H5TA 04 (SCDHSC0394) — Contribute to the Provision of Support Groups

Overview

This standard identifies the requirements when you contribute to the provision of groups to support the care and wellbeing of individuals. This includes contributing to the promotion of existing support groups, contributing to forming groups to support individual needs and supporting individuals and groups in running their own groups.

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.

Danger is the possibility of harm and abuse happening and it could be imminent or in the short, medium term or longer term.

Harm and abuse may include neglect, physical, emotional and sexual abuse, financial abuse, bullying, self-harm, reckless behaviour.

The **individual** is the adult, child or young 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.

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

Resources may include physical resources, human resources and sources of funding.

Risk 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.

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 30 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.

Contribute to the promotion of existing support groups

	Performance Criteria	Evidence Number where this criteria has been met
1	Work with **others** to access information about support and community groups that might be of value to **individuals** with differing health and care needs.	
2	Work independently to access further information about support and community groups that might be of value to individuals with differing health and care needs.	
3	Encourage existing groups to make their services known to others.	
4	Help individuals and **key people** to communicate their support needs and how existing support groups can meet these.	
5	Encourage individuals to make contact with existing groups that could meet their health and care needs.	
6	Support individuals to evaluate the effectiveness of the existing groups in meeting their needs.	

Contribute to forming groups to support individual needs

	Performance Criteria	Evidence Number where this criteria has been met
7	Support individuals and others to identify any gaps in the existing provision for which community groups could be developed.	
8	Encourage individuals to identify how they would go about developing their own support groups where there are gaps in the existing provision.	
9	Encourage individuals to check that people who they would wish to be involved are prepared to be part of the group.	
10	Follow work setting procedures to put individuals in contact with other people who may have the same interests, similar difficulties and purposes for a support group.	
11	Encourage newly formed alliances to explore the possibility of setting up a group to support the members, ensuring that you maintain confidential agreements.	
12	Assist individuals to develop their own support groups offering appropriate help and advice about the group's formation.	
13	Identify **resources** that could be accessed for particular support groups.	
14	Help individuals complete any paperwork to access resources for the development and running of the support group.	

Contribute to the running and evaluation of support groups

	Performance Criteria	Evidence Number where this criteria has been met
15	Provide advice and seek additional expertise to support the running of support groups.	
16	Evaluate the amount of time and assistance you are able to give to the running of the support groups.	
17	Make clear your responsibilities and commitment to the group.	
18	Encourage individuals within the group to take on the responsibilities of running the group themselves.	
19	Assist the group to identify its aims and objectives.	
20	Assist the group to set up its own working practices.	
21	Assist the group to outline the responsibilities of group members.	
22	Assist the group to set up procedures to resolve disputes.	
23	Assist the group to make their own decisions about the direction of the group.	
24	Assist the group to decide who should be invited to be involved.	
25	Help group members to resolve conflicts.	
26	Help group members to provide an inclusive environment for group members.	
27	Help group members to protect group members from the **risk** of **danger, harm and abuse.**	
28	Support group members to evaluate the group's activities and usefulness to its members in meeting their support needs.	

Contribute to the running and evaluation of support groups (cont)

	Performance Criteria	Evidence Number where this criteria has been met
29	Help individuals to come to terms with their changing needs and circumstances, where appropriate.	
30	Remove yourself from the group when it is sufficiently established to enable it to continue without your input.	

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 40 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/child 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 children, young people adults.	
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.	

Knowledge specific to this NOS

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
35	Methods that are effective in supporting groups to be inclusive, respect the diversity of group members and deal with, and challenge discrimination appropriately.	
36	How you can access, review and evaluate information about the support groups and their benefits and risks to individuals.	
37	The range of existing support networks and the interest groups they serve and how to access this information.	
38	The reasons for disseminating information on support groups to colleagues.	
39	The benefits from the development and use of support groups in promoting the independence of individuals.	
40	The benefits from the development and use of support groups for the different members of the group and for carers and other key people in the individuals' lives.	

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	