

Unit Title: Support people who are providing homes to individuals
Sector unit number: LM 509
Level: 4
Credit value: 6
Guided learning hours: 40
Unit reference number: R/504/2224

Unit purpose and aim

The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to support to people who are providing support to individuals.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Be able to carry out assessments for the approval of adult placement / shared lives carers</p>	<p>The Learner can:</p> <p>1.1 Provide information to carer(s) on the criteria against which they will be assessed</p> <p>1.2 Work with carer(s) to clarify their role and responsibilities</p> <p>1.3 Carry out the initial assessment of carer(s) against agreed criteria</p> <p>1.4 Complete an assessment report of carer(s) according to work setting requirements and regulatory frameworks</p> <p>1.5 Agree the content of the assessment report with carer(s)</p> <p>1.6 Present the assessment for approval of carer(s) in line with work setting requirements</p>	<p>Carer(s) in the context of this unit carers are ‘adult placement or shared lives’ carers who provide accommodation and / or support in their home. This includes the mutual sharing of everyday life experience between the approved carer and the individual who chooses to use this type of service.</p>
<p>2 Be able to support adult placement / shared lives carers to prepare for providing a home to an individual</p>	<p>2.1 Provide advice and guidance to carer(s) about preparing to share their home and their lives with an individual</p>	<p>Individuals refers to people accessing care or support</p>

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>2.2 Support carer(s) to reflect on changes they will need to make in order to provide a home to an individual</p> <p>2.3 Work with carer(s) to identify learning needs related to providing a home to an individual</p> <p>2.4 Support carer(s) to meet their learning needs</p> <p>2.5 Support carer(s) to reflect on how they can make an individual feel welcome in their home</p> <p>2.6 Support carer(s) to develop 'house rules'</p> <p>2.7 Support carer(s) to prepare their families and networks for the inclusion of an individual</p>	
<p>3 Be able to carry out the matching process between adult placement / shared lives carers and individuals</p>	<p>3.1 Match the preferences and needs of an individual referred to the service with the skills and lifestyle of potential carer(s)</p> <p>3.2 Provide information to an individual and matched carer(s) prior to introductions</p> <p>3.3 Facilitate introduction meetings between an individual and potential carer(s)</p> <p>3.4 Work with an individual, potential carer(s) and others to evaluate the introduction sessions</p> <p>3.5 Work with an individual, carer(s) and others to finalise move-in arrangements once a successful match has been made</p>	<p>Others may include:</p> <ul style="list-style-type: none"> • Other professionals • Families, friends, advocates or others who are important to individuals

Learning Outcomes	Assessment Criteria	Teaching Content
4 Be able to monitor and review placements of individuals	4.1 Carry out placement monitoring visits with an individual and carer(s) according to work setting requirements 4.2 Complete reports from placement visits in line with work setting requirements. 4.3 Provide ongoing advice and guidance to carer(s) about the support of an individual 4.4 Carry out periodic reviews of carer(s) in line with work setting requirements	

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.

SCDHSC0425

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.Health and Social Care.