

Unit Title:	Work in partnership with families to support individuals
Unit sector reference:	HSC 3038
Level:	3
Credit value:	4
Guided learning hours:	27
Unit accreditation number:	H/601/8147

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work in partnership with families to support individuals

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand partnership working with families	1.1 Analyse the contribution of families to the care and/or support of individuals 1.2 Identify factors that may affect the level of involvement of family members in care and/or support 1.3 Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals 1.4 Explain how the attitudes of a worker affect partnership working with families	An individual is someone requiring care or support
2 Be able to establish and maintain positive relationships with families	2.1 Interact with family members in ways that respect their culture, experiences and expertise 2.2 Demonstrate dependability in carrying out actions agreed with families 2.3 Describe principles for addressing dilemmas or conflicts that may arise in relationships with families	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
3 Be able to plan shared approaches to the care and support of individuals with families	3.1 Agree with the individual, family members and others the proposed outcomes of partnership working with a family 3.2 Clarify own role, role of family members, and roles of others in supporting the individual 3.3 Support family members to understand person centred approaches and agreed ways of working 3.4 Plan ways to manage risks associated with sharing care or support 3.5 Agree with the individual and family members processes for monitoring the shared support plan	Others may include: <ul style="list-style-type: none"> • organisations providing support to family members • other professionals Agreed ways of working will include policies and procedures where they exist
4 Be able to work with families to access support in their role as carers	4.1 Work with family members to identify the support they need to carry out their role 4.2 Provide accessible information about available resources for support 4.3 Work with family members to access resources	Resources may include: <ul style="list-style-type: none"> • Materials and equipment • Training • Financial support • Transport • Support groups • Therapeutic services • Other professionals
5 Be able to exchange and record information about partnership work with families	5.1 Exchange information with the individual and family members about: <ul style="list-style-type: none"> • implementation of the plan • changes to needs and preferences 5.2 Record information in line with agreed ways of working about: <ul style="list-style-type: none"> • progress towards outcomes • effectiveness of partnership working 	
6 Be able to contribute to reviewing partnership work with families	6.1 Agree criteria and processes for reviewing partnership work with families 6.2 Agree criteria and processes for reviewing	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	support for family members 6.3 Encourage the individual and family members to participate in the review 6.4 Carry out own role in the review of partnership working	
7 Be able to provide feedback about support for families	7.1 Provide feedback to others about the support accessed by family members 7.2 Report on any gaps in the provision of support for family members 7.3 Describe ways to challenge information or support that is discriminatory or inaccessible	

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 2, 3, 4, 5, 6 and 7 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 387 AND 388

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.

Functional Skills standards can be viewed at <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.