



Higher National Unit specification

General information

Unit title: Carer Aware (SCQF level 7)

Unit code: H9AP 34

Superclass: HF

Publication date: June 2015

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

Central to the Unit are the Core Principles for Working with Carers and Young Carers. These are:

- ◆ Carers are identified
- ◆ Carers are supported and empowered to manage their caring role
- ◆ Carers are enabled to have a life outside of caring
- ◆ Carers are free from disadvantage or discrimination related to their caring role
- ◆ Carers are fully engaged in the planning and shaping of services
- ◆ Carers are recognised and valued as equal partners in care

Caring Together 2010–15 is the Carers Strategy for Scotland 2010–15. There is also a separate strategy for young carers — Getting it Right for Young Carers, the first young carers strategy in Europe. The Scottish Government's vision for the workforce is one where it is 'everyone's job to identify and support carers'. This Unit will help learners to develop the knowledge and skills they need to do this in their practice setting.

The Unit is a mandatory Unit in the Working with Carers and Young Carers Professional Development Award which is aimed at learners who come into contact with carers.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Identify carers, caring roles and available support.
- 2 Understand the social and policy context of caring in Scotland.
- 3 Understand equality and diversity issues affecting the caring relationship.

Higher National Unit specification: General information (cont)

Unit title: Carer Aware (SCQF level 7)

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However it would be beneficial if the candidate currently works in a health, social care or other setting in which they are likely to come into contact with carers and/or young adult carers and in which they will be able to evidence the knowledge and skills learned in this Unit. Their practice setting may be paid or unpaid.

Candidates should have good written and oral communication skills (at Core Skills level 5 or above).

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is mandatory within the Professional Development Award (PDA) in Working with Carers and Young Carer at SCQF level 7. In terms of sequence of delivery, it should be delivered before the optional Units H9AR 04 *Caring Together* or H9AT 04 *Getting it Right for Young Carers*. The knowledge and skills in this Unit provide the theory and underpinning knowledge for the subsequent Unit(s).

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Identify carers, caring roles and available support.

Knowledge and/or Skills

- ◆ Definition of carers
- ◆ Caring situations
- ◆ Signs of a caring role
- ◆ Impact of caring role on the carer
- ◆ Sources of support for carers

Outcome 2

Understand the social and policy context of caring in Scotland.

Knowledge and/or Skills

- ◆ Demographics and prevalence
- ◆ Guidance, policy and legislation
- ◆ Models of service provision
- ◆ Carer engagement

Outcome 3

Understand equality and diversity issues affecting the caring relationship.

Knowledge and/or Skills

- ◆ Legislation
- ◆ Values, principles and models of practice
- ◆ Diversity of caring roles and situations
- ◆ Disadvantage and discrimination related to caring role

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

Outcome 1

- ◆ Explain the definition of a carer, young carer and young adult carers.
- ◆ Identify a range of caring roles and situations.
- ◆ Identify signs of a caring role.
- ◆ Evaluate the impact of the caring role on the carer, young carer or young adult carer.
- ◆ Explain where the carer can access advice, support and information to support them in their caring role.

Outcome 2

- ◆ Analyse the profile of carers living in Scotland, including gender, age and prevalence.
- ◆ Identify the most current and relevant legislation, policy and guidance which supports carers and young carers in Scotland.
- ◆ Explain the potential implications for carers of changing models of service provision in Scotland.
- ◆ Explain practice in engaging carers in planning and shaping services.

Outcome 3

- ◆ Identify relevant legislation, guidance and codes of practice relating to equality and diversity.
- ◆ Explain the approaches and underpinning values and principles of working with carers, young carers and young adult carers.
- ◆ Explain the impact of disadvantage and discrimination on different groups of carers and their particular support needs.

Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Caring Together 2010–15 is the Carers Strategy for Scotland 2010-15. There is also a separate strategy for young carers — Getting it Right for Young Carers, the first young carers strategy in Europe. The Scottish Government’s vision for the workforce is one where it is ‘everyone’s job to identify and support carers’. This Unit will help learners to develop the knowledge and skills they need to do this in their practice setting.

