

## **DK5M 04 (HSC394) Contribute to the development and running of support groups**

### **Elements of competence**

HSC394.1	Contribute to identifying and forming groups to support individual needs
HSC394.2	Support individuals and groups to develop their own networks
HSC394.3	Contribute to the running and evaluation of support groups

### **About this Unit**

For this unit you will contribute to the development and running of groups to support the care and well-being of individuals.

### **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 individual'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.

**Danger** could be: imminent; in the short term; in the medium term; in the longer term.

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

**Key people** include: family; friends; carers; others with whom the individual has a supportive relationship.

**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.

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); the individuals, key people<sup>1</sup> 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 statement<sup>2</sup>, 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. If you are working with children and young people they can be found in the principles of Care Unit HSC34. If you are working with adults they can be found in HSC35. To achieve this Unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 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.**

<sup>1</sup> If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

<sup>2</sup> 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"

## DK5M 04 (HSC394) Contribute to the development and running of support groups

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
<b>Simulation:</b>
<ul style="list-style-type: none"><li>Simulation is <b>NOT</b> permitted for any part of this unit.</li></ul>
<b>The following forms of evidence ARE mandatory:</b>
<ul style="list-style-type: none"><li><b>Direct Observation:</b> 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. For example your assessor may observe you during the planning stages for the group, as you discuss the aims and objectives with other workers, or you may be working alongside another professional who can provide evidence of your participation in the group.</li><li><b>Reflective Account/professional discussion:</b> These will be a description of your practice in particular situations. You could keep an account of the planning, implementation and evaluation of the group in which you analyse the process and explain what you did and why you did it, you should include reference to theoretical perspectives on group work as part of this account.</li></ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"><li><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.</li><li><b>Expert Witness:</b> A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts.</li><li><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 group member.</li><li><b>Products:</b> Diary evidence of day to day practice, recordings of group sessions, minutes of planning meetings. 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.</li></ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"><li>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.</li><li>Evidence must be provided for <b>ALL</b> of the performance criteria <b>ALL</b> of the knowledge and the parts of the scope that are relevant to your job role.</li><li>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.</li><li>All evidence must relate to your own work practice.</li></ul>

## DK5M 04 (HSC394) Contribute to the development and running of support groups

### 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.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
<b>Values</b>	
1 Legal and organisational requirements on equality, diversity, discrimination, <b>rights</b> , confidentiality and sharing of information when contributing to the development and running of support groups.	
2 how to provide active support and place the preferences and best interests of the group and its members at the centre of everything you do, whilst enabling group members to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about how the group should be developed and run.	
3 How to work in partnership with individuals, key people and those within and outside your organisation to support the development and running of support groups that will meet individual and community needs.	
4 Methods that are effective, in supporting groups to be inclusive, respect the diversity of group members and deal with, and challenge discrimination appropriately.	
<b>Legislation and organisational policy and procedures</b>	
5 Codes of practice and conduct, and standards and guidance relevant to your own roles and the roles, responsibilities, accountability and duties of others when contributing to the development and running of support groups.	
6 Current local, national and European legislation and organisational requirements, procedures and practices for: (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management (d) protecting individuals from danger, harm and abuse (e) development and running of support groups (f) working with others to provide integrated services	
7 Practice and service standards relevant to your work setting and related to the development and running of support groups.	

**DK5M 04 (HSC394) Contribute to the development and running of support groups**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
<b>Theory and practice</b>	
8. The meaning and application of ‘participation ‘ and why this is important	
9 How and where to access information and support that can inform your practice when contributing to setting up and running support groups.	
10 How you can access, review and evaluate information about the support groups and their benefits and risks to individuals.	
11 Government reports, inquiries and research relevant to setting up and running support groups.	
12 Theories relevant to the individuals with whom you work, about: (a) aspects of human growth and development and how these can affect and be affected by support groups. (b) identity, self-esteem and self-image and how these can be affected by membership of support groups (c) setting up groups, group dynamics and in-group and out-group rivalry (d) evaluating support groups both in meeting individuals’ needs and the longer term evaluation of the group meeting the needs of others (e) monitoring the performance of support groups, and their relative advantages and disadvantages	
13 How power and influence can be used and abused within support groups, from other support groups and from those outside the support group.	
14 Factors that affect the health, well-being, behaviour, skills, abilities and development of individuals’ support groups.	
15 The responsibilities and limits of your relationships with emerging and established support groups.	
16 How to work in partnership with individuals, key people and those within and outside your organisation to enable support groups to be established and resourced.	
17 How to work with, and resolve conflicts, that you are likely to meet, when contributing to setting up and running support groups.	
18 The range of existing support networks and the interest groups they serve and how to access this information.	
19 The variety of specialist skills and resources available within communities generally, and specifically in the area where you work.	
20 Strategies that are likely to promote a stable network and how they can be sustained.	
22 The reasons for disseminating information on support groups to colleagues.	
22 The benefits from the development and use of support groups: (a) in promoting the independence of individuals (b) for the different members of the group (c) for carers and other key people in the individuals’ lives	
23 The different types of information which individuals may require before committing themselves to be involved.	
24 How to support individuals and group members to monitor and evaluate the effectiveness of the support groups.	

