

<b>Unit Title:</b>	Support individuals to deal with personal relationship problems
Unit sector reference:	HSC 3028
Level:	3
Credit value:	4
Guided learning hours:	26
Unit accreditation number:	R/601/8581

## 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 manage relationship problems.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Be able to support individuals to assess relationship problems	1.1 Describe <b>problems</b> that may arise within relationships and the potential effects on an individual's well-being 1.2 Work with an <b>individual</b> and <b>others</b> to identify possible problems in a relationship 1.3 Work with the individual and others to analyse the causes of a relationship problem	An <b>individual</b> is someone requiring care or support  <b>Others</b> may include: <ul style="list-style-type: none"> <li>• family</li> <li>• advocates</li> <li>• professionals</li> <li>• others important to the individual's well-being</li> </ul> Relationship <b>problems</b> may relate to: <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Tension</li> <li>• Risk of harm</li> <li>• Legal restrictions or requirements</li> </ul>
2 Be able to support individuals to overcome relationship problems	2.1 Establish with the individual and others the level and type of support needed to overcome problems in a relationship the individual wishes to maintain 2.2 Agree with the individual and others the best way to maintain the relationship while managing risks 2.3 Carry out <b>agreed support</b> for overcoming a relationship problem	<b>Agreed support</b> may include: <ul style="list-style-type: none"> <li>• Supporting the individual to devise strategies to overcome difficulties themselves</li> <li>• Making facilities available for contact meetings with the other person</li> <li>• Encouraging the individual to keep appropriate contact with the person between meetings</li> <li>• Providing support to</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		manage fears, anxieties, conflicts and tensions
3 Know how and when to access specialist support about relationship problems	3.1 Describe circumstances that would require additional or specialist advice when supporting an individual to manage a difficult relationship 3.2 Identify specialist information and support for a range of relationship problems 3.3 Describe how to access specialist information or support to help address relationship problems	
4 Know how to support individuals to end unhelpful relationships	4.1 Describe types of support individuals may need in order to end an unhelpful relationship 4.2 Explain how to establish with an individual the type and level of support needed to end a relationship 4.3 Describe ways to support an individual to cope with any distress when a relationship ends	
5 Be able to evaluate the support provided for relationship problems	5.1 Establish with the individual and others the criteria for evaluating the effectiveness of support for a relationship problem 5.2 Collate <b>information</b> about the relationship and the support provided 5.3 Work with the individual to evaluate the effectiveness of the support provided to address the relationship problem 5.4 Work with the individual and others to revise the support provided	<b>Information</b> may include: <ul style="list-style-type: none"> <li>• Observations</li> <li>• Records</li> <li>• Feedback from the individual and others</li> </ul>

## 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 1, 2 and 5 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

## 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 356

**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.