The Strategy contained a number of workforce learning and development action points. One of these was to develop a ‘competency framework’. NHS Education for Scotland (NES) and the Scottish Social Services Council, in collaboration with carers, workers, educators and others, developed the Core Principles for Working with Carers and Young Carers (2013). The Core Principles are based on six Outcomes for carers and the knowledge and skills workers need to work in partnership to achieve them. These are:

- ◆ Carers are identified
- ◆ Carers are supported and empowered to manage their caring role
- ◆ Carers are enabled to have a life outside of caring
- ◆ Carers are free from disadvantage or discrimination related to their caring role
- ◆ Carers are fully engaged in the planning and shaping of services
- ◆ Carers are recognised and valued as equal partners in care



Higher National Unit Support Notes (cont)

Unit title: Carer Aware (SCQF level 7)

The learning Outcomes for this Unit are based on the Core Principles. Learners may benefit from referring to the Core Principles as they work through the Unit.

Equal Partners in Care (EpiC) is the joint NES/SSSC project to support workforce learning based on the Core Principles, which are sometimes referred to as the EpiC core principles. The EpiC portal www.ssk.org.uk/equalpartnersincare or www.knowledge.scot.nhs.uk/equalpartnersincare houses a range of learning resources, reports, research, practice examples, guidance and case studies which can be a valuable source of support for learners.

Learners will also benefit from making links with their local carer support services (carers centres, young carers projects, condition-specific organisations and others), particularly if their practice setting does not bring them into contact with a diversity of carers.

Carer Aware is a mandatory Unit in the Working with Carers and Young Carers Professional Development Award (PDA). It is intended to develop learner's awareness and understanding of caring in Scotland and their ability to identify carers, young carers and young adult carers.

Outcome 1 looks at the definition of a carer. The term 'carer' can be difficult for a number of reasons, not least that it is often used to describe care workers, personal assistants and other paid workers. For the purposes of this Unit, the definition should relate to unpaid carers of a family member, partner or friend, and include carers of all ages. Definitions can be found in the Carers Strategy, the Core Principles, Carers Scotland and the Carers Trust (sources).

Carers may not identify themselves as such and many report feeling 'invisible' to services. Carers often accompany the person they care for to appointments and assessments, they may be there at admission and discharge from hospital, collecting prescriptions, translating for them, or advocating for them at care planning meetings. These are all opportunities to identify carers early in their caring journey and to ensure they have the information and support they need. While being able to identify someone with a caring role in their practice setting, learners should be aware that asking 'are you a carer?' may not be the best approach as carers may not recognise, or even dislike, the term.

There is a wealth of research and reports that explore the impact of a caring role. It is widely acknowledged that caring can have a negative impact on carers' own health and wellbeing. It can also affect finances, social isolation, work and education. However, many carers report positive impacts as well, including a stronger relationship and increased empathy. State of Caring (Carers Scotland 2014): <http://www.carersuk.org/for-professionals/policy/policy-library/state-of-caring-2014>

Learners should be able to recognise the signs that someone has a caring role and be able to signpost them to appropriate support. Learners should investigate what is available in their local area. These could include: carers centres, young carers projects, condition-specific organisations, welfare rights, translation and advocacy services. However, the learner should be aware of their own role in supporting the carer, including the value of early identification, timely information, and having a conversation. Communication skills are essential to be able to raise the issue in a sensitive and empathic way.

Higher National Unit Support Notes (cont)

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Resources and links to support Outcome 1 include: (many of these can be found on the EPiC portal)

- ◆ Carer Aware: EPiC level 1 e-module (NES/SSSC)
- ◆ No one ever asked, Tommy Whitelaw, Dementia Carers Voices
- ◆ I'm Here Too, Glasgow Association for Mental Health (GAMH)
- ◆ Who's here for me? Highland Senior Citizens Network
- ◆ Carers and Young Carers: A GP Resource
- ◆ Moffat Project: Preventing Crisis for Carers — report on hospital discharge
- ◆ Understanding Young carers — e-learning module (Fife Young Carers)
- ◆ Young carers in Forth Valley (video) — NHS Forth Valley
- ◆ Carers and GPs — 3 key messages (video) — Carers Trust
- ◆ Young Carers infographic — Carers UK
<https://twitter.com/CarersTrust/status/487001012683538432/photo/1>
- ◆ Equal Partners in Care infographic <http://ow.ly/v40pW>
- ◆ Eryc and Trayc: young carers website <http://erycandtrayc.com/>
- ◆ Carers Scotland: www.carersuk.org
- ◆ Carers Trust: www.carers.org

Outcome 2 explores the social and policy context of caring in Scotland. The health and social services in Scotland are undergoing significant change, so the Centre should be aware that the information given in these support notes may change and ensure that the learner is aware of the current situation. These support notes reflect the situation as at early 2015.

