H5S4 04 (SCDHSC0331) — Support Individuals to Develop and Maintain Social Networks and Relationships

Overview

This standard outlines the requirements when supporting individuals to develop and maintain social networks and relationships. This includes supporting them to identify their preferences and needs for social networks and relationships. It addresses support for developing new relationships and for maintaining existing ones. It also covers supporting individuals to stay safe within their relationships.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

Danger is the possibility of harm or abuse happening imminently; in the short term; in the medium term; in the longer term.

The **individual** is the person you support or care for in your work.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Risks involve the likelihood of danger, harm or abuse arising from anything or anyone and could include the possibility of danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

♦   to be treated as an individual
♦   to be treated equally and not be discriminated against
♦   to be respected
♦   to have privacy
♦   to be treated in a dignified way
♦   to be protected from danger and harm
♦   to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
♦   to communicate using their preferred methods of communication and language
♦   to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 24 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Support individuals to identify their preferences and needs in respect of social networks and relationships

	Performance Criteria	**Evidence Number where this criteria has been met**
1	Support the **individual** to identify their preferences and needs in respect of social networks and relationships.	
2	Use documents, materials, naturally occurring events and specific activities to help the individual **communicate** their preferences and needs.	
3	Support the individual to identify the advantages and possible difficulties of developing and maintaining relationships and social networks.	
4	Support the individual to recognise any relationships or networks that may be detrimental to them.	
5	Take account of any legal requirements or restrictions when supporting the individual to identify their preferences and needs.	
6	Confirm with the individual their views on which social networks and relationships they want to maintain, develop, restore and withdraw from.	

Support individuals to develop new social networks and relationships

	Performance Criteria	Evidence Number where this criteria has been met
7	Confirm with the individual where they want to develop new relationships or social networks.	
8	Support the individual and **key people** to identify what they need to do, currently and in the future, to develop new relationships and social networks.	
9	Support the individual to recognise the benefits of building relationships with people or groups who share the same interests as themselves.	
10	Support the individual to develop new social networks and relationships, in ways that promote the individual's **active participation**.	
11	Ensure that known **risks** are being managed and reviewed regularly.	
12	Provide appropriate support where the individual experiences difficulties in developing a relationship or where they appear to become isolated.	
13	Ensure that legal, ethical and spiritual requirements are taken into account when supporting the individual to develop new social networks and relationships.	

Support individuals to maintain supportive relationships

14	Help the individual to recognise the benefits of keeping in contact with key people, taking account of any legal restrictions.	
15	Encourage the individual to keep in contact with key people, providing support where necessary.	
16	Respect the individual's wishes and rights for privacy and confidentiality when they invite friends or family members to spend time with them.	

Support individuals to maintain supportive relationships (cont)

	Performance Criteria	Evidence Number where this criteria has been met
17	Encourage the individual, their friends and family members to be involved in activities and outings within and outside the individual's usual environment.	

Support individuals to maintain their safety and wellbeing within relationships

18	Support the individual to avoid relationships and involvement in social networks that are abusive or could lead to **danger,** harm or abuse.	
19	Support the individual to understand any restrictions that are placed on contact with specific people and groups and the reasons for these.	
20	Where necessary, supervise visits to safeguard the individual and others.	
21	Support the individual to recognise abusive relationships and how to report them.	
22	Support the individual to end contact with particular people and social networks where these could lead to danger, harm or abuse.	
23	Support the individual to cope with any distress when a relationship ends.	
24	Make use of specialist help where the individual has specific relationship problems, within confidentiality agreements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 46 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number 'box after each point.

Rights

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person-centred working and the importance of knowing and respecting each person as an individual.	
12	The prime importance of the interests and wellbeing of the individual.	
13	The individual's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with individuals, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	
19	How to challenge poor practice.	

Your practice (cont)

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
20	How and when to seek support in situations beyond your experience and expertise.	

Theory

21	The nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support.	
22	Theories underpinning our understanding of human development and factors that affect it.	

Personal and professional development

23	Principles of reflective practice and why it is important.	

Communication

24	Factors that can affect communication and language skills and their development in individuals.	
25	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

Handling information

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
35	How and where to access information and support that can inform your practice about supporting individuals to develop and maintain social networks and relationships.	
36	The role of relationships and social networks in promoting individuals' wellbeing.	
37	The ways in which relationships are formed, may change and can be ended and the effect this may have on individuals.	
38	Types of contact and relationships that can be beneficial and those that can be detrimental to the individuals with whom you are working.	
39	Situations when individuals, key people and others may be at risk from contact with social networks and relationships and how to assess and deal with these.	
40	Methods of working with individuals and their networks to maintain or end existing contacts including through the use of the internet and social networking sites.	
41	The benefits and challenges of using the internet and social networking sites for developing and maintaining relationships.	
42	Methods of ensuring individuals understand the need to maintain existing contacts with individuals and networks.	
43	Methods of ensuring individuals understand the need to move on from old relationships.	
44	Methods of ensuring individuals understand the need to form and maintain new relationships.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
45	Methods of ensuring individuals understand the need to avoid contact with those people and groups where limitations have been placed upon them.	
46	Issues that are likely to arise when supporting individuals to develop, maintain and move on from contacts and relationships and how to support the individuals to deal with these.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	