

Unit 51: Assessing the Needs of Carers and Families

Unit reference number: J/616/7358

Level: 3

Unit type: Optional

Credit value: 4

Guided learning hours: 28

Unit summary

Families and carers provide unpaid support, they may include family members, partners, neighbours and friends. They play a critical role in reducing the need for formal care and support, and are often central to the links between the individual, social care doctors and other care workers and professionals. Those working with families and carers need to ensure that they are supported in the best way so that they can care for as long as they wish, or are able, to do so.

In this unit, you will understand the contribution that families and carers make in caring for an individual. You will learn how to support them to identify their strengths, vulnerabilities and needs, and to evaluate their own support needs. The unit covers developing and presenting an assessment of the needs of families and carers, along with preferred options for addressing the needs identified.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment
<p>1 Understand the contribution families and carers make in caring for an individual</p>	<p>1.1 Analyse the role of families and unpaid carers in care</p> <p>1.2 Explain the rights of families and carers providing care to individuals</p> <p>1.3 Describe the benefits to society of family and unpaid carers providing care</p> <p>1.4 Describe the benefits and challenges faced by family and unpaid carers in providing care</p>
<p>2 Be able to engage with families and carers who are providing care</p>	<p>2.1 Support families and carers to speak out about their experiences of providing care to individuals</p> <p>2.2 Use active listening and observation skills to identify unspoken feelings and emotions</p> <p>2.3 Support families and carers to understand their rights</p> <p>2.4 Support families and carers in their caring role in line with agreed ways of working</p> <p>2.5 Explain to families and carers the additional support that is available</p> <p>2.6 Gain consent from families and carers to speak with others about their circumstances</p>
<p>3 Be able to assess the needs of families and carers</p>	<p>3.1 Support families and carers to identify the support they need to meet the needs of an individual</p> <p>3.2 Establish with families and carers the areas of care that they want to retain</p> <p>3.3 Support families and carers to identify and deal with own needs and wellbeing</p> <p>3.4 Gather additional information from agreed others</p> <p>3.5 Share the record of assessment with families and carers</p>

Learning outcomes	Assessment
<p>4 Be able to identify a plan to support families and carers</p>	<p>4.1 Support families, carers and others to identify resources to address needs and wishes</p> <p>4.2 Support families, carers and others to develop a plan of action to access resources</p> <p>4.3 Support families, carers and others to implement a plan of action</p>

What needs to be learned

Learning outcome 1: Understand the contribution families and carers make in caring for an individual

Individual

- Someone requiring care or support. It will usually mean the person or people supported by the learner.

Carers

- Those who provide unpaid support and may include family members, partners, neighbours or friends.

Family members

- People who are legally related to the individual and those who, through relationships, have become an accepted part of the family.

Roles of families and carers

- Providing daily needs, e.g. feeding, bathing, dressing, toileting, lifting, moving, medication administration.

Rights of families and carers

- The Care Act 2014.
- Carer assessment (support planning, financial assessment, personal budget, entitlement to state benefits).
- Right to request flexible working.

Society

- Society may include, e.g. local authority provision, NHS, individuals and others, communities.
- Benefits, e.g. impact on health and social care services, local authority finances, local communities.

Family and unpaid carers

- Benefits, e.g. rewarding, spending time with loved ones, making a difference.

Challenges faced by family and unpaid carers

- May include impact on physical and mental wellbeing, financial, social exclusion, personal relationships, combining work and caring.
- Lack of experience, knowledge.
- Feeling unsupported.

What needs to be learned

Learning outcome 2: Be able to engage with families and carers who are providing care

Supporting families and carers to speak out

- Empowerment through, e.g. education, training, access to information.
- Use of active listening, e.g. clarification, questioning techniques.
- Use of observation, e.g. body language.
- Active listening, including confirming and clarifying, non-verbal cues such as eye contact.
- Recognising and acting on visual clues, e.g. signs of stress.
- Effective communication channels.
- Access to information, e.g. print media, electronic media, social media, use of internet).

Support

- May include: information, practical assistance, counselling and emotional support, self-help groups, respite, advocacy, wider community support including cultural or religious support.
- Considerations, e.g. the strengths, vulnerabilities, needs, circumstances and preferences of carers and families; available resources; relevant statutory requirements; the policies and priorities of service providers.
- Support given in line with agreed ways of working.

Additional support

- May include support provided by your own agency, seeking information and support from other agencies on behalf of the carers and families, carers and families seeking support from other agencies themselves.

Obtaining consent

- Valid consent must be in line with agreed UK country definition.
- Situations where informed consent is not possible.

Others

Others may include other professionals, agencies, line manager.

What needs to be learned

Learning outcome 3: Be able to assess the needs of families and carers

Information

- May be gathered through: interview, discussion with and submissions from carers, families and the individual; information provided from other service providers, agencies and practitioners; previous formal and informal assessments.

Agreed others

- Those who the family and carers have agreed can be consulted to either obtain or share information.

Assessment

- May be in relation to: planning support for carers and families of individuals new to the service, planning support following a reassessment and review.

Sharing information

- Confidentiality.
- Consent.

Learning outcome 4: Be able to identify a plan to support families and carers

Identifying needs and wishes

- Social, economic, physical, environmental and protection factors that may influence a carer's capacity to provide care and support, e.g. additional support to alleviate the physical input by the carer, respite for carer, time to have a holiday.

Identifying resources

- May include online resources, voluntary organisations, local/community resources, statutory support, counselling and emotional support, self-help groups, respite, wider community support including cultural or religious support, assistive technology.

Plan of action

- Care/support plans/person-centred plans.

Information for tutors

Suggested resources

Books

Reed A – *Nursing in Partnership with Patients and Carers* (Sage Publications, 2011)
ISBN 9780857253071

Heron H – *Working with Carers* (Jessica Kingsley publishers, 1998)
ISBN 978-1853025624

Websites

www.carersuk.org	Advice and support for carers and the people they care for.
www.nhs.uk/conditions/social-care-and	NHS Choices – Guide: Assessment of your care and support needs.
www.skillsforcare.org.uk/Topics/Carers/Carers.aspx	Skills for Care – information and guidance on the topic of carers.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3 and 4 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2, 3 and 4.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.