Group Award Specification for:

PDA for Working with Carers and Young Carers

Group Award Code: GK7F 47

Validation date: May 2015

Date of original publication: July 2015

Version: 01

Contents

1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

♦ assist centres to implement, deliver and manage the qualification
♦ provide a guide for new staff involved in offering the qualification
♦ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
♦ provide details of the range of learners the qualification is suitable for and progression opportunities

This validation proposal is for the new Award:

Professional Development Award for Working with Carers and Young Carers at SCQF level 7

The main driver behind this new Award is Caring Together 2010−15, the Carers Strategy for Scotland. The Strategy recognises that the care provided by carers saves the taxpayer in Scotland £10 billion a year — the cost of a second NHS. These informal carers require identification and support which can be achieved through effective workforce education. Chapter 14 states that 'well-informed, knowledgeable, trained and skilled health and social care workforce is essential to help improve the lives of carers and young carers'. NHS Education for Scotland (NES) and the Scottish Social Services Council (SSSC) were tasked with taking forward workforce learning activities.

In 2013, NES/SSSC developed the Core Principles for Working with Carers and Young Carers to support workforce learning and practice. This framework is based on six Outcomes for carers and outlines the knowledge and skills workers need to work with carers and young carers to achieve these. There are three levels to the Core Principles framework and this Award will equip learners with the knowledge and skills for level 1: Carer Aware and level 2: Caring Together.

The title of the Award meets the requirements as it clearly states what the competences relate to and the level of achievement for SCQF.

Following approval by SQA of the business case for the Award, a Qualification Design Team (QDT) was assembled to design an Award which will meet the needs of learners working, or intending to work, with carers and young carers. The QDT comprised of a representative from NHS Education for Scotland, the Scottish Social Services Council (qualifications team), the College Development Network, a further education college, an SQA training centre, a national carer and young carer organisation, a carer support worker and a carer.

QDT members were available throughout the design process to provide advice on the structure and content of the PDA, to advise on relevant National Occupational Standards (NOS) and to ensure consistency and alignment to the Core Principles for Working with Carers and Young Carers.

The Award comprises one mandatory Unit and one of two optional Units:

♦ H9AP 34 *Carer Aware* is a mandatory Unit intended to provide learners with a definition of carers, an understanding of the impact of caring and the diversity of caring roles, an overview of caring in Scotland, the policy and legislative context, equality and diversity issues.
♦ H9AR 34 *Caring Together* is an optional Unit aimed at learners working with adult or young adult carers and explores the range of approaches to support carers (including carer assessment/support plans), the role of short breaks for carers, young adult carers in education, employment and education, the values and principles underpinning practice, and adult protection issues.
♦ H9AT 34 *Getting it Right for Young Carers* is an optional Unit aimed at learners working primarily with young carers and explores a range of approaches to support young carers, the impact of caring on young carers, national practice models for children and young people in Scotland, the values and principles underpinning practice with young carers, and child protection issues.

Learners who successfully complete two Units will achieve the Award.

The content would also support and complement related qualifications such as the Awards in dementia and learning disabilities.

The Award 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. It is also suitable health and social care students, including school leavers and adult returners, and the existing health and social care workforce. It can be used by employers in the health and social care sectors, carer support organisations and training providers.

The workforce vision of the Carers Strategy is that it is 'everyone's job to identify and support carers'. As such, this award would be suitable for learners in the following settings:

♦ 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

It would be particularly suitable for learners who have regular contact with carers and families, or who have a specific role in supporting carers (such as carer assessment/support plans).

The Award is intended to enhance professional practice in a range of settings. It would be likely to improve employability in any of the settings outlined above. It can be used as evidence of Post-Registration Training and Learning (PRTL) and Continuous Professional Development (CPD) in social services and health professions or it can lead to progression to further education courses, such as the HNC in health and social care. To ensure a consistent benchmark for progression to other qualifications, the Award is mapped to the National Occupational Standards (NOS) at SVQ level 3 in Section 5.2.

