



Higher National Unit specification

General information

Unit title: Getting it Right for Young Carers (SCQF level 7)

Unit code: H9AT 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. 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 suitable for learners who are likely to come into contact with carers and/or young 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. It is also an optional Unit for the HNC in Health and Social Services.

Higher National Unit specification: General information (cont)

Unit title: Getting it Right for Young Carers (SCQF level 7)

Outcomes

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

- 1 Identify a range of approaches to support young carers.
- 2 Understand national practice models for children and young people in Scotland as they relate to young carers.
- 3 Understand the principles of including young carers in decisions which affect them.

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 (including education) in which they are likely to come into contact with young 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 6 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.

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

Unit title: Getting it Right for Young Carers (SCQF level 7)

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 a range of approaches to support young carers.

Knowledge and/or Skills

- ◆ Impact of caring role
- ◆ Young carers in education
- ◆ Family Support Approach
- ◆ Youth work approach
- ◆ Opportunities for young carers to have a life outside caring

Outcome 2

Understand national practice models for children and young people in Scotland as they relate to young carers.

Knowledge and/or Skills

- ◆ UNCRC
- ◆ Legislation
- ◆ GIRFEC
- ◆ SHANARRI Outcomes
- ◆ Child protection protocols

Outcome 3

Understand the principles of including young carers in decisions which affect them.

Knowledge and/or Skills

- ◆ Golden rules for engaging young carers
- ◆ Young carer consultation opportunities
- ◆ Inclusion of young carers in care planning
- ◆ Young Carers Authorisation Card
- ◆ Core Principles for Working with Carers and Young Carers
- ◆ Issues of consent and confidentiality

Higher National Unit specification: Statement of standards (cont)

Unit title: Getting it Right for Young Carers (SCQF level 7)

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 challenges and support needs of young carers in accessing and maintaining education.
- ◆ Identify short breaks opportunities which are available to young carers in Scotland.
- ◆ Explain the benefits of supporting young carers through youth work.
- ◆ Explain the importance of supporting the whole family.

For assessment of Outcome 1, the learner should identify 2 young carers, aged 5–17, with substantial caring roles. They should evaluate the impact and/or potential impact of the caring role on their education. They would be expected to identify the types of support and the effectiveness of those supports which have been implemented by various professionals to help the young carer reach their potential in education. Learners should then identify the types of support for each which could be put in place to enable a life outside of caring.

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

Outcome 2

- ◆ Identify the legislation, rights framework and practice guidance which is in place to support young carers.
- ◆ Explain how the GIRFEC practice model should be used to support young carers.
- ◆ Explain the significance of each of the SHANARRI Outcomes as they relate to young carers.
- ◆ Identify situations where caring roles may be inappropriate for children and young people.
- ◆ Explain situations where there may be child protection issues related to the caring role and what action should be taken.

For assessment of Outcome 2, learners should write an essay explaining relevant legislation, children's rights and national frameworks as they relate to young carers. They should identify a case study from practice, research or through contact with a service, describing how GIRFEC was used to support or assess a young carer. They should evaluate the impact of this process with reference to the SHANARRI Outcomes. Learners should go on to provide 2 further examples of caring roles which may be inappropriate and explain when a child protection response is necessary and how that would be carried out.

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

Higher National Unit specification: Statement of standards (cont)

Unit title: Getting it Right for Young Carers (SCQF level 7)

Outcome 3

- ◆ Identify the challenges and benefits of involving young carers in care and service planning.
- ◆ Explain and evaluate the Golden Rules for engaging young carers.
- ◆ Identify current opportunities for young carer consultation on a local and a national level.
- ◆ Identify the potential of the Young Carers Authorisation Card to assist young carer inclusion.
- ◆ Identify the issues of consent and confidentiality which may be present for professional staff working with young carers and the person they care for.

For assessment of Outcome 3, learners should describe and explain one of the challenges and benefits of including young carers in care and service planning. They should provide 2 contrasting examples and evaluate them against the points in the Golden Rules. Learners are required to identify a case study from the pilot of the Young Carers Authorisation and analyse issues of consent and confidentiality which have arisen or may potentially arise.

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



Higher National Unit Support Notes

Unit title: Getting it Right for Young Carers (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 follows on from the mandatory Unit 'Carer Aware' and is an option to complete the PDA Working with Carers and Young Carers for those interested in expanding their knowledge of young carers. The principles of the Unit are linked directly to 'Equal Partners in Care' (NHS Education for Scotland, 2013)

www.knowledge.scot.nhs.uk/equalpartnersincare which are:

- ◆ Carers are supported and empowered to manage their caring role
- ◆ Carers are identified
- ◆ Carers are enabled to have a life outside of caring
- ◆ Carers are free from disadvantage or discrimination related to their caring role
- ◆ Carers are valued and recognised as equal partners in care* (see Outcome 3)
- ◆ Carers are fully engaged in the planning and shaping of services

The value base is that young carers are children and young people first. They have a right to a childhood and fun, with responsibilities appropriate to their age.