Demographics and prevalence:

Scotland is experiencing an ageing demographic as people live longer and the birth rate drops, in common with many European countries. This has implications for health and social care provision, and is likely to mean an increasing role for carers.

There are two sources of data on the prevalence of caring in Scotland. These are the 2011 Census and the 2007–08 Scottish Household Survey. The Census figure is 492,000 (9% of population), up from 482,000 in 2001. This differs significantly from the 657,000 cited in the national Carers Strategy and other documents. The higher figure comes from the 2007–08 Scottish Household Survey. The variation may be due to differences in methodology in data collection. It may be that the Scottish Household Survey figures are more accurate as they are anonymous. The Census is a permanent record and people may be less likely to identify as carers for a number of reasons.

Census 2011 identified 37,393 children and young people under 25 providing unpaid care. Some studies have estimated that there are more than 100,000 young carers in Scotland, which is 1 in 10 of the school age population. Estimates vary due to different definitions of a 'young carer' and lack of data collected by statutory services. Children and young people who provide care do not always see themselves as 'young carers', and parents of young carers may be reluctant to share information on how much care they provide for fear of statutory intervention.

Women are more likely than men to provide unpaid care: 10.7% of women compared to 7.8% of men. Census 2011 identified 12,037 carers from minority ethnic communities.

Higher National Unit Support Notes (cont)

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Table 1: Provision of unpaid care by age, by gender (Census 2011, Release 3F)

Provision of unpaid care		All people	Provides no unpaid care	Provides 1 to 19 hours unpaid care a week	Provides 20 to 34 hours unpaid care a week	Provides 35 to 49 hours unpaid care a week	Provides 50 or more hours unpaid care a week
Sex	Age						
All people:	Total	5,295,403	4,803,172	273,333	46,315	40,501	132,082
	0 to 15	916,331	906,329	7,660	1,014	380	948
	16 to 24	632,488	605,097	16,939	3,452	3,518	3,482
	25 to 34	667,327	625,979	23,076	4,061	4,917	9,294
	35 to 49	1,145,683	1,003,226	82,580	13,091	13,380	33,406
	50 to 64	1,043,240	867,185	106,938	16,263	12,252	40,602
	65 and over	890,334	795,356	36,140	8,434	6,054	44,350
	Total	2,567,444	2,366,836	110,272	17,913	18,449	53,974
Males:	0 to 15	469,106	464,488	3,547	447	167	457
	16 to 24	316,883	304,527	7,587	1,529	1,830	1,410
	25 to 34	328,607	312,805	8,839	1,664	2,543	2,756
	35 to 49	557,989	504,230	31,213	4,776	6,014	11,756
	50 to 64	511,120	441,037	42,616	5,709	5,147	16,611
	65 and over	383,739	339,749	16,470	3,788	2,748	20,984
	Total	2,727,959	2,436,336	163,061	28,402	22,052	78,108
	0 to 15	447,225	441,841	4,113	567	213	491
Females:	16 to 24	315,605	300,570	9,352	1,923	1,688	2,072
	25 to 34	338,720	313,174	14,237	2,397	2,374	6,538
	35 to 49	587,694	498,996	51,367	8,315	7,366	21,650
	50 to 64	532,120	426,148	64,322	10,554	7,105	23,991
	65 and over	506,595	455,607	19,670	4,646	3,306	23,366

Higher National Unit Support Notes (cont)

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Guidance, policy and legislation

At the time of writing, the Scottish Government is drafting a Carers Bill, which should become law in 2016. This is likely to affect the eligibility for carer assessment (support plans), with a focus on early identification and preventing crisis, and give carer involvement in planning and decision making a legislative footing.

The current situation is that carers enjoy few rights in legislation. The Community Care and Health (Scotland) Act 2002 gives carers with a 'substantial and regular' caring role the right to request a carer assessment, and imposes a duty on local authorities to inform carers of this right. In practice, the take up of carer assessments is low even where carers meet the 'substantial and regular' criteria.

Other legislation which has an impact on carers includes:

Social Care (Self-Directed Support) (Scotland) Act 2013. The Scottish Government has published a guide to SDS for carers:

<http://guidance.selfdirectedsupportscotland.org.uk/carers/carers.html>

Public Bodies (Joint Working) (Scotland) Act 2014 relates to the integration of health and social services. One of the national health and wellbeing Outcomes contained in the Act is: Outcome 6: People who provide unpaid care are supported to look after their own health and wellbeing, including to reduce any negative impact of their caring role on their own health and well-being.

