

DK46 04 (HSC323) Contribute to child care practice in group living

Elements of competence

HSC323.1	Contribute to planning, implementing and reviewing daily living programmes for children and young people
HSC323.2	Work with groups to promote individual growth and development
HSC323.3	Contribute to promoting group care as a positive experience

About this Unit

For this Unit you need to contribute to practice that promotes group care as a positive experience, where children and young people feel valued and safe.

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 child/young person'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.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

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

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); children and young people, parents, families, carers 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. They can be found in the principles of Care Unit HSC34. To achieve this Unit you must demonstrate that you have applied the principles of care outlined in Unit HSC34 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. • Reflective Account/professional discussion: These will be a description of your practice in particular situations such as provided active support for group living.
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 service user. • Products: These can be records and reports and may also be diary evidence of day to day practice, in relation to how to work with and resolve conflicts. 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, sharing of information and the rights of children and young people nationally, and through the UN Convention on the Rights of the Child.	
2 How to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when contributing to child care practice in group living.	
3 How to ensure that you protect the rights and the interests of children and young people taking account of any limitations on the child/young person’s rights and those of parents.	
4 How to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people’s needs, wishes and preferences to be met.	
5 Dilemmas between: (a) the children and young people’s views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection (b) your own values and those of children and young people, their parents, families, carers and key people (c) your own professional values and those of others within and outside your organisations	
6 Methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when supporting children and young people to manage their lives.	
Legislation and organisational policy and procedures	
7 Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when contributing to child care practice in group living.	

DK46 04 (HSC323) Contribute to child care practice in group living

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<p>8 Current local, UK legislation and organisational requirements, procedures and practices for:</p> <ul style="list-style-type: none"> (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management (d) dealing with comments and complaints (e) promoting the well-being and protection of children and young people (f) parental rights and responsibilities (g) working with parents, families and carers to promote the well-being and life chances of children and young people (h) contributing to child care practice in group living (i) developing programmes and activities to support group care practice 	
<p>9 Frameworks and guidance on:</p> <ul style="list-style-type: none"> (a) assessment (b) education (c) health 	
<p>10 Practice and service standards relevant to your work setting and relating to supporting children and young people to manage their lives.</p>	
<p>11 How to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers.</p>	
Theory and practice	
<p>12 How and where to access information and support that can inform your practice when contributing to child care practice in group living.</p>	
<p>13 Government reports, inquiries and research reports into serious failures to protect children and young people in group care.</p>	
<p>14 Theories relevant to children and young people with whom you work, about:</p> <ul style="list-style-type: none"> (a) group care living and practice for children and young people (b) human growth and development related to children and young people including factors and conditions that can benefit and/or inhibit development (c) identity and self-esteem (d) loss and change (e) conflicts and dilemmas (f) power, and how it can be used and abused when contributing to child care practice in group living (g) the effects of stress and distress 	
<p>15 Working in integrated ways that promote children and young people's well-being.</p>	
<p>16 Factors that cause risks and those that ensure safe and effective care for children and young people.</p>	
<p>17 The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.</p>	

DK46 04 (HSC323) Contribute to child care practice in group living

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
18 Types of support for disabled children, young people and parents.	
19 How to work with and resolve conflicts that you are likely to meet.	
20 Methods of: (a) effective communication and engagement with children and young people, their parents, families and carers (b) involving children and young people in assessing, planning, implementing, reviewing group care practice and activities, in ways that are appropriate to the age of the children and young people and their development level and understanding (c) working with parents, families and carers to support the children and young people	
21 The impact that both positive and negative group living/care experiences have on individuals and group behaviour and on developmental outcomes.	
22 The impact that programmes for daily living in residential care have on behaviour and optimum developmental outcomes.	
23 Group work methods and dynamics relating to: (a) working with children and young people who have been abused, persecuted, are at risk of significant harm, and/or are at risk of becoming involved in offending behaviour (b) enabling children and young people to participate actively (c) meeting the developmental needs of children and young people through daily living programmes (d) the development of social and behavioural skills that are socially acceptable in children and young people and which reduce the risk of behaviour that is harmful to self or others (e) the development of skills for independent living and citizenship (f) working with discrimination, deprivation, bullying, self-harm, violence, mental health issues, and substance misuse	
24 Understanding the impact that group care experiences may have on the development of children and young people.	

DK46 04 (HSC323) Contribute to child care practice in group living

HSC323.1 Contribute to planning, implementing and reviewing daily living programmes for children and young people

Performance criteria		DO	RA	EW	Q	P	WT
		1	You contribute to planning and implementing daily living programmes that: (a) are appropriate to the age, abilities and level of development and understanding of children and young people (b) allow the needs and personal preferences of children and young people to be met flexibly				
2	You balance group needs against the preferences of individual children and young people.						
3	You participate in assessing the strengths and weaknesses of the provision's programmes.						
4	You take part and encourage children and young people to meet with you and other staff regularly, both individually and in groups, to: (a) obtain views of others on the running of the provision and the quality of care (b) plan activities (c) make their views known						
5	You contribute to continuity of care provision for children and young people by providing information at handover meetings about: (a) the outcomes from daily events (b) any problems/issues that have emerged						
6	You contribute to planning and carrying out care programmes, taking account of the overall needs of the children and young people.						

HSC323.2 Work with groups to promote individual growth and development

Performance criteria		DO	RA	EW	Q	P	WT
		1	You support the development of a positive and appropriate culture for groups of children and young people.				
2	You provide active support to enable children and young people to be involved in identifying and implementing group work activities that they feel would be beneficial to the group.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

DK46 04 (HSC323) Contribute to child care practice in group living

HSC323.2 Work with groups to promote individual growth and development (cont)

Performance criteria		DO	RA	EW	Q	P	WT
3	You assess and balance the opportunities for children and young people to achieve positive outcomes within self-established groups and from the group as a whole.						
4	You contribute to identifying, planning and evaluating how individual growth and development can be met by groups within the provision and from the group as a whole.						
5	You take action to moderate any adverse effects on the children and young people from belonging to groups within the provision and from the whole group experience.						

HSC323.3 Contribute to promoting group care as a positive experience

Performance criteria		DO	RA	EW	Q	P	WT
1	You work with children and young people to: (a) evaluate the outcomes from group activities (b) identify and take action to address conflict, crisis and tensions in group living (c) identify and take action where there is a risk of danger, harm and abuse						
2	You ensure group members are safe and protected from danger, harm and abuse.						
3	You work constructively with group dynamics.						
4	You contribute to maintaining a culture in which group experiences are positively valued and promoted.						
5	You encourage children and young people to be involved in decisions about group care experiences and how these can be improved and promoted.						
6	You record and report on the effectiveness of the provision to promote group care as a positive experience within confidentiality agreements and according to legal and organisational requirements.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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: