

# **F9R6 04 (GI3) Help Individuals to Develop Relationships and to Live with Others**

## **Elements of competence**

**GI3.1 Encourage and support positive relationships**

**GI3.2 Help individuals to resolve difficulties in maintaining their relationships**

## **About this Unit**

This Unit is about helping individuals to develop and maintain positive relationships and to live with others. This includes encouraging effective relationships within the context of living in a group, and addressing any tensions that occur.

## **Target Group**

This Unit is applicable to those who provide individuals with support and guidance towards assisting them to live in groups.

## **Evidence Requirements for the Unit**

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

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Specific Evidence Requirements for this Unit
<b>Simulation:</b>
Simulation is not permitted for this unit.
<b>The following forms of evidence ARE mandatory:</b>
<b>Direct Observation:</b> Your assessor or 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 your assessor may see you setting up or attending a meeting between yourself and other members of staff to look at any proposals set up to encourage the offender to participate in group activities or group living.
<b>Reflective Account/professional discussion:</b> These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of a meeting or any proposed group activities drawn up by you to encourage the service user to develop positive relationships with others. An account of any difficulties or problems, the service user has experienced or created and how you kept your colleagues or other stakeholders informed. You could also include an explanation of how legislation, policies and procedures affect your practice.
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<b>Questioning/professional discussion:</b> 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.
<b>Expert witness:</b> A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account.
<b>Witness testimony:</b> 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 another key person. It is NOT appropriate to use witness testimony from any member of their family or circle of friends.
<b>Products:</b> These can be anonymised copies of any risk assessment/incident report forms, any assessment or monitoring tools or agency working agreements. Where products have not been developed or compiled by the candidate you need to provide an explanation of the contribution you made to them or your reasoning for offering them to the staff or other organisations, eg brochures and publicity or marketing material.
Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your Verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.

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### **General guidance**

- ◆ Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) 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 parts of the scope that are relevant to your job.
- ◆ Candidates and Assessors should ensure that knowledge evidence should be integrated into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to avoid assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice Sector and in particular those staff working with the Youth Justice Sector.
- ◆ ALL evidence must relate to your own work practice.

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### 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
1 The principles and processes of effective communication and how to apply them.	
2 The importance of encouraging individuals to express their personal feelings and needs and how to do this.	
3 How to ensure that your own actions and behaviour are consistent with anti-discriminatory practice.	
4 The range of requests which individuals are likely to make and how to deal with these.	
5 Relevant policy and procedures of your organisation.	
6 The importance of keeping individuals informed of developments and honouring undertakings.	
7 People to refer to when individuals' problems, requests and needs are outside your own area of competence and responsibility.	
8 The reasons why certain problems and requests cannot be addressed within your own organisation.	
9 The principle and standards of confidentiality and how to apply them.	
10 The importance of encouraging individuals to develop and maintain positive relationships with others and how to do this.	
11 The range of problems individuals may have in their relationships, including those of isolation and exclusion, conflict, covert and overt bullying and abuse, the sort of support which they may require, and how to offer this support.	
12 How to offer appropriate support in ways which maintain the dignity of the individual.	
13 The importance of encouraging individuals to maintain their interest in areas outside their immediate environment and how to do this.	
14 The boundaries of your own role and responsibilities.	

# F9R6 04 (GI3) Help Individuals to Develop Relationships and to Live with Others

## GI3.1 Encourage and support positive relationships

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Encourage positive relationships between individuals by taking actions that are fair, and which balance the needs of individuals with those of the group.				
2	Encourage individuals to treat other people with respect, including respecting their cultural values and beliefs, and to respect other people's belongings.						
3	Encourage the tolerance of others.						
4	Create opportunities for individuals to learn from their own behaviour within the context of group living.						
5	Encourage individuals to take responsibility for their own behaviour and relationships within the group, and to join in with group activities and tasks.						
6	Encourage links with other people who can help to develop the social skills of the individual.						
7	Promote the good aspects of group living to individuals and others during their work.						
8	Respect the right for confidentiality, according to legal and organisational requirements.						
9	Maintain effective communication with relevant colleagues and other stakeholders to further encourage positive relationships between individuals.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

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## GI3.2 Help individuals to resolve difficulties in maintaining their relationships

Performance Criteria		DO	RA	EW	Q	P	WT
		1	Obtain and use relevant information regarding relationships through discussions, observation and other suitable sources.				
2	Help individuals to identify any difficulties which they have with relationships and group living.						
3	Make valid judgements concerning the difficulties which individuals are having in developing and maintaining relationships and provide appropriate support to such individuals.						
4	Identify situations which individuals create to cause other people problems, and help them to take action to reduce or remove the problem.						
5	Discuss inappropriate behaviour with those concerned and help them to improve their behaviour.						
6	Contribute to developing and implementing contingency plans to deal with potential crises and conflicts.						
7	Maintain effective communication with relevant colleagues and other stakeholders to help individuals resolve problems in developing and maintaining relationships.						

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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: .....