In collaboration with the College Development Network, the Award will be made available to tutors to adapt to their own requirements and enhance the learner experience. The resources will be hosted on the CDN national learning platform Re:Source and Jorum but will also be accessible and promoted to employers and training providers.

2 Qualification(s) structure

This Award is made up of two single credit SQA Unit credits representing a notional 80 hours of learning, teaching and assessment. It comprises 16 SCQF credit points at SCQF level 7. *A mapping of Core Skills development opportunities is available in Section 5.3.*

2.1 Structure

The Award comprises one mandatory Unit — H9AP 34 *Carer Aware* and one of two optional Units — H9AR 34 *Caring Together* and H9AT 34 *Getting it Right for Young Carers.* Learners who successfully complete two Units will achieve the Award.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H9AP	34	Carer Aware (mandatory)	1	8	7
H9AR	34	Caring Together (optional)	1	8	7
H9AT	34	Getting it Right for Young Carers (optional)	1	8	7

3 Aims of the qualification(s)

The principal aims of the Award are to:

♦ Offer a specific qualification for working with carers and young carers.
♦ To equip learners with the knowledge and skills outlined in the Core Principles for Working with Carers and Young Carers.
♦ To support an Outcomes-focused approach to working with carers as equal partners.
♦ To support the Carer Strategy vision that it is 'everyone's job to identify and support carers'.

3.1 General aims of the qualification(s)

The general aims for this Award align with the Core Principles for Working with Carers and Young Carers framework, which is based on the following Outcomes for carers:

♦ 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

This Award is intended to equip learners with the following knowledge and skills:

1   How to identify carers, caring roles and available support.
2   Understanding of the social and policy context of caring in Scotland.
3   Understanding of equality and diversity issues affecting the caring relationship.
4   A range of support approaches to empower carers and young adult carers to manage their caring role.
5   How short breaks/respite can enable carers and young adult carers to have a life outside of caring.
6   Values of working with carers as equal partners.
7   A range of approaches to support young carers.
8   National practice models for children and young people in Scotland as they relate to young carers.
9   Including young carers in decisions which affect them.

3.2   Specific aims of the qualification(s)

Learners who undertake the H9AP 34 *Carer Aware* Unit have to attain the following knowledge and skills:

♦   Definition of carers
♦   Caring situations
♦   Signs of a caring role
♦   Impact of caring role on the carer
♦   Sources of support for carers
♦   Demographics and prevalence
♦   Guidance, policy and legislation
♦   Models of service provision
♦   Carer engagement
♦   Equality legislation
♦   Values, principles and models of practice
♦   Diversity of caring roles and situations
♦   Disadvantage and discrimination related to caring role

Learners who undertake the optional Unit H9AR 34 *Caring Together* have to attain the following knowledge and 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
♦   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
♦   Values and principles
♦   Partnership in the caring relationship
♦   Contribution of carers
♦   Carers' rights and choices
♦   Adult protection

Learners who undertake the optional Unit H9AT 34 *Getting it Right for Young Carers* have to attain the following knowledge and skills:

♦ Impact of caring on the young carer
♦ Young carers in education
♦ Family Support Approach
♦ Youth work approach
♦ Opportunities for young carers to have a life outside caring
♦ UNCRC, Legislation, GIRFEC
♦ SHANARRI Outcomes
♦ Child protection protocols
♦ Golden rules for engaging young carers
♦ Young carer consultation opportunities
♦ Inclusion of young carers in care planning
♦ EPiC core principles
♦ Issues of consent and confidentiality

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following:

♦ Written and oral communication skills at Core Skills level 6 or above.
♦ Paid or unpaid practice in a health, social care or other setting in which they are likely to come into contact with carers and/or young carers.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Give definitions of a range of terms Identify and evaluate case studies Write short essays (1000-1500 words) Produce reflective accounts
Information and Communication Technology (ICT)	5	Source case studies, research and reports. Present evidence