Learners will be expected to demonstrate their knowledge of the diversity of caring situations, issues and that there is no 'one size fits all' approach to support.

The national strategy for young carers 'Getting It Right for Young Carers', Scottish Government 2010 is the first young carers strategy in Europe and is the product of extensive consultation with young carers, young carers service providers and others.

Learners will be required to produce a portfolio of evidence in the form of short essays, reports, case studies and notes or records of meetings with young carers, their family members and/or young carers support service providers. These can be produced from workplace evidence or from responses to case study materials, or testimonies heard from young carers or young carers workers.

Evidence for the portfolio should be gathered from as many sources as possible for example if the candidate is on work placement, or does voluntary work, or is in employment.

Higher National Unit Support Notes (cont)

Unit title: Getting it Right for Young Carers (SCQF level 7)

Outcome 1 looks at the range of supports which are available for young carers.

Not all young carers find that the caring experience is a totally negative one and find that there are many positive aspects to their role. Others find that caring has an effect on health, wellbeing, education and the financial situation of the family.

The issues for young carers accessing education are well documented and researched. Depending on school staff's awareness around young carers, school can be a positive respite experience from the caring role, or it can be somewhere they find themselves isolated and feeling vulnerable.

Initial research from 2002 highlights the issues which are still present for many Young Carers in Education, Dearden and Becker, 2002, Carers UK

[http://www.ycrg.org.uk/youngCarersDownload/yceduc\[1\].pdf](http://www.ycrg.org.uk/youngCarersDownload/yceduc[1].pdf)

The national strategy document 'Getting It Right for Young Carers' Scottish Government 2010, also documents issues and action points. Young carers voices on the matter can be heard in the Young Carer Festival reports, 2008 to 2014. (Carers Trust Scotland).

The reason for the child or young person caring lies within the family, so it makes sense to provide support to the whole family. Approaches to this type of support can be found by speaking to young carers service workers, and finding out how they have improved Outcomes for the young carer and the family as a whole.

http://www.jfhc.co.uk/Supporting_young_carers_and_their_families_using_a_whole_family_approach_20677.aspx

Many young carers attend a young carers service and within that service have access to peer groups or issues groups. It would be useful to visit a service to speak to young carers workers, young carers themselves and even young carers families to find out about how this type of support is delivered and received, and the impact on the life of the young carer. Again, the young carers Festival reports are useful in providing information. Young carers groups also provide respite opportunities through groups and residential.

Shared Care Scotland administer the Short Breaks Fund on behalf of the National Carers Organisations, funded by Scottish Government. Through this fund, young carers have been able to have meaningful breaks from the caring role. Information can be found on the Shared Care website and in particular, here:

<http://shortbreakstories.org.uk/stories/>

Opportunities for a life outside of caring are not just about attending groups, holidays and residential. Learners should consider how education, training and employment can also provide mainstream activities and respite from the caring role.

Higher National Unit Support Notes (cont)

Unit title: Getting it Right for Young Carers (SCQF level 7)

Outcome 2 provides an opportunity to explore how current legislation, and other national support frameworks can work effectively for young carers.

Learners are expected to consider how well young carers in Scotland have their rights upheld by the UNCRC and which of these rights may be particularly relevant to caring situations. A Young Carers Rights Charter is being developed by Scottish Government and will be available in 2015.

Recent legislation has moved towards a more inclusive approach. For example the changes in the Additional Support for Learning (Scotland) Act 2009 meant that young carers were not listed with looked after children and others as they had been previously. Learners should consider whether this will be helpful, or be a hindrance to young carers whose needs may be very different from most children and young people, and whose caring role may not be easily identified by staff in school, health or education.

http://www.educationscotland.gov.uk/Images/raslaabl_tcm4-712941.pdf

The Children and Young People's Act (Scotland) 2014, legislates for the named person and other aspects of the GIRFEC approach. Specific legislation for Carers is being developed and expected to become effective in 2016. How will these dovetail to produce better Outcomes for young carers in Scotland?

Currently, not all young carers in Scotland have a statutory assessment of their needs. This means that young carers are referred to young carers services if a professional thinks that they would benefit from the service. With the implementation of the GIRFEC approach, learners should explore whether this might mean that only those with the highest level of need will be able to access a dedicated support service.

Children will be assessed against the SHANARRI (Safe, Healthy Achieving, Nurtured, Active, Responsible, Respected, Included) national Outcomes for Scotland's children. Each of these Outcomes should be considered in the context of a child with a caring responsibility and what support they may need to achieve successful Outcomes.

It is likely that those with a high level of need will come from a background where there are child protection issues. How might young carers, where there is not a child protection issue and who wish to continue in caring roles, access support if the young carers services are working at full capacity?