Children and Young People (Scotland) Act 2014 legislates for children and young people (including young carers) to have a 'named person' and incorporates aspects of the Getting it Right for Every Child approach. The Additional Support for Learning (Scotland) Act 2009 is also relevant for young carers in education.

Caring Together and Getting it Right for Young Carers 2010-15 — the carers strategy for Scotland. The Carers Strategy was the first to refer to carers as 'equal partners in care' and this has become part of subsequent policy related to health and social care, including dementia and Self-Directed Support. An action of the 2010 Carers Strategy was to produce a Carers Right Charter, though this has yet to be published in early 2015.

In addition to the national strategy, NHS boards were tasked with creating Carers Information Strategies, and joint carers strategies have been developed with local authorities, NHS boards and third sector organisations, with carer consultation and involvement.

The Core Principles for Working with Carers and Young Carers, developed by NHS Education for Scotland and the Scottish Social Services Council for Scotland (2013), are intended to provide guidance for the workforce and a framework for learning about carers and young carers.

Higher National Unit Support Notes (cont)

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Models of service provision

Scotland is currently undergoing significant change in how public services are delivered, moving from service-led provision to a personal Outcomes model. This approach underpins the Core Principles and other frameworks for workforce learning. Personal Outcomes means a focus on what matters to people using services and their carers and working in partnership with them to achieve that. There are a number of models and ways of working which the learner can explore which reflect this approach. These include:

- ◆ Personalisation
- ◆ Self-Directed Support
- ◆ Co-production — ‘nothing about me without me’ (SCIE)
- ◆ Person Centred Health and Care — ‘it’s all about people and relationships’ (Person-centred Health Collaborative)
- ◆ Talking Points (Joint Improvement Team)

Co-production in social care: What it is and how to do it:

<http://www.scie.org.uk/publications/guides/guide51/what-is-coproduction/principles-of-coproduction.asp>

Culture Change in the Public Sector (IRISS):

<http://www.iriss.org.uk/sites/default/files/iriss-insight-17.pdf>

Person-centred Health Collaborative:

http://www.healthcareimprovementscotland.org/our_work/person-centred_care/person-centred_collaborative.aspx

Carer engagement

For carers to be involved in the planning and shaping of services which affect them and the people they care for, engagement needs to be meaningful and not tokenistic. There is guidance on best practice for engaging both adult and young carers:

Best Practice Standards for Carer Engagement (Coalition of Carers in Scotland, 2013)

Golden Rules for Engaging Young Carers (Scottish Young Carers Services Alliance)

Outcome 3 explores equality and diversity issues which may affect the caring relationship. Carers can be any age and from every culture and community. The Equality Act 2010 has implications for carers as they may have one or more of the protected characteristics: race, disability, gender, sexual orientation, religion, age, pregnancy/ maternity, marriage/civil partnership, gender reassignment. They may also experience discrimination by association with the person they care for due to their age, disability, ethnicity.

The UN Convention on the Rights of the Child protects children’s rights. Young carers have a right to be a child or young person first and foremost. The Getting it Right for Every Child (GIRFEC) practice model is a child-centred approach used by practitioners across all services in Scotland to support children and young people to reach their full potential. This approach will be explored in more detail in Unit 3: H9AT 34 *Getting it Right for Young Carers*.

Higher National Unit Support Notes (cont)

Unit title: Carer Aware (SCQF level 7)

Carers, young carers and the people they care for are also covered by relevant child protection and vulnerable adult protection guidance and legislation. Learners should be aware of signs of potential abuse in the caring relationship.

The Codes of Practice for Social Services Workers and Employers set out the standards social workers, social care, early years and young people's workers and their employers should meet. The Codes form part of the wider package of legislation, practice standards and employers' policies and procedures that social service workers must meet. Workers are responsible for making sure their conduct does not fall below the standards and that no action or omission on their part harms the well-being of people who use services. The Care Inspectorate will take the Codes of Practice into account in their regulation of social services. <http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice>

Learners should explore a diversity of caring roles and situations, such as young carers, young adult carers, parent carers, older carers, carers from minority ethnic communities, including Gypsy/Travellers, lesbian, gay, bisexual and transgender (LGBT) carers, disabled carers, mutual carers (where both people in the relationship have a long-term condition or disability), carers of people with mental health issues, carers of people with addiction issues, carers who live in remote and rural areas, carers who combine working or studying with their caring role. They should consider the specific support needs of different carer groups.

