

<b>Unit Title:</b>	<b>Support individuals in their relationships</b>
Unit sector reference:	HSC 3019
Level:	3
Credit value:	4
Guided learning hours:	27
Unit accreditation number:	R/601/8578

## Unit purpose and 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 provide support for individuals to establish and maintain relationships and social networks. Additional support that may be needed regarding sexual relationships is not addressed within this unit.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand factors affecting the capacity of individuals to develop and/or maintain <b>relationships</b>	1.1 Analyse reasons why <b>individuals</b> may find it difficult to establish or maintain relationships 1.2 Describe types of legal restriction or requirement that may affect individuals' relationships 1.3 Explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided 1.4 Explain the importance of ensuring privacy and confidentiality when providing support for relationships	<b>Relationships</b> may include: <ul style="list-style-type: none"> <li>• Family relationships</li> <li>• Friendships</li> <li>• Social networks</li> </ul> An <b>individual</b> is someone requiring care or support
2 Be able to support individuals to identify beneficial relationships	2.1 Support an individual to understand the likely benefits of positive relationships 2.2 Support the individual to recognise when a relationship may be detrimental or harmful 2.3 Work with the individual to identify specific relationships that are likely to be beneficial to them	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
3 Be able to support individuals to develop new relationships	3.1 Describe types of support and information an individual may need in order to extend their social network 3.2 Establish with an individual the type and level of support needed to develop a new relationship 3.3 Provide agreed support and information to develop the relationship 3.4 Encourage continued participation in actions and activities to develop the relationship	
4 Be able to support individuals to maintain existing relationships	4.1 Describe types of support an individual may need in order to maintain an existing relationship with family or friends 4.2 Establish with an individual the type and level of support needed to maintain the relationship 4.3 Provide agreed support to maintain the relationship	
5 Be able to work with individuals to review the support provided for relationships	5.1 Establish with the individual the criteria for evaluating how effective support for a relationship has been 5.2 Collate <b>information</b> about the relationship and the support provided 5.3 Work with the individual and <b>others</b> to review and revise the support provided 5.4 Report and record in line with <b>agreed ways of working</b>	<p><b>Information</b> may include:</p> <ul style="list-style-type: none"> <li>• Feedback from the individual and others</li> <li>• Observations</li> <li>• Records</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• advocates</li> <li>• others who are important to the individual's well-being</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist</p>

## Assessment

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

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. 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. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. 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.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual.

## Guidance on assessment and evidence requirements

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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

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. 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 health and social care developed by Skills for Care and Development:

HSC 331

**NOS can be 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

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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>**

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	

## 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.