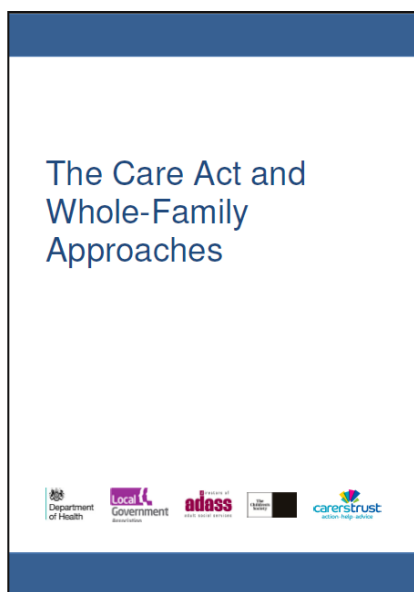
# Key resources



## 3 key documents

Same principles:

- Whole council responsibility
- Whole family approach
- Joint working
- Prevent a child from taking on the responsibility for offering a level of care that is inappropriate and/or excessive and affecting their own wellbeing



# Transition to adult services

## Care Act 2014: transition assessment

- A local authority has a duty to carry out a transition assessment for a young person or carer, in order to help them plan, if they are **likely to have needs** once they (or the child they care for) turn 18
- There are 3 groups of people who have a right to a transition assessment:
  - Young people, under 18, with care and support needs who are approaching transition to adulthood
  - Young carers, under 18, who are themselves preparing for adulthood
  - Adult carers of a young person who is preparing for adulthood
- Local authorities must assess the needs of an adult carer where there is likely to be a need for support after the young person in question turns 18

## Transition assessment: significant benefit

- If a young person or young carer is likely to have needs when they turn 18, the local authority must assess them when it considers there is “**significant benefit**” to the individual in so doing
- The timing of this assessment will depend on when it is of significant benefit to the young person or carer
- Local authorities should consider how they can identify young people who will need an assessment but are not receiving children’s services

## Transition assessment: key requirements

- The assessment process itself **must**:
  - be person-centred throughout
  - ensure that the wellbeing of each young person or carer is taken into account
  - include any other person who the young person or carer wants to involve
  - always be appropriate and proportionate to the complexity of the person's needs
- The process **must establish**:
  - current needs and how these impact on wellbeing
  - whether the young person or carer is likely to have eligible needs
  - the outcomes the young person or carer wishes to achieve

## Joint legislative framework

- Together the Children and Families Act 2014 and the Care Act 2014 create a new comprehensive legislative framework for transition:
  - Focus on personalised, outcome-based approaches
  - New focus on carers across both Acts - *families* transition rather than just the young person
- Duties in both Acts are on the *local authority*:
  - a variety of operating models
  - joined up information and advice service
- The EHC plan requirement for preparation for adulthood to begin at 14 is a good default position for transition planning generally
- A flexible framework where transition can be a personalised evolution from 14-25 with no need for a "cliff-edge" transition at 18

## Further Information

- **Care Act statutory guidance Chapter 16: sets out requirements in detail**  
<https://www.gov.uk/government/publications/care-act-2014-statutory-guidance-for-implementation>
- **SCIE resources on transition**
  - Resource map
  - Guides on early identification and transition for young carers, adult carers of young person<http://www.scie.org.uk/care-act-2014/transition-from-childhood-to-adulthood/>
- **Skills for Care “train the trainer” material on transition**  
<http://www.skillsforcare.org.uk/Standards/Care-Act/Learning-and-development/Transition-into-adulthood.aspx>

# Tools for Impact measurement



# Carers Star

## 2 The caring role

**Skills; understanding; practical caring; legal issues; planning ahead; communicating with professionals**



- 5 I mostly have the skills, understanding and information I need and can plan ahead
- 4 I have a good idea about my caring role, but still would like to learn more
- 3 Things are difficult but I'm starting to get to grips with my role
- 2 I'm finding it hard to cope. I get some support but am not confident it'll really help
- 1 It's hard. I don't know if I can carry on as things are or how anyone could help

