

Unit Title	Work in partnership with families to support individuals
Ofqual unit reference number (code)	L/616/2596
Organisation Reference	QU055337
Unit Level	Level 3
GLH	27
Unit Credit Value	3
Sector Subject Areas	1.3 Health and Social Care
Unit Grading Structure	Pass
Assessment Guidance	<p>This unit must be assessed in line with the relevant assessment principles.</p> <p>Families and family members may include:</p> <ul style="list-style-type: none"> • Parents • Legal guardians/those with legal responsibility • Siblings • Grandparents • Step-parents • Other relatives. <p>Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. This may be an adult or a child or young person.</p> <p>Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • Team members • Other colleagues • Those who use or commission their own health or social care services • Families, carers and advocates.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand partnership working with families and family members in care and/or support.</p>	<p>1.1. Describe the contribution families and family members have in caring for and/or supporting individuals.</p> <p>1.2. Identify factors that may affect the level of involvement of family members.</p> <p>1.3. Describe dilemmas or conflicts that may arise when working in partnership with families.</p>

	<p>1.4. Explain how the attitudes of a worker affect partnership working.</p>
<p>2. Be able to establish and maintain positive relationships with families and family members in care and/or support.</p>	<p>2.1. Interact with family members in ways that respect their culture, experiences and expertise. 2.2. Show dependability in carrying out actions agreed with families. 2.3. Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families.</p>
<p>3. Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support.</p>	<p>3.1. Agree with the individual, family members and others the desired outcomes of partnership working within scope of own role. 3.2. Clarify own role, role of family members, and roles of others in supporting the individual. 3.3. Support family members to understand person centred approaches and agreed ways of working. 3.4. Plan ways to manage risks associated with sharing care or support within scope of own role. 3.5. Agree with the individual, family members and others processes for monitoring the shared support care plan within scope of own role.</p>
<p>4. Be able to work with families to access support in their role as carers.</p>	<p>4.1. Identify the support required from families to fulfil their role. 4.2. Provide accessible information about available resources for support. 4.3. Work with family members to access resources for support.</p>
<p>5. Be able to exchange and record information about partnership work with families.</p>	<p>5.1. Exchange information, within scope of own role, with the individual and family members about: <ul style="list-style-type: none"> • implementation of the plan • changes to needs and preferences. 5.2. Record information in line with agreed ways of working about: <ul style="list-style-type: none"> • progress towards outcomes • effectiveness of partnership working. </p>
<p>6. Be able to contribute to reviewing partnership work with families.</p>	<p>6.1. Agree criteria and processes for reviewing partnership work with families and family members within scope of own role. 6.2. Involve the individual and family members in the reviews.</p>

<p>7. Be able to provide feedback about support for families.</p>	<p>7.1. Provide feed back to others about the support accessed by family members.</p> <p>7.2. Report on any gaps in the provision of support for family members.</p> <p>7.3. Describe ways to challenge information or support that is discriminatory or inaccessible.</p>
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