

Unit Title:	Assess the needs of carers and families
Sector unit number:	HSC 3070
Level:	3
Credit value:	4
Guided learning hours:	28
Unit reference number:	T/504/2216

Unit purpose and aim

The purpose of this unit is to develop the learner's understanding, knowledge and skills when assessing the needs of families and carers.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Understand the contribution that families and carers make in caring for individuals</p>	<p>The Learner can:</p> <p>1.1 Analyse the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information</p> <p>1.2 Explain the rights of families and carers providing care to individuals</p> <p>1.3 Describe the benefits to society of family and unpaid carers providing care</p> <p>1.4 Describe the benefits and challenges faced by family and unpaid carers in providing care</p>	<p>The individual is the person requiring care or support</p> <p>Society may include:</p> <ul style="list-style-type: none"> • Local Authority provision • NHS • Individuals and others • Communities
<p>2 Be able to engage with families and carers who are providing care</p>	<p>2.1 Support families and carers to speak about their experiences of providing care to individuals</p> <p>2.2 Use active listening skills to identify unspoken feelings and emotions</p> <p>2.3 Support families and carers to understand their rights</p> <p>2.4 Support families and carers in their caring role</p>	<p>Active listening may include:</p> <ul style="list-style-type: none"> • Observation • Clarification • Questioning techniques • Non verbal messages

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>2.5 Explain to families and carers the additional support that is available</p> <p>2.6 Gain consent from families and carers to speak with others about their circumstances</p>	<p>Others may include:</p> <ul style="list-style-type: none"> • Other professionals • Agencies • Line manager
<p>3 Be able to assess the needs of families and carers</p>	<p>3.1 Support families and carers to identify the support they need to meet the needs of an individual</p> <p>3.2 Identify with families and carers the areas of care which they want to retain</p> <p>3.3 Support families and carers to identify their wishes and needs for their own well-being</p> <p>3.4 Gather additional information from agreed others</p> <p>3.5 Share the record of assessment with families and carers</p>	<p>Agreed:</p> <ul style="list-style-type: none"> • others whom the family and carers have agreed can be consulted to either obtain or share information
<p>4 Be able to identify a plan to support families and carers</p>	<p>4.1 Support families, carers and others to identify resources to address needs and wishes</p> <p>4.2 Support families, carers and others to develop a plan of action to access resources</p> <p>4.3 Support families, carers and others to implement the plan of action</p>	<p>Resources may include:</p> <ul style="list-style-type: none"> • Family or neighbours • Community resources • Voluntary organisations • Statutory support in terms of additional domiciliary care • Respite for carers to have time for themselves <p>Needs and wishes may include:</p> <ul style="list-style-type: none"> • Additional support to alleviate the physical input by the carer • Time to have a holiday • Go to the hairdressers • Time with their peers to do fun things <p>Plan of action may include:</p> <ul style="list-style-type: none"> • Care plans • Person centred plans

Learning Outcomes	Assessment Criteria	Teaching Content
		It may not require formal statutory responses, but may be a plan whereby a carer decides to designate time for themselves, identifies a recreational activity

Assessment

Units need to be assessed in accordance with Skills for Care's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. 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.

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.

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

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.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care.

SCDHSC0427

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.