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to Units

Code	Unit title	Aims								
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
H9AP 34	Carer Aware	✓	✓	✓						
H9AR 34	Caring Together				✓	✓	✓			
H9AT 34	Getting it Right for Young Carers							✓	✓	✓

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Code	Unit title	National Occupational Standard					
H9AP 34	**Carer Aware**	**HSC0031**	**HSC0033**	**HSC0035**	**SFHMH13**	**HSC0390**	**SCDHSC0387**
Outcome 1	Identify carers, caring roles and available support.	K6,K7,K8,K9, K11,K12,K13, K14,K21,K22 K24,K25,K35 K36,K37	K2,K3 K5,K6,K7	K1,K2,K3,K4,K 5,K6,K7,K8,K9 ,K10,K11,K12, K13,K14,K15, K16,K17,K18, K19,K20,K21	K4,K6,K8, K9,K10, K11,12,K13 K14,K15,K16	K35,K36,K3 7 K38,K39,K4 0K41,K42,K 43	K35,K36,K37 K38,K39,K40 K41,K42,K43 K44,K45,K46, K47,K48,K49 K50,K51,K52, K53,K54,K55
Outcome 2	Understand the social and policy context of caring in Scotland.	K1,K5,K6 K10,K11	K1,K2,K3, K4,K6	K1,K2,K3,K4,K 5,K6,K7,K8,K9 ,K10,K11,K12, K13,K14,K15, K16,K17,K18, K19,K20,K21	K1,K2,K3, K5,K9,K10, K13	K1,K2,K3,K 4,K5,K6,K3 5 K36,K37,K3 8K39,K40,K 41 K42,K43	K1,K2,K3,K4, K5,K6,K7,K8 K9,K10,K11, K12,K13,K14, K15
Outcome 3	Understand equality and diversity issues affecting the caring relationship.	K1,K2,K3,K4, K5,K6,K7,K11, K12,K13,K14 K15,K16 K17,K18, K19,K20 K28,K29 K30,K31	K1,K2,K3 K5,K6,K7	K1,K2,K3,K4,K 5,K6,K35	K1,K4,K6, K7,K9,K11, K12,K13,K14 K16	K35,K36,K3 7K38,K39,K 40 K41,K42,K4 3	K1,K2,K6,K32,K33,K34

Code	Unit title	National Occupational Standard				
H9AR 34	**Caring Together**	**HSC0031**	**HSC0033**	**HSC0035**	**SFHMH13**	**SCDHS0387**
Outcome1	Identify and use a range of support approaches to empower young carers and young adult carers to manage their caring role.	K2,K3,K4,K5, K7,K8,K9,K10, K11,K12,K13]K14 ,K15,K17 K18,K19,K20,K21 ,K22,K24, K25,K28.K29.K30 ,K31	K2,K3,K5, K6,K7	K7,K8,K9,K1 0 K11,K12,K13 ,K14,K15,K1 6,K17,K18,K 19	K4,K5,K6,K7 K9,K10,K11,K12,K13,K 14,K15,K16,	K35,K36,K37K38,K39,K40 K41,K42,K43 K44,K45,K46K47,K48,K49 K50,K51,52,K53,K54,K55
Outcome 2	Understand how short breaks/respite can enable carers and young adult carers to have a life outside of caring.		K2,K3,K7	K6,K11,K12, K13,K14,K15 , K16,K17,K18 , K21,K22	K5,K7,K9, K10,K11,K12 K13,K14	K42,K43,K44K45,K46,K47 K48,K49,K50 K51,K52,K53 K54,K55
Outcome 3	Understand and apply the value of working with carers as equal partners.	K2,K3,K4,K5 K14,K15,K16 K17,K18,K19 K35,K36,K41 K42	K2,K3,K5,K6,K 7	K1,K2,K3,K4, K5,K6,K19,K 35,K36,K37, K38,K39	K1,K2,K3,K7,K8,K9,K1 0, K11,K12,K13K14	K35,K36,K37K38,K39,K40 K41,K42,K43 K44,K45,K46K47,K48,K49 K50,K51,52,K53,K54,K55