# Development of the Carers Star



Carers Star was developed during 2013 & piloted with 573 carers and 25 Carers Trust Network Partners

Both **carers** and **workers** indicated positive experiences of the star:

- 75% of carers agreed that they enjoyed completing the Carer's Star with their worker.
- 83% of carers agreed that the scales help them to describe where they are
- 77% of carers agreed that the scales helped them to understand what they needed to do next
- 98% of workers thought that the Carer's Star described their service users' position well
- 73% of workers agreed that the scale descriptions helped them to understand where to focus next with their service users

# A family of stars (constellation)



for young carers  
and their families

Life Star  
(Learning Disability)

Young Person's Star

Work Star

Recovery Star  
(mental health)

Recovery Star  
Secure  
(secure mental health services)

Community Star

Shooting Star  
(schools)

Older Person's Star

My Star  
(for children)

Empowerment Star  
(domestic violence)

Music Therapy Star

Carers Star

Youth Star

Spectrum Star  
(autism)

Sexual Health Star

Teen Star

Drug and Alcohol Star  
(& Alcohol Star)

Well-being Star  
(long-term health conditions)

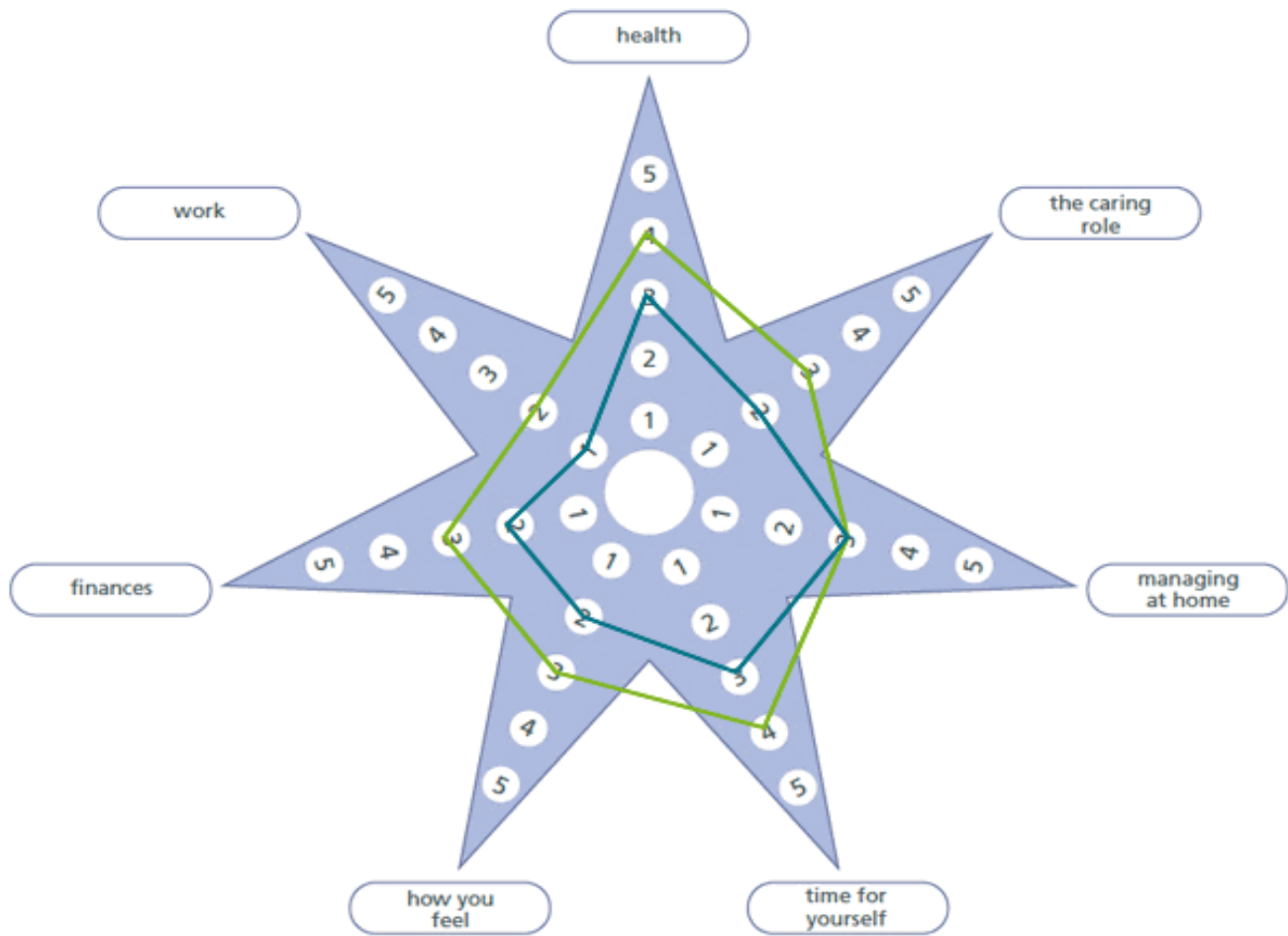
Family Star  
(& Family Star Plus)

Homelessness Star

# Carers Star

Making a  
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## Organisation's feedback on using Carers Star



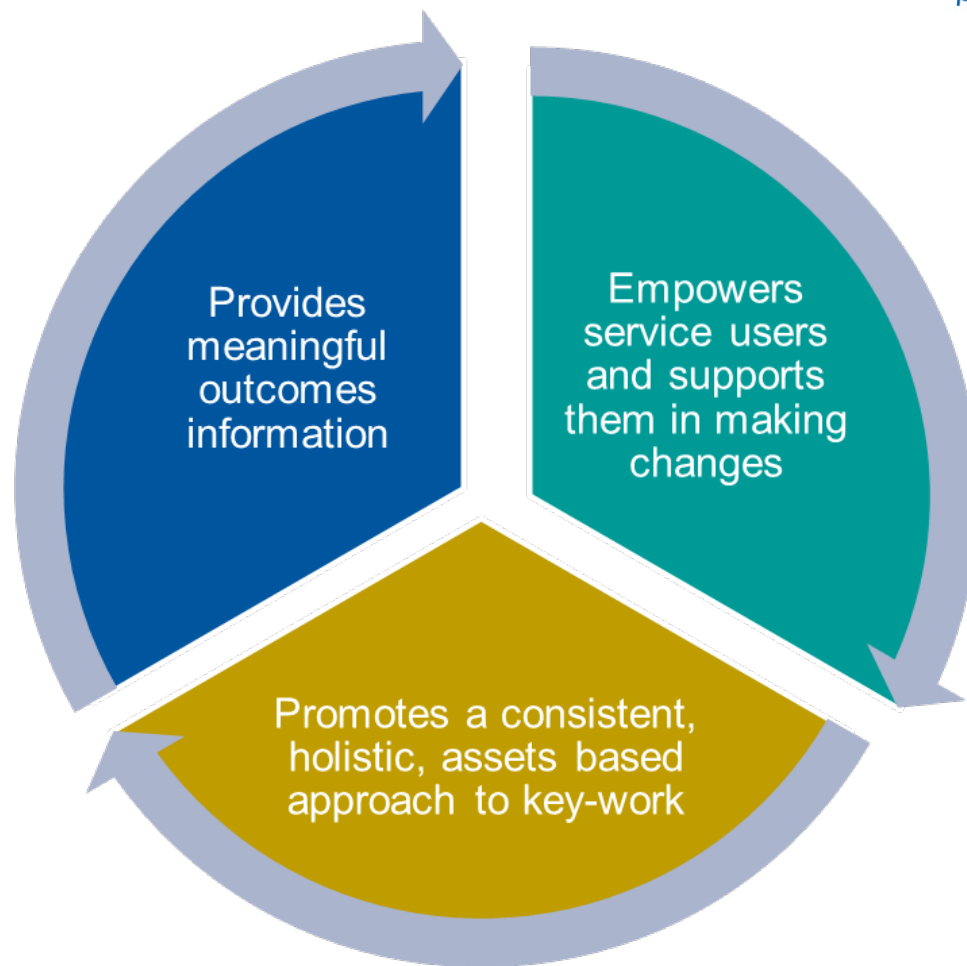
“The Star is a **useful recording tool** particularly for those newly referred and helps to give a baseline of where a young person sees themselves and **assists in the identification of what support** could be put in place. As workers it is a useful platform to support young adult carers in being self-reflective.” – **Northamptonshire Carers**

