

H5R7 04 (SCDHSC0429) — Work With Groups to Promote Individual Growth, Development and Independence

Overview

This standard identifies the requirements when you work with groups to promote individual growth, development and independence. This includes planning how you will support and develop groups, using group processes and dynamics to achieve positive outcomes for individual group members and disengaging from groups appropriately.

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.

The **individual** is the adult, child or young person you support or care for in your work.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

Processes may include programmes, processes and dynamics of groups or group care.

Resources could be financial, physical (including materials and equipment) or human resources.

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 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 29 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.

Plan to develop groups to promote individual growth, development and independence

	Performance Criteria	Evidence Number where this criteria has been met
1	Clarify your understanding of where and how groups can be an effective way to promote individual growth and development.	
2	Research legal requirements in relation to forming and supporting groups.	
3	Research best practice in relation to forming and supporting groups.	
4	Clarify your understanding of work setting policy for forming and supporting groups.	
5	Determine the facilitation, leadership and co-working skills required to form and support groups.	
6	Identify where you or others could usefully support existing groups.	
7	Identify where you or others could help to form new groups.	
8	Identify how and where to secure help in accessing resources .	
9	Agree with others the type of leadership required for a specific group.	
10	Agree any other support required for the group.	

Use group processes and dynamics to promote individual growth, development and independence

	Performance Criteria	Evidence Number where this criteria has been met
11	Contribute to the development of a positive culture in the group.	
12	Work with the group to enable them to adopt inclusive and anti-oppressive practices and approaches.	
13	Assist the group to identify the implications of any legal requirements and duties they must fulfil.	
14	Use appropriate theories, models and methods to help participants understand group processes .	
15	Assist the group to identify ways that individuals may usefully participate on the basis of their strengths and needs.	
16	Ensure the safety of group members.	

Help groups to achieve planned outcomes for their members

17	Assess the opportunities for individual outcomes to be achieved in the group.	
18	Plan how to meet the growth and development needs of individuals within the group.	
19	Assist the group to identify the personal, interpersonal and social outcomes it will aim to achieve.	
20	Work with the group to balance individual needs and group processes.	
21	Evaluate how far the processes of the group promote individual growth and development.	
22	Evaluate the effects and outcomes for individuals.	

Help groups to achieve planned outcomes for their members (cont)

	Performance Criteria	Evidence Number where this criteria has been met
23	Take action to address any adverse effects on individuals that arise from group participation, including instances of discrimination or exclusion.	
24	Review the progress of individuals and the group as a whole.	

Disengage from groups appropriately

25	Work with group members and others to review your own role in the group.	
26	Identify the stages required for you to disengage appropriately from the group, taking account of how the disengagement will be perceived.	
27	Identify the processes needed to hand over your responsibilities.	
28	Agree a disengagement plan with group members and others.	
29	Use appropriate group work approaches to disengage effectively from the group.	

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 57 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 <i>You need to know and understand:</i>	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.	
6	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

Your practice

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

Your practice (cont)

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

Theory

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

Personal and professional development

24	Principles of reflective practice and why it is important.	
25	Your role in developing the professional knowledge and practice of others.	
26	How to promote evidence based practice.	

Communication

27	Factors that can affect communication and language skills and their development in children, young people adults.	
28	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Legal and statutory requirements for health and safety.	
30	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
31	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

32	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
33	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Indicators of potential harm or abuse.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	
37	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Multi-disciplinary working

38	The purpose of working with other professionals and agencies.	
39	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communications can and should be used for communicating, recording and reporting.	

Leading practice

45	Theories about leadership.	
46	Standards of practice, service standards and guidance relating to the work setting.	
47	National and local initiatives to promote the wellbeing of individuals.	
48	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
49	Methods of supporting others to work with and support individuals, key people and others.	
50	How to contribute to the development of systems, practices, policies and procedures.	
51	Techniques for problem solving and innovative thinking.	

Risk management

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
52	Principles of risk assessment and risk management.	
53	Principles of positive risk-taking.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
54	The contribution of different types of group work and group care to the support and development of children and adults, including groups run and controlled by the individuals themselves.	
55	The distinctive features and the contribution of group care to the support and development of children and adults in different contexts.	
56	The role of groups in promoting the wellbeing of group members.	
57	Theories, methods and models of the impact of discrimination, disadvantage and differences in power and authority on planning, running and on group processes and group care.	

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	