

HSC 3019: Support individuals in their relationships

Unit reference R/601/8578 Level 3

Credit value 4 GLH 27

Unit 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.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand factors affecting the capacity of individuals to develop and/or maintain relationships.	1.1. Analyse reasons why individuals 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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Work with the individual to identify specific relationships that are likely to be beneficial to them.		
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 information about the relationship and the support provided.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Work with the individual and others to review and revise the support provided.		
	5.4. Report and record in line with agreed ways of working .		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3019

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC 331
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>An individual is someone requiring care or support.</p> <p>Relationships may include:</p> <ul style="list-style-type: none"> • family relationships • friendships • social networks. <p>Information may include:</p> <ul style="list-style-type: none"> • feedback from the individual and others • observations • records. <p>Others may include:</p> <ul style="list-style-type: none"> • family • friends • advocates • others who are important to the individual's well-being. <p>Agreed ways of working will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the QCF unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>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.</p>