



Oxford Cambridge and RSA

Unit title:	Supporting significant life events
Unit number:	26
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	D/601/1648

UNIT AIM AND PURPOSE

This unit will enable learners to develop an understanding of the impact of significant life events on individuals, and evaluate the range of support available to the individuals. Learners will also analyse organisational responses designed to support these individuals, and make appropriate recommendations for improving the support available.

This unit will provide a core understanding and knowledge across a range of significant life events experienced by individuals and support available to them. The unit further encourages learners to reflect on personal experiences and the skills required to support others during significant life events.

Providing support to individuals experiencing significant life events is an important part of many jobs within the Health and Social Care sector. The content of this unit may be of particular interest to those working in Counselling or offering Alternative Therapies. It will also be useful for, Health Visitors, Community Nurses and Social Workers as well as those working with Information and Advice Agencies.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO) The Learner will:	Pass The assessment criteria are the pass requirements for this unit. The Learner can:
LO1 Understand how significant life events impact on individuals and their social networks	1.1 explain the impact of significant life events on individuals 1.2 analyse possible group responses to significant life events that occur to one of its members 1.3 analyse the impact for others in health and social care when an individual experiences significant life events
LO2 Understand the support available for individuals experiencing significant life events	2.1 evaluate the effectiveness of organisational policies and procedures in supporting individuals and their social networks affected by significant life events 2.2 explain how others in social networks may provide support to individuals experiencing significant life events 2.3 evaluate the suitability of external sources of support for those affected by significant life events

<p>LO3 Be able to analyse responses made by health and social care services to support individuals experiencing significant life events</p>	<p>3.1 analyse possible organisational responses to the need to support individuals experiencing a significant life event</p> <p>3.2 reflect on own personal contributions to the support of individuals experiencing significant life events</p> <p>3.3 make recommendations for improving the support available in a health and social care organisation for individuals and their social networks when affected by significant life events</p>
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GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors.

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

<p>Merit Criteria (M1, M2, M3)</p> <p>(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)</p>	<p>Distinction Criteria (D1, D2, D3)</p> <p>(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.)</p> <p>(In order to achieve a distinction grade, all merit criteria must also have been achieved.)</p>
<p>MANDATORY TO ACHIEVE A MERIT GRADE</p>	<p>MANDATORY TO ACHIEVE A DISTINCTION GRADE</p>
<p>M1 Analyse concepts, theories or principles to formulate own responses to situations.</p>	<p>D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.</p>
<p>M2 Analyse own knowledge, understanding and skills to define areas for development.</p>	<p>D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.</p>
<p>M3 Exercise autonomy and judgement when implementing established courses of action.</p>	<p>D3 Determine, direct and communicate new courses of action.</p>

TEACHING CONTENT

The Teaching Content describes what has to be taught to ensure that learners are able to access the highest grade.

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content these are suggestions; they do not have to be the examples that the learner uses.

LO1 Understand how significant life events impact on individuals and their social networks	
Life events	(e.g. birth, marriage, divorce, loss of partner, disablement, disease, unemployment, retirement)
Life stages	(e.g. childhood, adolescence, adulthood, older age)
Impact	Physical (e.g. sensory impairment)
	Intellectual (e.g. loss of cognitive function)
	Emotional (e.g. sense of loss)
	Social (e.g. feeling of isolation)
Groups	(e.g. friends, family, social networks, work colleagues)
Impact for others	(e.g. personal and professional groups).
LO2 Understand the support available for individuals experiencing significant life events	
Organisational policies and procedures in relation to	(e.g. counselling, maintaining respect and dignity, access to specialist services such as CRUSE)
Social networks	(e.g. friends, family, social media, work colleagues, partners, health and social care users, care workers, support groups, self-help groups)
External sources of support	(e.g. health and social care specialists, NSFs and strategies, self-help groups (e.g. online and offline), charities (e.g. Age Concern, Marie Curie))
Access to information and advice	(e.g. CAB, Money Advice Service, NHS Choices on-line).

LO3 Be able to analyse responses made by health and social care services to support individuals experiencing significant life events

Organisational responses	(e.g. planned (proactive) and emergency response (reactive))
Personal contributions	(e.g. own professional (practice-based) or informal (friends, family, peers) experience)
Make recommendations in relation to	(e.g. cost benefit, policies and procedures, access, resourcing).

GUIDANCE

Delivery guidance

It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include undertaking primary research using examples of life events, access to organisational policies and procedures, guest speakers, appropriate individuals and contact with support networks – all of which are to be encouraged.

Learners will benefit from being encouraged to exercise autonomy and judgement to draw up a plan of action which is based on the learner's own analysis of organisational responses to suggest improvements to their working practices.

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using diverse approaches and schools of thought. For example, case studies, scenarios, documentary materials if available, social media, and open forum discussions (if agreed), could be used to enable learners to identify significant life events, their impact, the support available, and highlight improvements to current provision.

Assessment evidence guidance

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes and be submitted in the form of assignments, essays, project portfolios, presentations or, where appropriate, reflective accounts.

Where group work/activities contribute to assessment evidence, the individual contribution of each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

Sugarmon, Leonie. *Lifespan Development. Framework, Accounts and Strategies* (2nd edn.) Routledge, 2001.

Taylor, I (ed.) *Active Psychology*, Longman

Journals

British Journal of Nursing
British Journal of Social Work
Bereavement Care Journal
Disability and Health Journal
Depression and Anxiety
Journal of Cultural Heritage
Journal of Social and Personal Relationships
Mental Health Practice Journal

Websites

www.self-help.org.uk – self-help groups
www.stepchange.org – Free debt advice
www.citizensadvice.org.uk
www.moneyadviceservice.org.uk
www.crusebereavementcare.org.uk
www.mariecurie.org.uk
www.dh.gov.uk – Department of Health
www.relate.org
www.mind.org.uk
www.ruils.co.uk – Disability Action and Advice Centre

Signposting to other units within the qualification

Unit 8: Adulthood, ageing and end-of-life
Unit 12: Empowering users of health and social care services
Unit 19: Developing counselling skills for health and social care