Code	Unit title	National Occupational Standard					
H9AT 34	Getting it Right for Young Carers	HSC0031	HSC0033	HSC0034	CCLD0308	SFHMH13	SCDHS090
Outcome 1	Identify a range of approaches to support young carers.	K2,K3,K4,K5, K6,K7,K8,K9, K10,K11,K12, K13,K14,K15, K16,K17,K18,K19,K 20,K21 K22,K23,K24,K25,K 35K36,K37,K42,K43 K44	K2,K3,K5, K6,K7	K2,K3,K4,K5, K6,K7,K8,K9, K10,K11,K12 K14,K15,K16 K17,K18,19, K20,K21,K22 K23,K24,K25	K38,K39,K40 K41,K42,K43K44, K45,K46 K47,K48	K4,K5,K6,K9,K10 ,K11,K12,K13	K35,K36,K37 K38,K39,K40 K41,K42,K43
Outcome 2	Understand national practice models for children and young people in Scotland as they relate to young carers.	K6,K7,K8,K9,K10,K1 1,K12, K13,K14,K15,K16,K 17,K18, K19,K21, K22,K23,K28,K29, K30,K31,K32,K33, K34, K35, K36, K37,K38 K39.K40,K42,	K2,K7,K10 K11,K12, K13	K6,K7,K8,K9, K10,K11,K12 K13,K14,K15 K16,K17,K18 K19,K20,K21 K22,K23,K36 K37,K38K39, K40,K41 K42	K1,K2,K3,K4,K5, K6,K7,K8,K9,K10 ,K11, K13,K14,K15 K16,K17,K18K19, K20,K21K22,K23, K24 K31,K32,K33K34, K35,K36K37	K1,K2,K3,K4,K5, K6,K7,K8 K9,K10,K11 K12,K13,K14 K15,K16	K1,K2,K3,K4, K5,K6
Outcome 3	Understand the principles of including young carers in decisions which affect them.	K1,K2,K3,K4,K5,K6, K7,K8, K9,K10,K11,K12, K13,K14, K15,K16, K17,K18,K19,K20, K32,K33,K34,K35, K36,K37,K38,K39 K40,K41,K42,K43, K44, K45,K46	K2,K3,K5, K6,K7,K8	K1,K2,K3,K4, K5,K6,K7,K8, K9,K10,K11, K12,K13,K14 K15,K16,K17 K18,K19,K20 K36	K1,K2,K3,K4,K5, K6,K7,K8K9,K10, K11,K12,K13 K14,K15,K16K17, K18,K19K20K38, K39,K40K41,K42, K43K44,K45,K46, K47,K48	K2,K3,K4,K9,K10 , K11,K12,K13 K16,	K35,K36,K37 K38,K39,K40 K41,K42,K43

5.3   Mapping of Core Skills development opportunities across the qualification(s)

Learners will develop written and oral Communication skills in relation to working with carers and/or young carers. They will use written skills to produce evidence of learning for their portfolio. They may use written or oral skills to reflect on their practice. As part of their role, they will use oral skills in communicating with carers, with other members of their team, and in discussion other learners, tutors or mentors.

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.

Learners will be *Working with Others* in their practice setting and in their learner groups. Working co-operatively with carers and/or young carers is central to the Award.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H9AP 34	Carer Aware	sign-posted	sign-posted			sign-posted	sign-posted					
H9AR 34	Caring Together	sign-posted	sign-posted			sign-posted	sign-posted			sign-posted	sign-posted	sign-posted
H9AT 34	Getting it Right for Young Carers	sign-posted	sign-posted			sign-posted	sign-posted				sign-posted	sign-posted