## DK5M 04 (HSC394) Contribute to the development and running of support groups

### HSC394.1 Contribute to identifying and forming groups to support individual needs

Performance criteria		DO	RA	EW	Q	P	WT
		1	You work independently, and with <b>others</b> to identify, evaluate and access sources of information about support and community groups, that might be of value to <b>individuals</b> with differing health and care needs.				
2	You encourage existing groups to make their services and experiences known to others.						
3	You help individuals and <b>key people</b> to identify and communicate their support needs and how existing support groups can meet these.						
4	You identify and encourage individuals to: <ul style="list-style-type: none"> <li>(a) make contact with existing groups that could meet their health and care needs</li> <li>(b) share their experiences and help them come to terms with their changing needs and circumstances, where appropriate</li> </ul>						
5	You support individuals and others to identify any gaps in the existing provision for which community groups could be developed.						
6	You support individuals to evaluate the effectiveness of the existing groups in meeting their needs.						

### HSC394.2 Support individuals and groups to develop their own networks

Performance criteria		DO	RA	EW	Q	P	WT
		1	You encourage individuals to identify how they would go about developing their own support groups where there are gaps in the existing provision.				
2	You encourage individuals to check that people, who they would wish to be involved, are prepared to be part of the group.						
3	You follow organisational procedures to put individuals in contact with other people who may have the same interests, similar difficulties and purposes.						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

## DK5M 04 (HSC394) Contribute to the development and running of support groups

### HSC394.2 Support individuals and groups to develop their own networks (cont)

Performance criteria		DO	RA	EW	Q	P	WT
		4	You encourage newly formed alliances to explore the possibility of setting up a group to support the members, ensuring that you maintain confidential agreements.				
5	You assist individuals to develop their own support groups offering appropriate help and advice about the group's formation.						
6	You identify sources of funding and resources that could be accessed for particular support groups.						
7	You help individuals complete any paperwork to access resources for the development and running of the support group.						

### HSC394.3 Contribute to the running and evaluation of support groups

Performance criteria		DO	RA	EW	Q	P	WT
		1	You provide advice and seek additional expertise, to support the running of support groups.				
2	You evaluate the amount of time and assistance you are able to give to the running of the support groups.						
3	You make clear your responsibilities and commitment to the group, encouraging individuals within the group to take on the responsibilities for running and evaluating the group themselves.						
4	You assist the group to: <ul style="list-style-type: none"> <li>(a) identify its purpose, aims and objectives</li> <li>(b) set up its own working practices</li> <li>(c) outline the responsibilities of group members</li> <li>(d) make their own decisions about the direction of the group and who should be invited to be involved</li> </ul>						
5	You help group members to: <ul style="list-style-type: none"> <li>(a) resolve conflicts</li> <li>(b) provide an inclusive environment for group members</li> <li>(c) protect group members from the <b>risk of danger, harm and abuse</b></li> </ul>						

DO = Direct Observation  
EW = Expert Witness

RA = Reflective Account  
P = Product (Work)

Q = Questions  
WT = Witness Testimony

**DK5M 04 (HSC394) Contribute to the development and running of support groups**

**HSC394.3 Contribute to the running and evaluation of support groups (cont)**

Performance criteria		DO	RA	EW	Q	P	WT
		6	You support group members to evaluate the group's activities and usefulness to its members in meeting their support needs.				
7	You remove yourself from the group when it is sufficiently established to enable it to continue without your input.						

*DO = Direct Observation*  
*EW = Expert Witness*

*RA = Reflective Account*  
*P = Product (Work)*

*Q = Questions*  
*WT = Witness Testimony*

**DK5M 04 (HSC394) Contribute to the development and running of support groups**

*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: .....