

Unit Title: Lead practice in assessing and planning for the needs of families and carers

Sector unit number: LM 504
 Level: 5
 Credit value: 3
 Guided learning hours: 22
 Unit reference number: A/504/2217

Unit purpose and aim

The purpose of this unit is to develop learner’s knowledge and skills in supporting staff in health and social care or children and young people’s setting to assess the needs of families and unpaid carers.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Be able to support others to understand the contribution that families and carers make in caring for individuals in health and social care or the care of children and young people</p>	<p>The Learner can:</p> <p>1.1 Analyse the benefits and challenges faced by family and unpaid carers in providing care</p> <p>1.2 Support others to understand 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>1.3 Support others to understand the benefits to society of family and unpaid carers providing care</p> <p>1.4 Support others to recognise the contribution that carers make to the well-being of individuals</p> <p>1.5 Support others to understand the rights of families and carers providing care</p>	<p>Society may include:</p> <ul style="list-style-type: none"> • Local Authority provision • NHS • Individuals and others • Communities <p>The individual is the person requiring care or support</p>
<p>2 Be able to develop the practice of staff in assessing the needs of families and carers</p>	<p>2.1 Implement procedures for assessing the needs of families and carers</p> <p>2.2 Support staff to learn from families and carers about their caring role</p>	

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>2.3 Support staff to develop advocacy skills so that the needs of families and carers can be brought to the attention of decision makers</p> <p>2.4 Support staff to carry out assessments of needs and wishes in partnership with carers and families</p> <p>2.5 Support staff to gain consent from carers and families to speak with others about their circumstances</p> <p>2.6 Manage recording procedures to ensure assessments are shared with families and carers</p> <p>2.7 Monitor the quality of assessments carried out by staff</p>	
<p>3 Be able to implement a care planning process to support families and carers</p>	<p>3.1 Establish systems which ensure that all care plans include:</p> <ul style="list-style-type: none"> • participation by carers and families • agreement on resources required to address needs and wishes • agreed roles and responsibilities in achieving the plan <p>3.2 Monitor the implementation of care plans which support families and carers</p>	<p>Resources – resources can include support from family or neighbours, community resources, voluntary organisations, statutory support in terms of additional domiciliary care, respite for carers to have time for themselves etc.</p> <p>Needs and wishes – this can be additional support to alleviate the physical input by the carer, it can be giving the carer time for themselves, time to have a holiday, go to the hairdressers, have time with their peers to do fun things</p>
<p>4 Be able to evaluate quality of assessment and care planning to meet the needs of families and carers</p>	<p>4.1 Evaluate the quality of assessments carried out to meet the needs of families and carers</p> <p>4.2 Evaluate the quality of care plans to meet the needs of families and carers</p>	

Learning Outcomes	Assessment Criteria	Teaching Content
	4.3 Use analysis of the needs of families and carers to inform strategic planning within an organisation	

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.

SCDHSC0428

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.