

<b>Unit Title:</b>	Support families in maintaining relationships in their wider social structures
Unit sector reference:	HSC 3056
Level:	3
Credit value:	4
Guided learning hours:	33
Unit accreditation number:	K/601/9185

## Unit purpose and aim

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This unit is aimed at those working with families. It focuses on promoting social inclusion through encouraging and supporting families to use services and maintain social contacts within the community. The approach promoted through this unit is collaborative, non-directive and enabling and recognises the rights of families to make their own decisions and choices and to be supported in following these through.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the importance of social interactions and relationships for families of people with specific needs	1.1 Explain why social contacts are important and should be encouraged 1.2 Analyse the effects of isolation 1.3 Evaluate sources of information on social structures	
2 Understand the issues surrounding discrimination	2.1 Recognise attitudes, beliefs and assumptions which can lead to stigma and discrimination 2.2 Analyse the forms which discrimination may take 2.3 Describe the behaviours which may be expressions of discrimination and how these may differ between different groups and in different settings	
3 Be able to support families to access opportunities for social contact within their wider social structures	3.1 Engage with a family in a way that encourages trust and mutual respect 3.2 Identify opportunities for social contact in a family's environment 3.3 Encourage a family to seek out services within	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	their community 3.4 Support a family to use available services in the community	
4 Be able to support families to maintain social contacts within their wider social structures	4.1 Provide opportunities for a family to express their needs for, and interests in, maintaining social contacts 4.2 Provide a family with opportunities to discuss their experiences of maintaining relationships 4.3 Provide a family with relevant information and support to enable them to recognise and deal constructively with stigma and discrimination 4.4 Assist a family to overcome any problems they are experiencing in maintaining social contacts in line with organisational policies and values 4.5 Support a family in challenging any discrimination and barriers within services in their community 4.6 Support a family in making any transitions when services become unavailable or no longer meet their needs	

## Assessment

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 3 and 4 must be assessed in a real work environment.

## 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 390 (MH 12)

**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.