Unit 4222-328 Work in partnership with families to support individuals (HSC 3038)

Level: **3**
Credit value: **4**
UAN: **H/601/8147**

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work in partnership with families to support individuals.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand partnership working with families
2. Be able to establish and maintain positive relationships with families
3. Be able to plan shared approaches to the care and support of individuals with families
4. Be able to work with families to access support in their role as carers
5. Be able to exchange and record information about partnership work with families
6. Be able to contribute to reviewing partnership work with families
7. Be able to provide feedback about support for families

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 387 and HSC 388.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.

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Assessment Criteria

Outcome 1 Understand partnership working with families

The learner can:

1. analyse the contribution of families to the care and/or support of **individuals**
2. identify factors that may affect the level of involvement of family members in care and/or support
3. describe dilemmas or conflicts that may arise when working in partnership with families to support individuals
4. explain how the attitudes of a worker affect partnership working with families.

Outcome 2 Be able to establish and maintain positive relationships with families

The learner can:

1. interact with family members in ways that respect their culture, experiences and expertise
2. demonstrate dependability in carrying out actions agreed with families
3. describe principles for addressing dilemmas or conflicts that may arise in relationships with families.

Outcome 3 Be able to plan shared approaches to the care and support of individuals with families

The learner can:

1. agree with the individual, family members and **others** the proposed outcomes of partnership working with a family
2. clarify own role, role of family members, and roles of others in supporting the individual
3. support family members to understand person centred approaches and **agreed ways of working**
4. plan ways to manage risks associated with sharing care or support
5. agree with the individual and family members processes for monitoring the shared support plan.

Outcome 4 Be able to work with families to access support in their role as carers

The learner can:

1. work with family members to identify the support they need to carry out their role
2. provide accessible information about available **resources** for support
3. work with family members to access resources.

Outcome 5 Be able to exchange and record information about partnership work with families

The learner can:

1. exchange information with the individual and family members about:
   - implementation of the plan
   - changes to needs and preferences
2. record information in line with agreed ways of working about:
   - progress towards outcomes
   - effectiveness of partnership working.

Outcome 6 Be able to contribute to reviewing partnership work with families

The learner can:

1. agree criteria and processes for reviewing partnership work with families
2. agree criteria and processes for reviewing support for family members
3. encourage the individual and family members to participate in the review
4. carry out own role in the review of partnership working.

Outcome 7 Be able to provide feedback about support for families

The learner can:

1. provide feed back to others about the support accessed by family members
2. report on any gaps in the provision of support for family members
3. describe ways to challenge information or support that is discriminatory or inaccessible.

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Additional guidance

- An **individual** is someone requiring care or support
- **Others** may include:
  - organisations providing support to family members
  - other professionals
- **Resources** may include:
  - Materials and equipment
  - Training
  - Financial support
  - Transport
  - Support groups
  - Therapeutic services
  - Other professionals
- **Agreed ways of working** will include policies and procedures where they exist.