

<b>Unit Title:</b>	<b>Forming relationships and understanding others</b>
OCR unit number	M/503/3188
Level:	Entry 3
Credit value:	3
Guided learning hours:	30
Unit expiry date:	01/07/2016

## Unit purpose and aim

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The purpose of this unit is to introduce learners to forming relationships and understanding others. The unit enables learners to identify different types of personal relationships. The learners will consider the skills needed to develop and maintain relationships, and identify feelings and emotions that relationships can cause. The unit also enables learners to identify differences and similarities between people.

Learning Outcomes	Assessment Criteria	Exemplification
<b>The Learner will:</b> 1 Know that relationships can change	<b>The Learner can:</b> 1.1 Identify different types of relationships  1.2 Identify changes that may take place within relationships	Examples could include: <ul style="list-style-type: none"> <li>• family members</li> <li>• friends</li> <li>• teacher</li> <li>• neighbour</li> <li>• employer</li> </ul> Examples of changes could include: <ul style="list-style-type: none"> <li>• becoming closer to or more distant from someone</li> <li>• moving from friendship to love</li> <li>• an increase in mutual respect</li> <li>• trust either increasing or decreasing</li> </ul>
2 Understand how social skills can help develop relationships	2.1 Identify different social skills	Examples could include: <ul style="list-style-type: none"> <li>• negotiation</li> <li>• communication</li> <li>• assertiveness</li> <li>• collaboration</li> </ul> Learners do not need to name these specifically, but could use their own words and examples.

Learning Outcomes	Assessment Criteria	Exemplification
	2.2 Outline how social skills can help develop relationships	<p>Examples could include:</p> <ul style="list-style-type: none"> <li>• talking to someone can help with getting to know them better</li> <li>• working as a team can help develop trust and respect</li> <li>• negotiation can help strengthen a working relationship</li> </ul>
3 Know that relationships can cause strong feelings and emotions	3.1 Identify positive and negative feelings and emotions within relationships	<p>Examples of positive feelings could include:</p> <ul style="list-style-type: none"> <li>• happiness</li> <li>• love</li> <li>• pride</li> <li>• respect</li> </ul> <p>Examples of negative feelings could include:</p> <ul style="list-style-type: none"> <li>• dislike</li> <li>• anger</li> <li>• jealousy</li> <li>• disrespect</li> </ul>
4 Know that there are differences and similarities between people	<p>4.1 Identify differences and similarities between people</p> <p>4.2 Identify differences between self and others</p>	<p>Examples of differences or similarities could relate to:</p> <ul style="list-style-type: none"> <li>• sexuality</li> <li>• culture</li> <li>• religion</li> <li>• gender</li> <li>• disability</li> </ul> <p>Examples of personal traits could relate to:</p> <ul style="list-style-type: none"> <li>• looks</li> <li>• dress</li> <li>• hobbies and interests</li> <li>• preferred music</li> </ul>

## Assessment and evidence requirements

All units are centre-assessed and externally moderated by OCR. Centres may use the evidence booklets supplied by OCR, but these are not mandatory. Any centres choosing not to use the OCR booklets will need to devise activities and evidence that enable candidates to meet all of the assessment objectives in these units. To help centres with this, OCR has produced specific marking guidance for each unit.

When candidates complete an assignment/activity, the centre assessor (usually the teacher/tutor) assesses their work. When the assessor is satisfied that the candidate has met all the requirements for a unit, they must confirm this by signing the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

Results will be graded Pass or Fail.

## Functional Skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	

## Relationships with Personal, Learning and Thinking Skills (PLTS)

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This section indicates how the unit relates to the six PLTS areas:

PLTS					
Independent Enquirers	Creative Thinkers	Reflective Learners	Team Workers	Self Managers	Effective Participators
	✓	✓		✓	

## Resources

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The following resources are available for this unit:

Unit specification

Candidate evidence booklet

Candidate evidence checklists

Candidate Submission Forms

Marking guidance

Handbook

Glossary

Frequently Asked Questions (FAQs)

## Additional information

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For further information regarding administration for this qualification, please refer to the *Personal Life Skills Centre Handbook* and the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).