Unit Title: **Support parents with disabilities**

Unit sector reference:	LD 312
Level:	3
Credit value:	6
Guided learning hours:	43
Unit accreditation number:	K/601/7047

Unit purpose and aim

This unit is aimed at those who work in wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the need of the parent it also highlights the needs of the child(ren).

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the legislative and policy frameworks that underpins good practice in the support of parents with disabilities	1.1 Outline the policy, legislation and guidance relevant to supporting **individuals** with disabilities to have children and bring them up in a safe and nurturing environment 1.2 Explain the **statutory responsibilities** placed on organisations towards families and children who are in need	An **individual** is someone requiring care or support **Statutory responsibilities** refers to those outlined in the Children Act 1989
2 Understand the support parents with disabilities may need	2.1 Explain the support provided by adults and children's services to a family receiving support from both 2.2 Explain the ways in which independent advocates can play an important role in the support of parents with disabilities	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2	2.3 Explain the benefits of providing support to families at the earliest stage possible	
3 Be able to support parents with disabilities	3.1 Assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support 3.2 Develop flexible support strategies to meet families' needs at the different stages of the child's development 3.3 Implement support strategies to meet families' needs 3.4 Evaluate support strategies to ensure they continue to meet the needs of the family	
4 Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children	4.1 Analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need' 4.2 Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities 4.3 Support individuals with disabilities to overcome **barriers** to successful parenting 4.4 Work in a way that promotes individuals' self-determination and self-confidence in their role as parents 4.5 Support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances	**Barriers** refer to external factors and may include: prejudice and negative stereotypes, social exclusion (poverty; poor housing; hate crime, bullying and harassment; lack of social networks etc) and access to services and information

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
5 Be able to develop positive working relationships with parents with disabilities	5.1 Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have 5.2 Use evidence based approaches in developing positive relationships with parents with disabilities	
6 Be able to work in partnership with **other workers**, different services and informal support networks	6.1 Plan how to involve relevant services to support parents with disabilities and/or their children 6.2 Access relevant services to support parents with disabilities and/or their children 6.3 Demonstrate ways of helping to create, enhance and work with informal support networks	**Other workers** would include people supporting individuals within the family or the family as a whole. This may include for example: independent advocates, social workers, teachers, health practitioners etc
7 Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child	7.1 Explain own role and responsibilities in relation to safeguarding children 7.2 Identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary 7.3 Describe the action to take in response to any concerns regarding safeguarding children 7.4 Explain the types of support the child may need in his/her own right 7.5 Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 333, 388, 392

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Link to functional skills standards http://www.qcda.gov.uk/15565.aspx

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications' (A850).*

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.