

## CU2648 Support Individuals in Their Relationships

### Aims

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.

Credit 4

Level 3

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
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
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

<p>3. Be able to support individuals to develop new relationships</p>	<p>3.1 Describe types of support and information an individual may need in order to extend their social network</p> <p>3.2 Establish with an individual the type and level of support needed to develop a new relationship</p> <p>3.3 Provide agreed support and information to develop the relationship</p> <p>3.4 Encourage continued participation in actions and activities to develop the relationship</p>
<p>4. Be able to support individuals to maintain existing relationships</p>	<p>4.1 Describe types of support an individual may need in order to maintain an existing relationship with family or friends</p> <p>4.2 Establish with an individual the type and level of support needed to maintain the relationship</p> <p>4.3 Provide agreed support to maintain the relationship</p>
<p>5. Be able to work with individuals to review the support provided for relationships</p>	<p>5.1 Establish with the individual the criteria for evaluating how effective support for a relationship has been</p> <p>5.2 Collate <b>information</b> about the relationship and the support provided</p> <p>5.3 Work with the individual and <b>others</b> to review and revise the support provided</p> <p>5.4 Report and record in line with <b>agreed ways of working</b></p>

## Assessment Requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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.

## Additional Information

**Relationships** may include:

- Family relationships
- Friendships
- Social networks
- Moved to here.

An **individual** is someone requiring care or support

**Information** may include:

- Feedback from the individual and others
- Observations
- Records

**Others** may include:

- Family
- Friends
- Advocates
- Others who are important to the individual's well-being

**Agreed ways of working** will include policies and procedures where these exist



**EVIDENCE MATRIX**

Candidate name:	Registration number:
Qualification title:	Unit title:

Portfolio ref	Evidence description	Ass meth	Learning Outcome <input type="checkbox"/>										Learning Outcome <input type="checkbox"/>									
	Assessment criteria (eg 1.1) →																					

The above evidence has been assessed against the standards for this element and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner signature:	Date:
Assessor signature	Date:
Internal Verifier sig:	Date:

Assessment method key:

Obs = Observation	Wt = Witness testimony
P = Product evidence	A = APA/APL
Q = Questioning	Ot = Other
Sim = Simulation/assignment	