

# Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** Supporting Families and Carers

**Unit Reference Number:** R/652/0830

**Level:** Three (3)

**Credit Value:** Four (4)

**Minimum Guided Learning Hours:** 30

Assessment Criterion (The Learner can):	
1. Understand the role and importance of families and carers	1.1 Explain the roles that families and carers may have in supporting individuals
	1.2 Describe the potential impact of caring responsibilities on families and carers
2. Know how to work in partnership with families and carers	2.1 Analyse how to communicate effectively and respectfully with families and carers
	2.2 Reflect on own performance in involving families and carers appropriately in care and support, in line with agreed ways of working
	2.3 Describe how to respond appropriately to concerns or complaints raised by families and carers
	2.4 Explain organisational procedures for reporting and escalating concerns
3. Know how to support families and carers to maintain their wellbeing	3.1 Analyse indicators that a family member or carer may require additional support
	3.2 Describe how to provide information or signpost families and carers to appropriate support services

Indicative Content	
LO1	AC1.1 The different types of carers, including: <ul style="list-style-type: none"> <li>Family members</li> </ul>

	<ul style="list-style-type: none"> <li>• Friends</li> <li>• Unpaid/informal carers</li> </ul> <p>The range of roles carers may undertake, such as:</p> <ul style="list-style-type: none"> <li>• Providing emotional support</li> <li>• Supporting daily living activities</li> <li>• Advocating on behalf of the individual</li> </ul> <p>How caring roles may vary depending on:</p> <ul style="list-style-type: none"> <li>• The individual's needs</li> <li>• The care setting</li> <li>• Cultural and family contexts</li> </ul> <p>Recognising families and carers as partners in care who bring valuable knowledge and insight</p> <p>AC1.2</p> <p>The emotional impact of caring, including:</p> <ul style="list-style-type: none"> <li>• Stress, anxiety or emotional strain</li> </ul> <p>The physical impact, such as:</p> <ul style="list-style-type: none"> <li>• Fatigue</li> <li>• Effects on personal health</li> </ul> <p>The practical and social impact, including:</p> <ul style="list-style-type: none"> <li>• Reduced time for work, education or leisure</li> <li>• Effects on relationships and social isolation</li> </ul> <p>Understanding how long-term caring responsibilities can affect:</p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Employment</li> <li>• Financial stability</li> </ul>
LO2	<p>AC2.1</p> <p>Principles of effective communication, including:</p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Respect and empathy</li> </ul> <p>Communicating in ways that:</p> <ul style="list-style-type: none"> <li>• Value carers' views and experiences</li> <li>• Acknowledge their role and contribution</li> </ul> <p>Maintaining professional boundaries while being supportive</p> <p>Sharing information appropriately in line with:</p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Confidentiality</li> </ul> <p>Recognising and respecting the individual's wishes and preferences</p> <p>AC2.2</p> <p>Reflective practice to evaluate:</p> <ul style="list-style-type: none"> <li>• How families and carers are involved in care and support</li> </ul> <p>Considering:</p> <ul style="list-style-type: none"> <li>• What worked well</li> <li>• What could be improved</li> </ul> <p>Involving families and carers:</p> <ul style="list-style-type: none"> <li>• In line with agreed ways of working</li> <li>• While prioritising the individual's rights and choices</li> </ul> <p>Using feedback and supervision to improve partnership working</p> <p>AC2.3</p> <p>Responding to concerns by:</p> <ul style="list-style-type: none"> <li>• Listening calmly and respectfully</li> </ul>

	<ul style="list-style-type: none"> <li>• Taking concerns seriously</li> </ul> <p>Providing reassurance where appropriate  Avoiding defensiveness and maintaining professionalism  Knowing when concerns relate to:</p> <ul style="list-style-type: none"> <li>• Quality of care</li> <li>• Safeguarding</li> </ul> <p>Recording concerns accurately and promptly</p> <p>AC2.4  Organisational complaints and concerns procedures  Escalation pathways, including:</p> <ul style="list-style-type: none"> <li>• When and how to report to managers</li> <li>• Safeguarding reporting routes</li> </ul> <p>The importance of:</p> <ul style="list-style-type: none"> <li>• Following policies and procedures</li> <li>• Accurate documentation</li> </ul> <p>Understanding duty of care and accountability when escalating concerns</p>
LO3	<p>AC3.1  Indicators of carer stress or fatigue, such as:</p> <ul style="list-style-type: none"> <li>• Emotional distress</li> <li>• Physical exhaustion</li> <li>• Withdrawal or isolation</li> </ul> <p>Changes in behaviour or communication that may indicate:</p> <ul style="list-style-type: none"> <li>• Burnout</li> <li>• Reduced coping ability</li> </ul> <p>The importance of early recognition to prevent breakdown of caring arrangements</p> <p>AC3.2  Types of support services available to carers, including:</p> <ul style="list-style-type: none"> <li>• Carer assessments</li> <li>• Respite services</li> <li>• Support groups</li> <li>• Voluntary and community organisations</li> </ul> <p>How to provide:</p> <ul style="list-style-type: none"> <li>• Clear and accessible information</li> </ul> <p>Knowing when and how to:</p> <ul style="list-style-type: none"> <li>• Signpost to local and national services</li> </ul> <p>Working within own role while encouraging carers to access appropriate support</p>

## Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care and Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate assessment evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for the unit.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations of validity and authenticity.

Assessment evidence may be drawn from a range of methods, selected to ensure validity, reliability and sufficiency, and may include, but is not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating the application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (for example: policies, procedures, care plans, risk assessments, audits or reports)
- Witness testimony from managers, colleagues or other relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate and permitted.

Where learning outcomes require demonstration of competence or practical skills, direct observation of practice must form the primary source of evidence. Observation should normally take place in person within the learner's work setting, unless otherwise permitted by awarding organisation guidance.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence:

- is fit for purpose
- reflects the learner's role, responsibilities and level of autonomy
- demonstrates both knowledge and effective practice, where required by the unit.

Evidence must clearly relate to the learner's own practice and must not rely solely on hypothetical, simulated or generic examples unless explicitly permitted.

Confidential, sensitive or personal information must not be included in learner portfolios. Where such information is relevant, evidence must be anonymised, summarised or referenced in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified and occupationally competent assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.