A personal Outcomes or person-centred approach will help learners to identify what matters to each carer. Carers are a diverse group and every carer should be seen as an individual. Learners do not need to know everything about every culture and community, but should be sensitive and empathic in their approach to determine what they need to know in order to work with the carer.

'Cultural competence' means recognising and meeting the diverse needs of people of different cultural backgrounds. It includes, but is not limited to, making provision for religious and cultural beliefs such as worship, diet and hygiene requirements, catering for communication and language diversity and involving users in service development. Source: An Introduction to Cultural Competence, MECOPP.

The Core Principles for Working with Carers and Young Carers include 'Carers are free from disadvantage or discrimination relating to their caring role'. Learners should explore the potential disadvantage carers may experience, for example:

- ◆ The impact of caring on a family's financial security including reduced work hours, giving up work to care, and benefits.
- ◆ Cultural and communication barriers to accessing services.
- ◆ Discrimination at work due to their caring role.
- ◆ Educational disadvantage for young carers and young adult carers.
- ◆ Young adult carers making the transition from children's to adult services.

Higher National Unit Support Notes (cont)

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Relevant resources:

Minority Ethnic Carers of Older People (MECOPP) have a range of resources to support cultural competence at <http://www.mecopp.org.uk/> including:

- ◆ On the Margins: An Audit Tool for Minority Ethnic Carers
- ◆ Getting it right — Assessments for BME Carers
- ◆ Self-Directed Support translation guide
- ◆ Hidden Carers, Unheard Voices: Caring in the Gypsy/Traveller Community
- ◆ Two Sides of the Same Story

Good practice guidance from the Scottish Translation, Interpreting and Communication Forum Good Practice Guidelines, was published by the Scottish Government in 2004.

Care About Rights (SHRC)

<http://www.scottishhumanrights.com/careaboutrights/introduction>

This resource, produced by the Scottish Human Rights Commission, is intended to allow everybody who is involved in care and other services for older people to better understand and use a human rights based approach to care and support.

Improving Support for Black and Minority Ethnic (BME) Carers (IRISS)

<http://www.iriss.org.uk/sites/default/files/iriss-insight-7.pdf>

Lamha-e-Fikria (Reflecting On a Time For Change) — BME carers video resource

<http://www.mindreel.org.uk/video/lamha-e-fikria-reflecting-time-change>

The New Mental Health Act: Rights of Carers

http://www.mwcscot.org.uk/media/73389/rights_of_carers.pdf

Supporting Relatives and Informal Carers: Top Tips for Mental Health Workers (NES/Support in Mind)

The Scottish Translation, Interpreting and Communication Forum Good Practice Guidelines

<http://www.scotland.gov.uk/Publications/2004/02/18873/32914#1>

Carer Positive (carers in the workforce) — <http://www.carerpositive.org/>

Young Adult Carers at School (research report) -

http://www.carers.org/sites/default/files/young_adult_carers_at_school-8_11_13-1_proof_4_final.pdf

- ◆ *expand on Unit purpose*
- ◆ *expand on Unit Outcomes*
- ◆ *contextualise*
- ◆ *identify specific vocational/subject knowledge and skills*
- ◆ *recognition by professional bodies*
- ◆ *relationship to NOS and/or other industry standards*
- ◆ *whether the Unit provides underpinning knowledge for SVQs or other qualifications*
- ◆ *progression pathways*

Higher National Unit Support Notes (cont)

Unit title: Carer Aware (SCQF level 7)

Guidance on approaches to delivery of this Unit

This Unit is designed to be delivered as a mandatory Unit of the PDA Working with Carers and Young Carers, before one of the optional Units H9AR 04 *Caring Together* or H9AT 34 *Getting it Right for Young Carers*. It provides evidence of knowledge and understanding that can be used to evidence Units in HNC. It can also be used for workers as continuous professional development.

While there is no preferred order of teaching, it is recommended that the Unit begins with the definition of carers, young carers and young adult carers in order to gauge learners' level of understanding of what a carer is. This will help learners to determine their starting point for study.

It is recommended that learners work through this Unit in class and small groups in order to be able to give and receive feedback. Group and individual presentations provide opportunities for each learner to demonstrate their learning.

