

Unit 4222-317 Provide support for individuals within a shared lives arrangement (HSC 3014)

Level: 3
Credit value: 5
UAN: J/601/9601

Unit aim

This unit provides the knowledge and skills required for those supporting an individual within a shared lives arrangement.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how to establish the needs, background, experiences, wishes, preferences and choices of an individual
2. Be able to identify how an individual's needs can be met through a shared lives arrangement
3. Know how to address potential power imbalances in a shared lives arrangement
4. Be able to assist individuals to adjust to the home environment
5. Be able to support key people to adjust to a shared lives arrangement
6. Be able to contribute to on-going review of the shared lives arrangement

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 334.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment.

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Assessment Criteria

Outcome 1 Understand how to establish the needs, background, experiences, wishes, preferences and choices of an individual

The learner can:

1. explain the importance of 'getting to know' the individual
2. identify sources of information that can inform the process
3. explain the importance of supporting an individual to communicate their own background, experiences, wishes and preferences.

Outcome 2 Be able to identify how an individual's needs can be met through a shared lives arrangement

The learner can:

1. work with the individual and others to assess how identified requirements can be met within the shared lives arrangement
2. work with the individual and others to identify factors that may affect the individual's integration into the home environment.

Outcome 3 Know how to address potential power imbalances in a shared lives arrangement

The learner can:

1. explain how sharing own home may create a sense of power imbalance between an individual, self and **key people**
2. identify ways that potential power imbalances may be addressed to promote full membership of the household
3. identify strategies that could be used to address conflicts and disagreements.

Outcome 4 Be able to assist individuals to adjust to the home environment

The learner can:

1. provide a welcoming and supportive environment for an individual with the help of key people
2. provide opportunities for the individual to meet and get to know key people
3. support the individual to settle into the home environment
4. support the individual to communicate their thoughts and feelings about sharing the home environment
5. describe actions to take if an individual is distressed
6. provide opportunities for the individual's continued personal and social development.

Outcome 5 Be able to support key people to adjust to a shared lives arrangement

The learner can:

1. establish with key people any adjustments that might need to be made to support an individual within the home
2. establish strategies to deal with any conflict and disagreements that may arise
3. work with the individual and key people to agree 'house rules' in order to minimise potential difficulties
4. describe ways to balance the needs of key people and the individual
5. support key people to participate in the **shared lives arrangement**.

Outcome 6 Be able to contribute to on-going review of the shared lives arrangement

The learner can:

1. Provide regular feedback on the shared lives arrangement in line with **agreed ways of working**
2. Work with the individual, key people and those organising the shared lives arrangement to review its effectiveness.

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Additional guidance

- **Shared lives arrangements** may include:
 - Long term accommodation support
 - Short breaks
 - Day time support
 - Kinship support
 - Adult placement (Wales)
- **Key people** may include:
 - Those who share the learner's home
 - Members of learner's extended family
 - Learner's social networks
 - Others who may be involved in the shared lives arrangement
- **Agreed ways of working** will include policies and procedures where these exist