The policy objective of Scottish Government in relation to young carers is to ensure that they are relieved of inappropriate caring roles, to enable them to be children and young people first. Learners should consider whether an inappropriate caring role automatically means that there is a child protection issue. The stance of some European countries is to deny that young carers exist because if a child were caring at that level, it would automatically be a child protection issue and referred to social services.

<http://www.ycrg.org.uk/youngCarersDownload/Young%20Carers%20in%20Europe1.pdf>

Learners will be expected to demonstrate understanding of when the caring role becomes a child protection issue, and how should that situation be handled.

Higher National Unit Support Notes (cont)

Unit title: Getting it Right for Young Carers (SCQF level 7)

Outcome 3 looks at including young carers in planning and decision making.

Young carers are children and young people first, who should have a life which includes education, fun and other opportunities to develop. When a caring role is added to the mix, time becomes very precious, and children and young people will prioritise all of these differently.

Learners should demonstrate understanding of the possible 'pushes and pulls' on a young carers time, and whether current practice and expectations of including young carers in care planning and decision making are realistic and young carer friendly. They should explain why young carers should be involved and show how the Golden Rules for Young Carer Involvement can achieve a successful Outcome. <http://vimeo.com/54371159>

Golden Rules (Scottish Young Carers Services Alliance)

<http://www.sks.org.uk/topics/equal-partners-in-care/practice-guidance.aspx>

Golden Rules Activities (SCCYP) <http://www.sccyp.org.uk/ufiles/Young-Carers-Golden-Rules-Activities.pdf>

The EPiC principles set out that carers should be equal partners in care. Learners are encouraged to debate why this may or may not hold true for young carers, and what should their role as a partner be and the extent of that involvement.

www.knowledge.scot.nhs.uk/equalpartnersincare

Young carers have their voices heard on various issues at the National Young Carers Festival <http://vimeo.com/77386676> and meet face to face with local and national decision makers. The Public Minister for Health in 2010 referred to the national strategy as 'the baby of the Festival' indicating the success of the wide consultation which goes on at the event and beyond.

The Young Carers Authorisation card is another initiative which was born out of the Festival. This is a card which, with the consent of the person being cared for, entitles the young carer to certain levels of information from health professionals. This has been trialled in various health board areas with varying degrees of success. Fife Young Carers were first to launch and have found that it also is useful for young carers in education settings, being used as an identification card.

There are many resources on YouTube featuring the voice of young carers, and films/resources made by young carers. These give a flavour of the huge variety of roles and types of support.

Young Carers in Forth Valley <https://www.youtube.com/watch?v=gelr1GXrxaA>

PKAVS Young Carer <https://www.youtube.com/watch?v=JOjQzN5YU2k>

This Unit has been mapped to the relevant National Occupational Standards (NOS): HSC0031, HSC0032, HSC0033, HSC0034, HSC0390, **CCLD308** 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.

Higher National Unit Support Notes (cont)

Unit title: Getting it Right for Young Carers (SCQF level 7)

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 undertaking 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.

While there is no preferred order of teaching, it is recommended that the Unit begins with the issues which affect young carers in order to gauge learners' level of understanding. 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.

For Outcome 1, the learner should identify 2 young carers, aged 5–17, with substantial caring roles. They should evaluate the impact and/or potential impact of the caring role on their education. They would be expected to identify the types of support and the effectiveness of those supports which have been implemented by various professionals to help the young carer reach their potential in education. Learners should then identify the types of support for each which could be put in place to enable a life outside of caring.

Higher National Unit Support Notes (cont)

Unit title: Getting it Right for Young Carers (SCQF level 7)

For Outcome 2, learners should write an essay explaining relevant legislation, children's rights and national frameworks as they relate to young carers. They should identify a case study from practice, research or through contact with a service, describing how GIRFEC was used to support or assess a young carer. They should evaluate the impact of this process with reference to the SHANARRI Outcomes. Learners should go on to provide 2 further examples of caring roles which may be inappropriate and explain when a child protection response is necessary and how that would be carried out.

For Outcome 3, learners should describe and explain one of the challenges and benefits of including young carers in care and service planning. They should provide 2 contrasting examples and evaluate them against the points in the Golden Rules. Learners are required to identify a case study from the pilot of the Young Carers Authorisation and analyse issues of consent and confidentiality which have arisen or may potentially arise.

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

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 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.

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.

Higher National Unit Support Notes (cont)

Unit title: Getting it Right for Young Carers (SCQF level 7)

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.

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 Getting it Right for Young Carers (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 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 and young carers in their practice. It aims to help develop your understanding of what a young carer is, the impact of a caring role on a child or young person's life, and the current issues affecting young carers in Scotland. It also aims to develop the skills and understanding you need to work effectively with young 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.

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. 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.

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.

General information for learners(cont)

Unit title Getting it Right for Young Carers (SCQF level 7)

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.