Learners will be expected to take initiative in making contact with local carer and young carer services if they do not come into contact with carers in their own practice. Reflection on practice in their own and other settings is recommended. A useful resource on reflective practice: <http://www.iriss.org.uk/resources/reflective-practice>

While observation in practice may not be appropriate, some third party evidence will be required.

For the Working with Carers and Young Carers award, two Units with a notional 40 hours of learning each are recommended.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Learners are expected to compile a portfolio of evidence to demonstrate they have met the knowledge and skills requirement for each Outcome of this Unit. Assessment should integrate evidence of all three learning Outcomes where possible. Where learners experience a range of assessment methods, this can help them to develop different skills which can be transferable to work or further education. The following is provided as guidance only. Centres can use methods which may be more suitable for individual learners.

Higher National Unit Support Notes (cont)

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For Outcome 1, the learner should provide a definition of a carer, young adult carer and a young carer. They will be required to explain and evaluate 3 examples of a caring role. Using one example as a case study, they should identify signs of the person's caring role and evaluate the impact on the carer. They should also identify 2 appropriate sources of support for the carer. The examples and case study can be drawn from the learner's own practice, from a carer support service or young carers project, or from research. The evidence can be verbal, written, presented to a group, or an audio or video recording.

For Outcome 2, the learners should write an essay explaining the profile of carers in Scotland, current legislation, policy and guidance and analysis of the potential implications for carers of changing models of service provision. They should identify and evaluate an example of engaging carers in planning and shaping services. This essay should show evidence of research and draw links with their own practice setting where appropriate.

For Outcome 3, the learner should write a short essay outlining relevant legislation, guidance and codes of practice, explaining how these relate to the underpinning values and principles of working with carers of all ages. In addition they should identify 2 case studies of diverse caring roles and evaluate the impact of disadvantage.

An understanding of the theory and how this can be applied to practice is a requirement for all three Outcomes. They should refer to the wider policy context of caring in Scotland as well as to their own practice context.

Learners should be encouraged to maintain a reflective log of how they have used their learning in practice with carers and/or young carers and to maintain this within their portfolio. The reflective log may be verbal, written, audio or visual.

<http://www.iriss.org.uk/resources/reflective-practice>

Where observation in practice is not practicable, the candidate should provide third party evidence, for example from a supervisor, manager, colleague or carer.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

Opportunities for developing Core and other essential skills

This Unit should provide opportunities to develop the Core Skills of *Communications* and *Working with Others* at SCQF level 6. There is no automatic certification of Core Skills in this Unit.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Carer Aware (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is about you and your role in identifying and supporting carers and young carers. It is based on the Core Principles for Working with Carers and Young Carers. These are:

- ◆ Carers are identified
- ◆ Carers are supported and empowered to manage their caring role
- ◆ Carers are enabled to have a life outside of caring
- ◆ Carers are free from disadvantage or discrimination related to their caring role
- ◆ Carers are fully engaged in the planning and shaping of services
- ◆ Carers are recognised and valued as equal partners in care

The Unit is for people who work directly with carers of all ages or who may come into contact with carers in their practice. It aims to help develop your understanding of what a carer is and the impact of caring on carers, young carers and young adult carers. It also aims to develop the skills and understanding you need to work effectively with carers to achieve better Outcomes for all involved in the caring relationship.

You will be assessed through the production of a portfolio, reflection on your practice, and third party feedback.

<http://www.iriss.org.uk/resources/reflective-practice>

Through your learning you will develop your Core Skills in *Communication*, and *Working with Others* by:

- ◆ Producing written work in a variety of formats.
- ◆ Discussion, debate and evidence of engagement with other learners, professionals and key people.
- ◆ Working collaboratively with colleagues from your own and other service areas in preparation and research for their assignments.
- ◆ Research and the presentation of written assignments.

The content of this award covers the knowledge and skills in levels 1 and 2 of the Core Principles for Working with Carers and Young Carers framework.

- ◆ Brief overview on what the Unit is about.
- ◆ What learners will do/learn while working through the Unit.
- ◆ The subject specific knowledge and skills they will develop.
- ◆ How they will be assessed.
- ◆ Core Skills they will develop, how they will be developed and whether they will be certificated.
- ◆ Other skills development in enterprise, employability, sustainable development, citizenship.
- ◆ Professional body recognition/exemplification (if applicable).