

<b>Unit Title:</b>	Understand theories of relationships and social networks
Unit sector reference:	HSC 3021
Level:	4
Credit value:	3
Guided learning hours:	29
Unit accreditation number:	Y/601/8579

## Unit purpose and aim

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This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge required to understand supportive relationships and social networks.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the relevance of relationship theories to health and social care practice	1.1 Compare key principles of relationship theories 1.2 Analyse ways in which an understanding of relationship theories can enhance health and social care practice	
2 Understand the impact of relationships and social networks on well-being and self esteem	2.1 Describe the benefits of supportive relationships and social networks for an individual's well-being and self esteem 2.2 Describe the possible impact of difficult or dysfunctional relationships on an individual's well-being and self esteem 2.3 Analyse the features of supportive relationships and dysfunctional relationships	
3 Understand factors that can influence the process of a relationship	3.1 Explain the processes involved in the development, maintenance and breakdown of relationships 3.2 Analyse how the development, maintenance and breakdown of relationships can be influenced by:	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	<ul style="list-style-type: none"> <li>• Social factors</li> <li>• Economic factors</li> <li>• Cultural factors</li> <li>• Psychological factors</li> <li>• Physical factors</li> </ul>	

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

## Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

HSC 356, HSC 331

**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).**

## Functional skills signposting

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

**Functional skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>**

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

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.