5.4 Assessment Strategy for the qualification(s)

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Carer Aware	Provide definition of a carer, young adult carer and a young carer. Explain and evaluate 3 examples of a caring role. Using one example as a case study, identify signs of the person's caring role. Evaluate the impact on the carer. Identify 2 appropriate sources of support.	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. Identify and evaluate an example of engaging carers in planning and shaping services.	Write a short essay outlining relevant legislation, guidance and codes of practice. Explain how these relate to the underpinning values and principles of working with carers of all ages. Identify 2 case studies of diverse caring roles and evaluate the impact of disadvantage.
Caring Together	Identify and evaluate 2 support approaches. Identify a case study of a carers assessment and evaluate the opportunities for managing conflict in the caring relationship, anticipatory care planning and review.	Identify a case study of a young adult carer in education, training or employment and evaluate the impact of the level of support provided. Provide 2 examples of caring situations and explain the range of roles and responsibilities of the carer in each situation. Identify and evaluate appropriate short break opportunities which could support them to maintain a life outside of caring.	Produce a reflective account based on practice or observation of applying the values of working with carers as equal partners.
Getting It Right for Young Carers	Identify 2 case studies of young carers. Evaluate the impact of the caring role on each in relation to their education. Identify the most appropriate support approach in each context and how this enables a life outside of caring.	Write an essay explaining relevant legislation, children's rights and national frameworks as they relate to young carers. Identify a case study, describing how GIRFEC was used to support or assess a young carer. Evaluate the impact of this process with reference to the SHANARRI Outcomes. Provide 2 examples of caring roles which may be inappropriate and explain when a child protection response is necessary.	Describe and explain one of the challenges and benefits of including young carers in care and service planning. Provide 2 contrasting examples and evaluate them using the Golden Rules. Identify a case study from the Young Carers Authorisation pilot and analyse issues of consent and confidentiality.

6 Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of Units

The sequence for delivery of this Award is the mandatory Unit H9AP 34 *Carer Aware* should be delivered first, followed by either of the optional Units. Two Units with a notional 40 hours of learning, teaching and assessment each are required to complete the Award.

While there is no preferred order for learning Outcomes within the Unit, it is recommended that the mandatory 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, in a learner-centred and participative environment. 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 regular contact with carers or young 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 example from a supervisor, manager, colleague or carer.

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

♦ HN Graded Units
♦ Course and/or external assessments
♦ Other integrative assessment Units (which may or not be graded)
♦ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
♦ Where there is an existing requirement for a licence to practice
♦ Where there are specific health and safety requirements
♦ Where there are regulatory, professional or other statutory requirements
♦ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

There are no articulation routes specified for this PDA.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit, for example the use of e-portfolios or social software.

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. Centres can use methods which may be more suitable for individual learners.

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 electronic, written, audio or visual.

6.4 Support materials

A list of support materials is provided in the Support Notes for each Unit. The Equal Partners in Care site on the Knowledge Network hosts a range of information, learning resources, reports, practice examples and case studies related to the Core Principles for Working with Carers and Young Carers. This will be a significant source of support materials for learners and tutors delivering the Award.

6.5 Resource requirements

Learners should have access to the Core Principles for Working with Carers and Young Carers and supporting resources. These are available online, on the Equal Partners in Care site.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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**.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk/GuideToAssessment)**.

8   Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

♦ candidates may not be entered for the Group Award
♦ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

♦ the Group Award will be deleted from the relevant catalogue
♦ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦ no new centres may be approved to offer the Group Award
♦ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

♦ No new centres may be approved to offer the Unit which has been revised.
♦ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9　General information for learners

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

Before you begin this Award, you should make sure you have some contact with carers or young carers, whether this is in your own practice or by making links with a local carer or young carer support service. You should be able to relate what you are learning to your practice setting, which may be paid work or an unpaid placement or voluntary work.

You will need to have *Communication Skills* at SCQF level 6, which means you should be able to produce written, oral or visual evidence of your learning for assessment. You should be able to research case studies and/or speak to carers to inform your learning. The Caring Together Unit in particular has a strong focus on communication with carers.

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 with carers and young carers.
♦ 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.

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

The evidence you produce will be relevant for the Units across the Award, or towards your HNC if you are completing the Units as part of this. 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. A useful resource for developing your 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 your 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