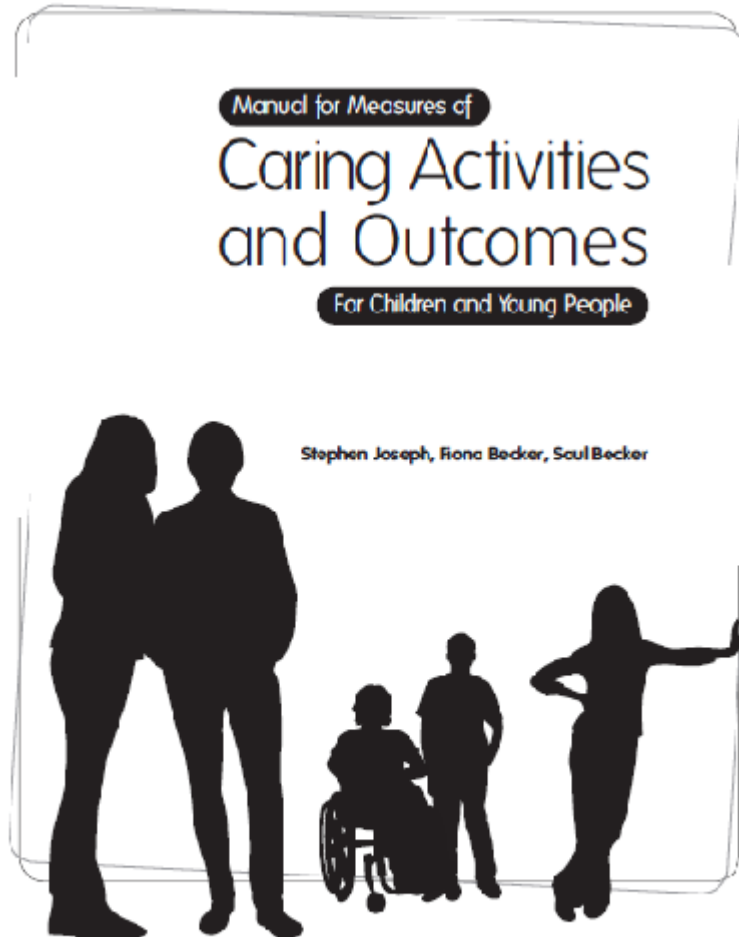
“We used the star for the first time on this project and it was a very **positive experience**. The workers and young adult carers reported a positive experience of the star. Young adult carers have responded that they liked the star and it **helps them to see their progress**. The Young Adult Carer Lead said it was easy and intuitive to use. As a result of our experience we want to use the carers star across the organisation from the start of our new contract and have presented an information session to our commissioner at County Hall.” - **Cornwall Carers Service**

# The Outcomes Star™

Making a  
**step change**  
Putting it into practice

for young carers  
and their families





## Manual for Measures

- Developed alongside Young Carers International
- Been used since 2009
- Can be used with young carers aged up to 18
- Young carers tell us that it 'feels' appropriate up to 16

# Manual for Measures

## MACA-YC18

- 18 item questionnaire
- Used to provide an indication of the **amount** of caring being undertaken by the carer
- 42 item questionnaire also available to examine subscales in more detail



**MACA-YC18**

**The caring jobs I do**

Please complete this first  
 VC initials .....  
 VC date of birth .....  
 Today's date .....  
 Name of your carer(s) .....  
 Name of your carer(s) address .....

