

Elements of competence

HSC3110.1	Assess relationship needs and issues
HSC3110.2	Develop and monitor relationships
HSC3110.3	Evaluate and report on progress and outcomes

About this Unit

For this unit you are expected to work with individuals and colleagues where there have been problems in the relationships between them.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self harm; bullying; abuse; reckless behaviour.

Your **knowledge and understanding** for this Unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the Unit

The values underpinning this Unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of Care Unit HSC34. If you are working with adults they can be found in HSC35. To achieve this Unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.

¹ The key purpose identified for those working in health and social care settings is “to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care”

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> • Simulation is NOT permitted for any part of this unit.
The following forms of evidence ARE mandatory:
<ul style="list-style-type: none"> • Direct Observation: Your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit. For example how you use team meetings, in-service training and informal discussion to support your colleagues. • Reflective Account/professional discussion: These will be a description of your practice in particular situations. For example you may be in a supervisory role where you could write about the ways in which you use this to support colleagues, encourage them to improve their skills, or how you assist them to access appropriate training to gain new skills.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> • Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice. • Expert Witness: A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts. • Witness testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or an individual receiving care. • Products: These can be supervision records, evaluation reports, diary evidence of day to day practice, individual's care plans. You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality.
GENERAL GUIDANCE
<ul style="list-style-type: none"> • Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. • Evidence must be provided for ALL of the performance criteria ALL of the knowledge and the parts of the scope that are relevant to your job role. • The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for. • All evidence must relate to your own work practice.

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Values	
1 Legal and organisational requirements on equality, diversity, discrimination, rights , confidentiality and sharing of information when relating to individuals.	
2 How to provide active support and place the preferences and best interest of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their lives, actions and risks when relating to individuals.	
3 Dilemmas between the individual’s rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in relating to individuals relationship problems.	
4 How to relate to individuals: (a) inclusively (b) in ways that do not discriminate (c) in ways which take account of their rights and preferences (d) in ways that acknowledges cultural, ethnic, spiritual, social and language backgrounds and their gender and sexual preferences	
Legislation and organisational policy and procedures	
5 Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when relating to individuals.	
6 Current local, UK legislation and organisational requirements, procedures and practices for: (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management (d) protecting individuals from danger, harm and abuse (e) relating to individuals (f) working with others to provide integrated services	
7 Practice and service standards relevant to your work setting and for supporting individuals with relationship problems and the boundaries of your own relationships with individuals and key people.	

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
8 How to access records and information on the needs, views and preferences of individuals and key people regarding relationship problems.	
Theory and practice	
9 How and where to access information and support that can inform your practice when relating to individuals.	
10 How you can access, review and evaluate information about relationships generally and for specific individuals.	
11 Government reports, inquiries and research relevant to relationships with individuals.	
12 Theories relevant to the individuals with whom you work, about: (a) aspects of human growth and development and how these can affect and be affected by relationships (b) identity, self-esteem and self image and how this can be affected by relationships	
13 Social and psychological factors that can affect relationships.	
14 The ways in which relationships are formed, may change and can be ended and the effect this may have on individuals and the role they have in promoting the individual's well-being.	
15 How power and influence can be used and abused when relating to individuals.	
16 Types of relationships and behaviour in those relationships that can be beneficial and those that can be detrimental to individuals.	
17 Situations when individuals, key people and others may be at risk from relationships and how to assess and deal with these.	
18 Actions and conditions that might enhance and inhibit relationships with individuals and ways of resolving difficult relationship issues.	
19 The support you may need when dealing with those who have difficult relationships and how to access this.	
20 Factors influencing roles, relationships and communication within families.	
21 The physical conditions and emotional factors which may have an effect on relationships.	
22 Methods that are effective in forming, maintaining, withdrawing from and passing on relationships with individuals to others.	
23 Effective ways of communicating with individuals, key people, colleagues and others within and outside your organisation.	
24 Effective ways of resolving relationship issues.	
25 Conditions and issues you are likely to face in your relationships with individuals, families, carers, groups and communities.	
26 The responsibilities and limits of your relationships with individuals, key people and others.	
27 Effective methods to support other staff who are having difficulties in relationships with individuals, key people and others.	

HSC3110.1 Assess relationship needs and issues

Performance criteria		DO	RA	EW	Q	P	WT
1	You work with individuals, key people, colleagues and others to identify and communicate relationship difficulties.						
2	You seek information and advice to help you understand and address relationship difficulties.						
3	You balance the views of, individuals, key people and colleagues involved, where relationship issues have been highlighted.						
4	You discuss with the staff involved alternative and positive ways they could deal with difficult relationships.						
5	You support staff and individuals to develop positive relationships.						
6	You seek and acquire specialist advice and support, to help identify the best ways to address relationship issues that are outside your competence to deal with.						
7	You treat information accessed, given and acquired about individuals, confidentially and according to legal and organisational requirements.						

HSC3110.2 Develop and monitor relationships

Performance criteria		DO	RA	EW	Q	P	WT
1	You use your skills, expertise and knowledge of: (a) relationships with individuals (b) relationships between staff and individuals (c) the particular individual to inform how you should develop your relationship with them						
2	You address conflicts appropriately.						
3	You highlight and use the individual's abilities, expertise and experience in a positive way when relating to them.						
4	You relate to, provide active support and communicate with individuals in ways that take account of their needs and preferences.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

HSC3110.2 Develop and monitor relationships (cont)

Performance criteria		DO	RA	EW	Q	P	WT
		5	You review, observe and actively acknowledge positive aspects of your relationship with individuals.				
6	You support individuals to identify and resolve relationship issues.						
7	You support individuals and key people to understand and agree: <ul style="list-style-type: none"> (a) when the individual is ready to move from your relationship (b) how this should be done (c) who should take over (d) any associated risks 						
8	You involve other staff at an appropriate time and in a way that causes minimum disruption and concern.						
9	You seek additional support where your expertise, experience and knowledge is inadequate to relate to individuals appropriately.						

HSC3110.3 Evaluate and report on progress and outcomes

Performance criteria		DO	RA	EW	Q	P	WT
		1	You support individuals and key people to: <ul style="list-style-type: none"> (a) identify the criteria by which successful relationships should be evaluated for the individual (b) identify methods they could use to evaluate the relationships (c) take part in the evaluation 				
2	You identify and use appropriate methods to evaluate relationships between individuals and staff, including yourself.						
3	You identify, with individuals, effective aspects of their relationships with you and other staff, and those that could be improved.						
4	You identify, with colleagues, where and what additional expertise is required and how this can be accessed or managed.						
5	You record and report the progress and outcomes at: <ul style="list-style-type: none"> (a) agreed times (b) within confidentiality agreements (c) according to legal and organisational requirements 						

DO = Direct Observation
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To be completed by the Candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the Assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal Verifier Feedback

To be completed by the Internal Verifier if applicable

This section only needs to be completed if the Unit is sampled by the Internal Verifier

Internal Verifier's name:

Internal Verifier's signature:

Date: