



Higher National Unit specification

General information

Unit title: Caring Together (SCQF level 7)

Unit code: H9AR 34

Superclass: HF

Publication date: June 2015

Source: Scottish Qualifications Authority

Version: 02

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. The Strategy states that carers should be 'recognised and valued as equal partners in carer'. This Unit will help learners to develop the knowledge and skills they need to work in partnership with carers in their practice setting.

The Unit is suitable for learners who are likely to come into contact with carers and/or young adult carers in their practice. It can be undertaken by learners who may not come into contact with carers as part of their current role, but they are encouraged to make links with a local carer or young carer support service in order to widen their experience of carers.

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

You may also wish to include information about possible progression opportunities on successful completion of this Unit.

Higher National Unit specification: General information (cont)

Unit title: Caring Together (SCQF level 7)

Outcomes

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

- 1 Identify and use a range of support approaches to empower carers and young adult carers to manage their caring role.
- 2 Understand how short breaks/respite can enable carers and young adult carers to have a life outside of caring.
- 3 Understand and apply the values of working with carers as equal partners.

Credit points and level

This Unit is a single SQA Unit credit representing a notional 40 hours of learning, teaching and assessment. It comprises 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 SCQF Core Skills level 5 or above). They must have successfully completed the mandatory Unit H9AP 34 *Carer Aware*.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 6

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 optional within the Professional Development Award (PDA) in Working with Carers and Young Carers at SCQF level 7. In terms of sequence of delivery, it should be delivered after the mandatory Unit H9AP 34 *Carer Aware*. The knowledge and skills in this Unit build on the theory and underpinning knowledge from the previous Unit.

Higher National Unit specification: General information (cont)

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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 and use a range of support approaches to empower carers and young adult carers to manage their caring role.

Knowledge and/or Skills

- ◆ Effective conversations with carers
- ◆ Personal Outcomes and personal centred approaches
- ◆ Carers Assessment (Carer Support Plan) and review
- ◆ Conflict in the caring relationship
- ◆ Anticipatory care planning

Outcome 2

Understand how short breaks/respite can enable carers and young adult carers to have a life outside caring.

Knowledge and/or Skills

- ◆ Carers' health and wellbeing
- ◆ Short breaks and respite opportunities for carers
- ◆ Balancing caring, employment and other roles
- ◆ Young adult carers in education, employment and training

Outcome 3

Understand and apply the values of working with carers as equal partners.

Knowledge and/or Skills

- ◆ Values and principles
- ◆ Partnership in the caring relationship
- ◆ Contribution of carers
- ◆ Carers' rights and choices
- ◆ Adult protection

Higher National Unit specification: Statement of standards

Unit title: Caring Together (SCQF level 7)

Evidence Requirements for this Unit

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

Outcome 1

- ◆ Identify and evaluate support approaches which focus on carers' Outcomes.
- ◆ Explain the skills needed to have an effective conversation with carers.
- ◆ Explain the process of a carer's assessment (support plan) and review, and best practice in carrying out same.
- ◆ Identify some of the causes of crisis and conflict in the caring relationship and the skills needed to address these.
- ◆ Explain the definition and benefits of anticipatory care planning in avoiding crisis.

For assessment of Outcome 1 the learner should Identify and evaluate two carer support approaches. In doing so the learner should identify a case study of a carers assessment and evaluate the opportunities for managing conflicts in the caring relationships, anticipatory care planning and review.

More information on assessment is provided in the section Guidance on approaches to assessment of this Unit.

Outcome 2

- ◆ Explain the benefits and impact of short breaks for carers.
- ◆ Identify a range of short break options available for carers, including self-directed support.
- ◆ Identify the challenges of balancing a caring role with employment, study, leisure time and other commitments.
- ◆ Explain the challenges and support needs of young adults carers in accessing and maintaining education, training and employment.

For the assessment of Outcome 2 the learner should identify a case study of a young adult carer either in education, training, employment or not and evaluate the impact of the caring and level of support provided. In doing so the learner should also provide two examples of caring situations and explain the roles and responsibilities of the carer in each situation. Identify and evaluate appropriate short break opportunities which could support the carers maintain a life outside caring.

More information on assessment is provided in the section Guidance on approaches to assessment of this Unit.

Higher National Unit specification: Statement of standards

Unit title: Caring Together (SCQF level 7)

Outcome 3

- ◆ Identify the values and core principles of working with carers as equal partners in care.
- ◆ Explain how services, carers and the cared for person can benefit from a partnership approach.
- ◆ Explain the knowledge, skills and experience that carers can contribute.
- ◆ Identify the rights and choices that carers have in Scottish legislation and policy.
- ◆ Identify adult protection protocols and when these might be necessary in the caring relationship.

For assessment of Outcome 3 the learner should provide a reflective account based on practice or observation of applying which demonstrate the values of working with carers as equal partners.

More information on assessment is provided in the section Guidance on approaches to assessment of this Unit.

Higher National Unit Support Notes

Unit title: Caring Together (SCQF level 7)

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

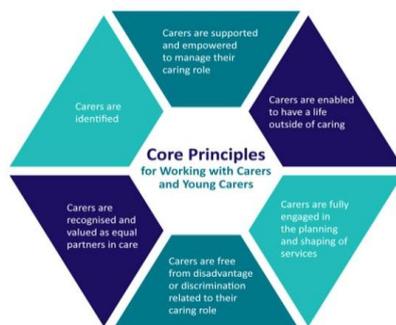
This Unit builds on the mandatory Unit Carer Aware to complete the Working with Carers and Young Carers PDA. The focus of this Unit is adult and young adult carers (over 18).

Having completed the first Unit, learners will become more aware of carers in their practice. This Unit will help them develop the knowledge and skills they will need to support carers effectively, to enable them to have a life outside of their caring role, and to understand the and apply the values of working with them as equal partners.

Caring Together, the Carers Strategy for Scotland 2010–15, outlines a vision that ‘carers are recognised and valued as equal partners in care’. Carers are not service recipients but are providers of care and support to a person who may be using services. As such, they may require information, support and resources to continue in their caring role, and their contribution should be respected and valued by workers involved the caring relationship.

The learning Outcomes for this Unit support the vision of the Carers Strategy and also align with the Core Principles for Working with Carers and Young Carers (NES/SSSC 2013). As with the previous Unit, learners may benefit from referring to the Core Principles as they work through this Unit. The Core Principles 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: Caring Together (SCQF level 7)

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. Many of the resources referred to in these support notes can be found on the EpiC portal.

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.

Outcome 1

Carers are providers of care and may need resources to enable them to continue caring. These resources can include information, emotional support, benefits advice, short breaks (respite care), training and quality services for the person they care for. Many carers do not recognise themselves as such and may not be aware that there is support available to them. Learners should appreciate the value of supportive conversations with carers to help them identify any support needs, to give them a chance to talk about their caring role, and to help them identify what is important to them (personal Outcomes).

Personal Outcomes involve focusing on what matters to the person, and what they want to change. An Outcomes approach puts the emphasis on what can make a positive difference. It also enables the person to share in the decision making about what services are provided. While many services are moving to this way of working, sometimes the personal Outcomes of the carer may not be considered as important as the person using services.

A relationship-focused approach looks at the caring relationship in a holistic way, recognising what's important to the person and the carer and creating a dialogue which can address any potential difficulties where the Outcomes for the person and the carer may appear to be incompatible. This approach can help achieve better Outcomes for the carer and the person they care for. Learners should consider some of the possible scenarios where this may be the case and their role in managing these conversations. For example:

Risk enablement — where the carer is concerned about the safety of the person they care for, while the person is willing and able to take on activities which may have some risk attached.

Short breaks/respite — having time to themselves away from their caring role can be hugely important for carers but there may be cases where the person they care for does not want anyone else to care for them.

Future planning — this is particularly important for parent carers of disabled adults, but can also be a necessary conversation with older parents. These may be difficult conversations around issues such as anticipatory care planning, the death or long-term illness of the carer, loss of capacity, wills and power of attorney, and residential care.

Higher National Unit Support Notes (cont)

Unit title: Caring Together (SCQF level 7)

Useful resources:

Talking Points: A Personal Outcomes Approach - A Practical guide (JIT, 2012)

<http://www.jitscotland.org.uk/action-areas/talking-points-user-and-carer-involvement/>

Together and Apart: Using evidence to inform how we support families with disabilities (About Families 2011) **<http://aboutfamilies.files.wordpress.com/2012/03/together-and-apart-forum-report-final.pdf>**

Picking up the pieces: Supporting Carers with Emergency Planning (Enable Scotland) – report **<http://www.enable.org.uk/campaigns/current-campaigns/Documents/Picking%20Up%20The%20Pieces%20WEB.pdf>**

ENABLE Scotland: Plan for the Future (video stories) **<http://www.youtube.com/watch?v=ytdJOUR3FY>**

Older Family Carers Project (video) **<https://www.youtube.com/watch?v=SZ9T6c7E25Q>**

Leading for Outcomes (IRISS)

http://www.iriss.org.uk/sites/default/files/iriss_leading_for_Outcomes_a_guide_final-1.pdf

Outcomes Focused Conversations (JIT) **<http://www.jitscotland.org.uk/action-areas/talking-points-user-and-carer-involvement/communication-skills/>**

Sliding Doors to Personal Futures – online resource (NES/SSSC)

<http://www.knowledge.scot.nhs.uk/home/portals-and-topics/care-for-older-people-portal/reshaping-care-for-older-people/sliding-doors-learning-resource.aspx>

Training Programme for Parent Carers and Practitioners (Kindred Scotland)

<http://www.kindred-scotland.org/training#Introduction>

Information Partnership Training (NES) **<http://www.knowledge.scot.nhs.uk/home/portals-and-topics/information-partnership/information-partnership-training.aspx>**

Any decisions made about the person's treatment and care plan will have an impact on the carer. As with other partners involved in the care, carers need information in order to carry out their role. At the same time, the person has a right to confidentiality. It can be difficult to balance the right to confidentiality with the carer's need for information. This can be particularly difficult where there are questions about the person's capacity, such as people with dementia, with some mental health conditions, addictions issues, or if they are heavily medicated. Learners should consider the need to create dialogue about confidentiality, and to actively seek consent to share information with the carer unless the person has concerns, such as adult protection.

Useful resources:

Sharing Information with Carers and Families (NHS Lothian)

<http://www.knowledge.scot.nhs.uk/media/CLT/ResourceUploads/4014918/KM0336-%20Sharing%20information%20with%20families%20and%20carers%20of%20patients%2023%20May%202012.pdf>

Carers and Confidentiality (Mental Welfare Commission)

http://www.mwcscot.org.uk/media/125263/carers_and_confidentiality_2013_web_version.pdf

Supporting Relatives and Informal Carers: Top Tips for Mental Health Workers (NES/Support in Mind) **http://www.nes.scot.nhs.uk/media/1663797/nes_tip_cards_final.pdf.pdf**

BMA Confidentiality Tool Kit

Getting our Priorities Right: Good Practice Guidance for Working with Children and Families Affected by Substance Misuse (2003)

Higher National Unit Support Notes (cont)

Unit title: Caring Together (SCQF level 7)

Triangle of Care Guide to Best Practice in Mental Health Care (Carers Trust 2014)

<http://www.knowledge.scot.nhs.uk/media/7485138/toc%28scottish%29-12%2011%2013-1%20version%206%20final.pdf>

Voicing Caregivers Experiences, Scottish Recovery Network (2012)

<http://www.scottishrecovery.net/Latest-News/voicing-caregiver-experiences-10-new-stories-of-recovery-and-wellbeing.html>

Ten Essential Shared Capabilities: Module 3 (NES)

<http://www.nes.scot.nhs.uk/media/1427979/module3.pdf>

Carer Assessment (Support Plan)

A carer assessment is a process that begins with a conversation between a worker and the carer to identify the Outcomes they want to achieve and, if they choose, to make a plan together to support the carer to achieve them. It can also help carers access the resources they may need to continue caring and to plan for emergencies and other changes in the caring relationship. This plan should be reviewed regularly and respond to any changes in their caring role, including when the caring role ends.

The term 'assessment' can be off-putting for some people and it is often called a 'carer support plan'. Under the Community Care Act (2002), carers providing 'substantial and regular' care have the right to request an assessment and local authorities have a duty to inform them of this. Every worker should be able to signpost carers to access an assessment. Currently (early 2015), the Scottish Government is preparing a Carers Bill, likely to become law in 2016, which is likely to widen 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.

Carers have no legal obligation to care and an assessment is an opportunity for them to have some choice in terms of the extent of their caring role. A carer assessment is also a route for carers to access short breaks/respice and Self-Directed Support. It can also give workers the opportunity to receive feedback from carers to inform their own practice.

Currently, take-up of carer assessments is low and many carers are not aware they are entitled to one or understand the value of having one. Workers can sometimes be reluctant to offer an assessment on the basis that they do not have the resources to offer carers. Learners should consider the value of the conversation itself, and whether the Outcomes identified by the carer will necessarily involve service provision. Other sources of support may include family and friends, carer support services, benefits advice, community resources, training, telehealthcare options.

Useful resources:

Getting it right — Assessments for BME Carers (IRISS, MECOPP)

<http://content.iriss.org.uk/bme/>

Carer's journey: Improving Outcomes for carers in North Lanarkshire

Wearing a different hat, Lesley Smart, Glasgow City Council (extract from Understanding and Measuring Outcomes, IRISS 2013)

http://www.iriss.org.uk/sites/default/files/understanding_and_measuring_Outcomes_-_the_role_of_qualitative_data_.pdf

Past Caring Project (former carers) <http://www.invo.org.uk/the-past-caring-project-a-carer-led-narrative-research-project-about-carer-bereavement/>

Higher National Unit Support Notes (cont)

Unit title: Caring Together (SCQF level 7)

Telehealthcare Training Toolkit (Carers Scotland) <http://www.carersuk.org/for-professionals>

Outcome 2

Carers have an identity beyond their caring role and, like anyone else, have a right to a balanced lifestyle with time to work, study, rest and socialise. Short breaks (also called respite) mean the carer and the person they care for are supported to have a break from their caring situation. This is an essential part of the support that families and carers need to continue caring.

Short breaks should deliver positive Outcomes for all involved in the caring relationship. A short break can mean the carer has a break away from the person they care for, the person has a break away from home, or they are supported to take a break together. Short breaks should be considered as part of a Carer Assessment (Carer Support Plan). There are also potential opportunities available to carers through Self-Directed Support (SDS).

This is an area that can sometimes create conflict in the caring relationship, when the carer needs some time away from their caring role, but the person does not want to be cared for by someone else. While the person's concerns should be respected, in the long run the carer may become burnt out without breaks from caring, resulting in an emergency admission or residential care for the person they care for. In this case it is in both their interests to have short break arrangements in place and the worker has a role in negotiating this in order to achieve agreement, as discussed earlier.

Research shows that caring can impact on education, work life, leisure, achievement, social contact and relationships. Carers may need support to continue in employment or education. Where they decide to reduce their work hours or to give up work in order to care, the financial impact on the family can be significant and they may benefit from welfare rights advice.

For young adult carers, their caring role can mean they are less likely to access further and higher education. Those that do may need additional support to manage studying and caring.

Learners should consider what constitutes a 'short break' and what options are available to carers in their practice setting or local area. Consider some creative approaches to short breaks.

Useful resources and examples:

Short Break Planning Toolkit (Shared Care Scotland)

<http://www.sharedcarescotland.org.uk/resources/Short+Break+Planner+Index+2.html>

Self-Directed Support – A Carer's Guide

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

Enabling Student Carers Resources (College Development Network)

<http://www.collegedevelopmentnetwork.ac.uk/access/enabling-student-carers-resources>

Supporting Older Family Carers Project (Shared Lives Plus)

<http://www.sharedlivesplus.org.uk/component/content/article/31-research/scotland-research/46-older-family-carers-project>

Higher National Unit Support Notes (cont)

Unit title: Caring Together (SCQF level 7)

Sliding Doors to Personal Futures — online resource (NES/SSSC)

<http://www.knowledge.scot.nhs.uk/home/portals-and-topics/care-for-older-people-portal/reshaping-care-for-older-people/sliding-doors-learning-resource.aspx>

Carer Positive — kitemark for employers who support carers in their workforce

<http://www.carerpositive.org/>

Working Well: Carers (NHS Scotland)

<http://www.staffgovernance.scot.nhs.uk/improving-employee-experience/working-well/carers/>

Rest Assured? A Study of Unpaid Carers' Experiences of Short Breaks (IRISS)

<http://www.iriss.org.uk/sites/default/files/iriss-rest-assured-full-report-2012.pdf>

What is meant by Short Break (Respite) Care?

<http://aboutfamilies.files.wordpress.com/2012/03/together-and-apart-forum-report-final.pdf>

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

Young Adult Carers in the UK (Becker and Becker 2008)

<http://static.carers.org/files/yac20report-final-241008-3787.pdf>

'How no?': Young Adult Carers' Experiences of Barriers to Further Education, Training and Employment in Dundee (Dundee Carer Centre 2010)

NCO training consortium: Quality standards for Carer Training

<http://www.knowledge.scot.nhs.uk/nco-training-consortium/quality-standards.aspx>

Example: Short Break Planner

Shared Care Scotland has produced a Short Break Planner to help carers, the people they care for, and their care managers, to plan short breaks which meet the needs of all involved. This resource is for people who already receive short breaks and want to make the most of them, as well as people who are trying to get these services.

Example: Shared Lives Plus

Shared Lives is a model of care that offers either permanent support or regular short breaks in the home of a local family, where the person is fully involved in family life. The person is welcomed as a member of the family of a Shared Lives carer who is checked and approved, trained and monitored by the scheme. It is an alternative to residential respite care.

Guidance: training for carers and young carers

The National Carer Organisation's Training Consortium website provides a wealth of information and resources for training providers across Scotland which will help promote quality training for carers and young carers. This includes Quality Standards in Carer Training.

Outcome 3

The Carers Strategy is quite clear that carers are 'equal partners in care'. That means that they have the right to be involved and to choose their level of involvement. The values of working with carers as equal partners are critical to ensuring that carers have the recognition they deserve for their knowledge, insight and experience in caring.

Higher National Unit Support Notes (cont)

Unit title: Caring Together (SCQF level 7)

The values underpinning this Unit are based on the Core Principles for Working with Carers and Young Carers (NES/SSSC 2013). These are intended to inform the practice of any worker who has a role in supporting carers in health, social services and other sectors. Learners are expected to demonstrate the core principles in their own practice.

The concept of 'equal partners' is also central to co-production and person-centred care approaches:

The principles of co-production are equality, diversity, accessibility and reciprocity. 'Co-production starts from the idea that no one group or person is more important than any other group or person. So everyone is equal and everyone has assets to bring to the process. Assets refer to skills, abilities, time and other qualities that people have. This is different from approaches that focus on people's problems and what they cannot do. Equality can only be achieved with a shift in power towards people who use services and carers.' (SCIE)

The Person-centred Health Collaborative summarises five 'must do with me' actions:

- ◆ What matters to you?
- ◆ Who matters to you?
- ◆ What information do you need?
- ◆ Nothing about me without me
- ◆ Personalised contact

Working in partnership with carers and the person they care for can contribute to better Outcomes for all involved in the caring relationship. Workers may also benefit from this partnership as are able to build a relationship and trust, they are better informed about the caring situation, there is likely to be less conflict, and it facilitates anticipatory planning rather than crisis management.

Carers have rights and choices, including to choose the level of care they are able and willing to provide. Involving them as partners in care planning, decision-making and review can ensure that they do not take on inappropriate levels of caring and that they have the support and resources they may require to carry out their caring role. Recognise the valuable contribution of carers and engage with them as you would any worker involved in providing care, but acknowledge that they are the specialist in the care of the person they care for. Their experience and insight can be invaluable.

