

<b>Unit Title:</b>	<b>Support families who have a child with a disability</b>
Sector unit reference:	PD OP 3.5
Level:	3
Credit value:	3
Guided learning hours:	23
Unit accreditation number:	D/601/5750

## Unit purpose and aim

This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the impact on a family of having a child with a disability	1.1 Describe the emotional impact that a <b>diagnosis</b> can have on families 1.2 Explain how the impact of having a child with a disability can be rewarding and/or challenging 1.3 Explain the emotional experience that families may have after diagnosis, using theories of loss 1.4 Explain how having a child with a disability may affect <b>interpersonal relationships</b> within a family 1.5 Identify the changes that may need to be made to family life, social life, work and accommodation 1.6 Explain why it is important for family members to have opportunities to explore feelings and experiences	<b>Diagnosis</b> e.g. a range of: <ul style="list-style-type: none"> <li>• physical disabilities</li> <li>• learning disabilities</li> <li>• sensory disabilities</li> </ul> <b>Interpersonal relationships within the family</b> Examples are: <ul style="list-style-type: none"> <li>• Relationships with siblings</li> <li>• Relationships between siblings and parents</li> <li>• Relationships with grandparents</li> </ul>
2 Be able to support families who have a child with a disability	2.1 Establish with the family the support they require 2.2 Work with the family to identify different ways that needs can be met	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	2.3 Support family members to discuss feelings and experiences related to having a child with a disability	
3 Be able to support families with a child with a disability to use informal networks and community resources	3.1 Explain what informal networks and community resources there are for children with disabilities and their families 3.2 Give information to a family about community resources and informal networks to enable them to make choices 3.3 Support a family to use community resources and informal networks	
4 Be able to work in partnership with other professionals and agencies to support families with a child with a disability	4.1 Identify support and resources that a child with a disability may need 4.2 Investigate the roles of other professionals and agencies that may provide support to families with a child with a disability 4.3 Provide information to a family about professionals and agencies that may provide <b>support</b> 4.4 Identify when referrals should be made to other professionals and/or agencies 4.5 Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability 4.6 Review the outcomes for the family of partnership working 4.7 Identify and report any additional support required by the family	<b>Other professionals and agencies</b> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Educational Psychologist</li> <li>• Educational Welfare</li> <li>• Physiotherapist</li> <li>• Occupational Therapist</li> <li>• Nurse</li> <li>• GP</li> <li>• Social Worker</li> <li>• Dietician</li> <li>• Speech and Language Therapist</li> </ul> <b>Support</b> can include <ul style="list-style-type: none"> <li>• support with personal care</li> <li>• support with equipment</li> <li>• advocacy</li> <li>• support with benefits</li> <li>• advice</li> <li>• housing</li> </ul>

## Assessment

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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.

## Guidance on assessment and evidence requirements

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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

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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.

**NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)**

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

**Link to functional skills standards <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

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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.