Below are some jobs that young carers do to help. Tick (✓) if you do the job, or ( ) if you do not. Tick (✓) if you do the job often, ( ) if you do it sometimes, ( ) if you do it rarely, ( ) if you do it once in a while, ( ) if you do it very rarely, ( ) if you do it never.

	Never	Sometimes	A lot of the time
1 Clean your own bedroom	( )	( )	( )
2 Clean other rooms	( )	( )	( )
3 Wash up dishes and glasses and do the washing	( )	( )	( )
4 Do the housework	( )	( )	( )
5 Take responsibility for shopping for food	( )	( )	( )
6 Help with lifting and carrying heavy things	( )	( )	( )
7 Help with financial work such as dealing with bills, banking money, collecting benefits	( )	( )	( )
8 Help your family to bring money in	( )	( )	( )
9 Interact, sign or use email or communication system for the person you care for	( )	( )	( )
10 Help the person you care for to dress or undress	( )	( )	( )
11 Help the person you care for to have a wash	( )	( )	( )
12 Help the person you care for to have a bath or shower	( )	( )	( )
13 Help the person you care for with getting up, sitting up etc, or help with their walking, taking to them	( )	( )	( )
14 Get on with the person you care for in order to have an evening	( )	( )	( )
15 Take the person you care for to a place such as a friend's or relatives	( )	( )	( )
16 Take the person you care for to school	( )	( )	( )
17 Look after brothers or sisters or help brothers or sisters need for	( )	( )	( )
18 Look after brothers or sisters on your own	( )	( )	( )

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 School of Psychology and Health, University of Southampton, University Park, Southampton, SO9 5NH

Multidimensional Assessment of Carers Activities Young Carers (MACA-YC18)



# Manual for Measures

## PANOC-YC20

- 20 item questionnaire
- Used to provide an indication of the **positive and negative** outcomes of caring
- Can enable conversations about support required and recognition of resilience



### How caring affects me

Below are some things young carers like you have said about what it feels like to look after someone. Please read each statement and tick the box to show how often this is true for you. There are no right or wrong answers. We are just interested in what life is like for you because of caring. Thank you.

PANOC-YC20

Please complete this first

YC initials .....

YC date of birth .....

Today's date .....

Name of young carer's service .....

	Never	Some of the time	A lot of the time
1 Because of caring I feel I am doing something good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Because of caring I feel that I am helping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Because of caring I feel closer to my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Because of caring I feel good about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Because of caring I have to do things that make me upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Because of caring I feel stressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Because of caring I feel that I am learning useful things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Because of caring my parents are proud of the kind of person I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Because of caring I feel like running away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Because of caring I feel very lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Because of caring I feel like I can't cope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Because of caring I can't stop thinking about what I have to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Because of caring I feel so sad I can hardly stand it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Because of caring I don't think I matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Because of caring I like who I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Because of caring life doesn't seem worth living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Because of caring I have trouble staying awake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Because of caring I feel I am better able to cope with problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 I feel good about helping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Because of caring I feel I am useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PANOC-YC20  
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# Manual for Measures

**What I like and dislike about caring**

We want to ask you some questions about the hours you spend caring and what caring tasks you like and dislike the most. There are no right or wrong answers to any of the questions. We are just keen to hear what you think. Thank you.

Please complete this (if it is) in:  Inside  in case of fire  
Today's date: \_\_\_\_\_  
Name of young carer: \_\_\_\_\_

Thinking about all the jobs you do in the home, including keeping an eye on people, please tell us how many hours of caring you do on a typical day in the week (Monday to Friday)? \_\_\_\_\_ hours per weekday


How many hours of caring do you do on a typical day of the weekend (Saturday or Sunday)? \_\_\_\_\_ hours per day of weekend

At what age did you first start to do caring jobs? \_\_\_\_\_ age

Which one of your caring jobs do you like the most? Please tell us a little bit about it.