While many carers report positive impacts of caring, such as improved relationship with the person they care for, the caring relationship may not always be a happy one. Learners should be able to identify inappropriate caring roles, whether there may be an adult or child protection issue, and be aware of relevant adult and child protection protocols in their practice.

Example: Tayside Forensic Voices

Tayside Forensic Voices is an independent charity run by carers for the benefit of carers and families of patients and former patients of the forensic Unit at Murray Royal. Carers are considered equal partners in the planning, design and operation of forensic mental health services at Murray Royal.

Higher National Unit Support Notes (cont)

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Resources:

Core Principles for Working with Carers and Young Carers (NES/SSSC 2013)

A Day in the Life: The Ryan Harper Legacy

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

This Unit has been mapped to the relevant National Occupational Standards (NOS): HSC0031, HSC 0032, HSC0033, HSC0035, HSC0387, SFHMH13, HSC0356 It provides evidence of knowledge and understanding that can be used for the SVQ level 3: Working with Carers (Social Services and Healthcare). It can also be used for workers as part of continuous professional development.

Guidance on approaches to delivery of this Unit

This Unit is designed to be delivered as an optional Unit of the PDA Working with Carers and Young Carers, after the mandatory Unit H9AP 34 *Carer Aware*. 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. There is no preferred order of teaching.

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.

Higher National Unit Support Notes (cont)

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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 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.

For Outcome 1 the learner should Identify and evaluate two carer support approaches. In doing so the learner should identify a case study of a carers assessment and evaluate the opportunities for managing conflicts in the caring relationships, anticipatory care planning and review.

For Outcome 2 the learner should identify a case study of a young adult carer either in education, training, employment or not and evaluate the impact of the caring and level of support provided. In doing so the learner should also provide two examples of caring situations and explain the roles and responsibilities of the carer in each situation. Identify and evaluate appropriate short break opportunities which could support the carers maintain a life outside caring.

For Outcome 3 the learner should provide a reflective account based on practice or observation of applying which demonstrate the values of working with carers as equal partners.

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.

Higher National Unit Support Notes (cont)

Unit title: Caring Together (SCQF level 7)

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 *Communication* and *Working with Others* at SCQF level 6. There is no automatic certification of Core Skills in this Unit.

Learners should be able to produce written, oral or visual evidence of their learning for assessment. They should be able to research case studies and/or speak to carers to inform their learning.

Working through the Unit will develop 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, tutors, professionals and key people.
- ◆ Working with carers and young carers.
- ◆ Working collaboratively with colleagues from their own and other service areas in preparation and research for their assignments.
- ◆ Research and the presentation of written assignments.

Information and Communication Technology (ICT) can be used by learners to identify case studies, practice examples and other resources to support their learning and for producing evidence for assessment.

The evidence produced will be relevant for the Units across the Award, or towards a HNC or SVQ if the learner is completing the Unit as part of this. The study, research, reflection and portfolio preparation involved in this Unit will help learners to develop skills which will prepare them for further study and develop their professional practice. A useful resource for developing reflection skills is <http://www.iriss.org.uk/resources/reflective-practice>

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.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6.

Higher National Unit Support Notes (cont)

Unit title: Caring Together (SCQF level 7)

Completing this Award will enhance learners' employability in a range of practice settings, including:

- ◆ Health care
- ◆ Social care
- ◆ Social work
- ◆ Early years
- ◆ Education
- ◆ Youth work
- ◆ Carer and young carer support services
- ◆ Disability and condition-specific organisations
- ◆ Housing, community, criminal justice, emergency and other services

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 6 embedded.	September 2015

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General information for learners

Unit title: Caring Together

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.

All of the evidence you produce will be relevant for the optional Units in the award and towards your HNC or SVQ if you are undertaking this Unit as part of a larger award. Your study, research, reflection and portfolio preparation will help you to develop skills which will prepare you for further study and develop your professional practice.

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.

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