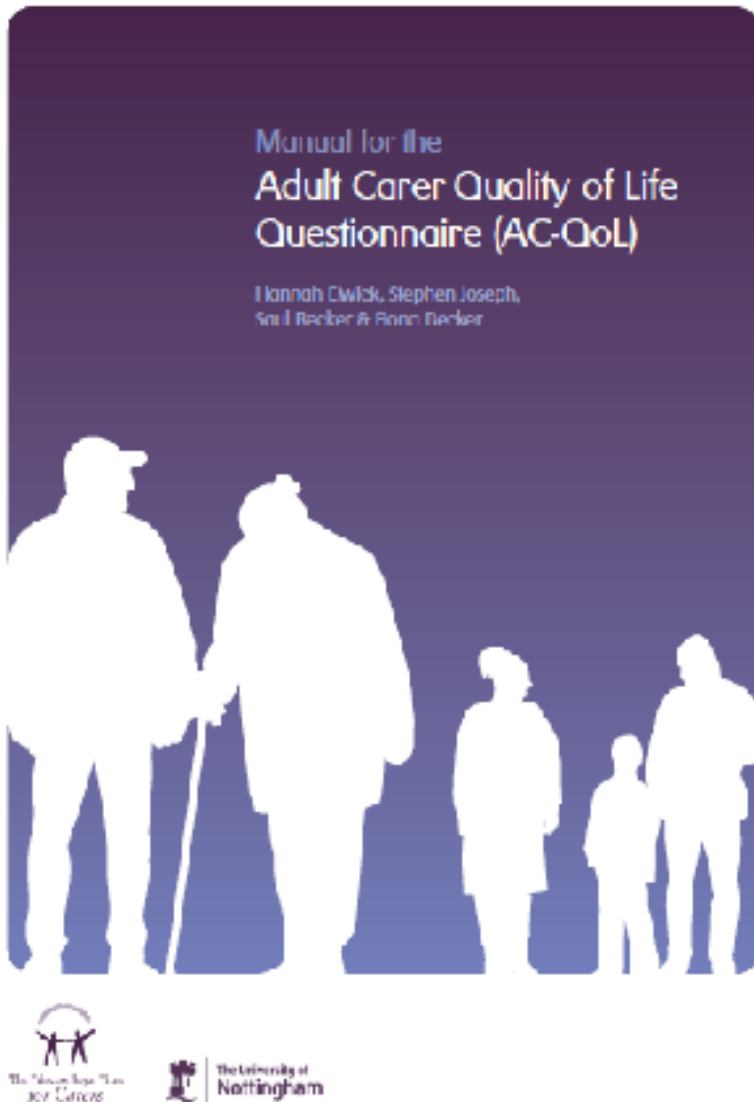
Please say why you like this caring job.

What I like and dislike about caring



## Capture of qualitative information

- What I like and dislike about caring
  - Capture of baseline data
  - Useful tool in introducing talking about caring
- Post Intervention Self Assessment (PISA)
  - Young carers evaluation of impact of service/project support



## Adult Carer Quality of Life (AC-QoL)

- Statistical tool developed alongside University of Nottingham
- 40 item questionnaire in eight subscales
  - Support for caring; caring choice; caring stress; money matters; personal growth; sense of value; ability to care; carer satisfaction
- Can be used with carers aged 18+

# Cost Benefit Analysis



Method of understanding how effectively money is spent on social outcomes

Cost-benefit Analysis  
of UK Wide Young Adult  
Carers Services 2015



$$\text{ROI} = \frac{\text{[Value of outcomes]}}{\text{[Investment]}}$$

Model considers total benefits or savings the State receives alongside total investments

# Cost Benefit Analysis



- Social Cost Benefit Analysis is a way of understanding how effectively money is spent on social outcomes

$$\text{ROI} = \frac{\text{[Value of outcomes]}}{\text{[Investment]}}$$

- It considers total benefits or savings the State receives alongside total investments

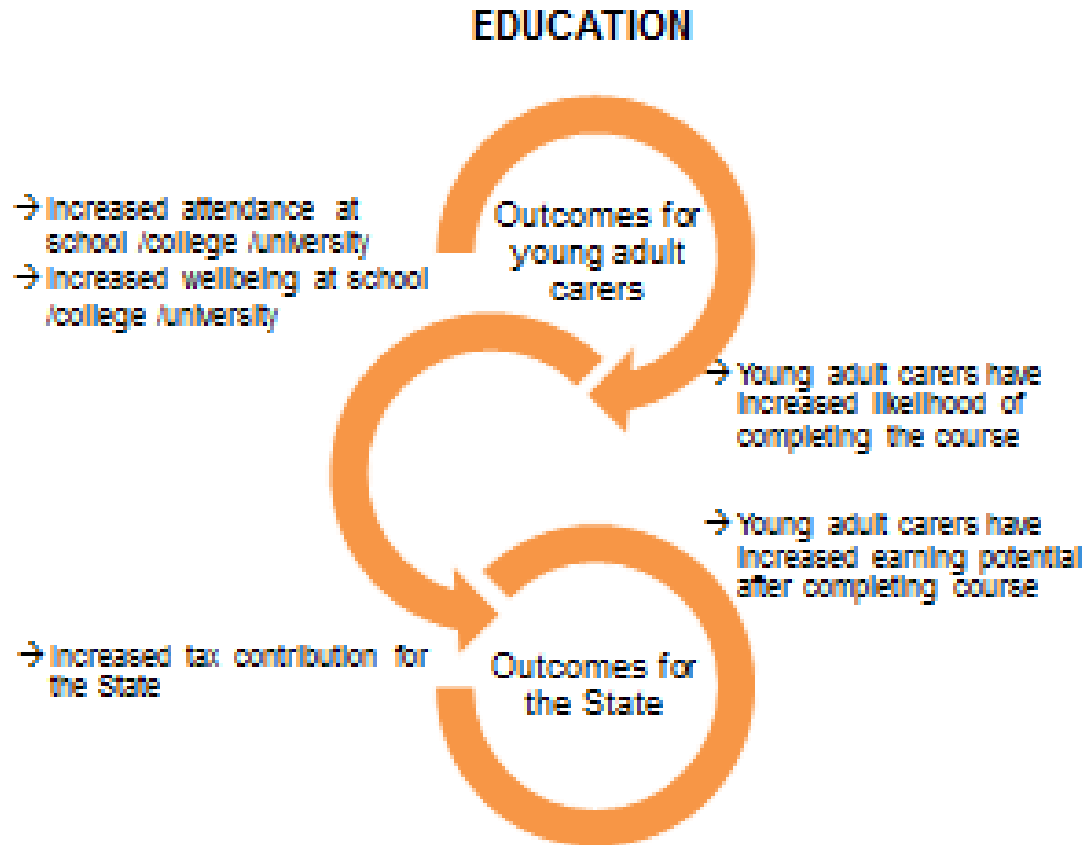
# Cost Benefit Analysis



- Completed by Nef consulting
- Worked with the 21 carers organisations funded to develop holistic young adult carer support services for young adult carers in 2015
- Undertook an outcomes based approach
- Based findings on responses from 168 young adult carers and 11 project staff from across the UK

# Cost Benefit Analysis

- Developed a Theory of Change relating to outcomes experienced for young adult carers



# Cost Benefit Analysis



- For every £1 invested in Young adult carer support, a **saving of £1.77** to the state is created
- **Key message:** investing in young adult carer support **WILL** save the state money
- **Key message:** If similar support was funded and available to all young adult carers, this saving would equate to **£141 million per annum**
  - Equivalent to 17% of the total government education spend for 2015



# Cost Benefit Analysis



- Tool will support carers organisations to articulate the financial impact of young adult carer support
- Tool provides:
  - Monetary value attached to social outcomes
  - Potential cost savings for local authorities and commissioners
  - Flexible approach to presentation and comparison (national and local)

# Accessing resources



- **Carers Star:** <http://www.outcomesstar.org.uk/carers-star/>
  - Training available from Carers Trust: [star@carers.org](mailto:star@carers.org)
- **Manual for Measures**
- **Adult Quality of Life questionnaire**
  - Available on: <https://professionals.carers.org/>
- **Cost benefit analysis**
- **Social return on investment**
  - Will be available from March 2016



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