

H5P3 04 (SCDHSC0228) — Contribute to Effective Group Care

Overview

This standard identifies the requirements when you contribute to effective group care, making this a positive experience where individuals feel valued and safe. The standard includes contributing to group care that supports the physical, social and emotional needs of the group and its members, contributing to the implementation of group care programmes and activities, and contributing to the assessment of group care.

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.

Active participation is a way of working that regards individuals as active partners in their own support or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

Effective group care means care and support that takes place in a group setting to achieve positive outcomes for individual members; this may include recreational and leisure activities, outings and visits, social activities.

The **individual** is the 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.

Needs will take account of physical, social and emotional needs in the short, medium and long term.

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

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.

Contribute to group care that helps to meet the needs of group members

	Performance Criteria	Evidence Number where this criteria has been met
1	Clarify roles and responsibilities in supporting effective group care , including the extent of your own role.	
2	Support each individual and the group as a whole to develop a culture that supports group members and helps to meet their needs .	
3	Support group members to recognise the worth of working together as a group to achieve a purpose.	
4	Carry out your role to help group members make use of opportunities to support members' needs.	
5	Work with the group to help them recognise and praise individual contributions that have been helpful to the group.	
6	Support group members to identify how they can enable new members to feel part of the group.	
7	Support the group to resolve conflicts in ways that promote the wellbeing of the group members involved.	
8	Take action to moderate any adverse effects on individuals that arise within the group.	
9	Carry out your role in ensuring the safety of group members.	
10	Support the group to identify how they will work with other groups.	

Contribute to group care programmes and activities

	Performance Criteria	Evidence Number where this criteria has been met
11	With support from others , identify how group processes and dynamics can help to foster interpersonal skills while promoting individual growth, development and independence.	
12	Work with group members and others to identify how you can contribute to group processes and dynamics.	
13	Work with others to identify techniques and methods for group programmes to promote individual growth, development and independence.	
14	Support individuals to identify their own preferences and needs regarding group programmes.	
15	Support individuals to identify how they would like to see group programmes being run.	
16	Support individuals to identify specific activities they would like the group to undertake.	
17	Work with individuals to help them understand the benefits of group programmes for their personal growth, development and independence.	
18	Carry out your role in supporting individuals to participate in group programmes and activities.	
19	Support the group to address any adverse effects on an individual where group participation has given rise to discrimination and exclusion.	
20	Discuss with individuals and others the effects of group programmes on the group as a whole and the individuals within it.	

Contribute to the assessment of group care

	Performance Criteria	Evidence Number where this criteria has been met
21	Work with others to identify roles and responsibilities within the assessment of group care practice, including your own contribution.	
22	Work with others to identify how group members and key people will be involved in the assessment of group care practice.	
23	Work in ways that promote the active participation of individuals and key people in the assessment.	
24	Ensure that individuals who wish to contribute anonymously are able to do so.	
25	Carry out your role in supporting the evaluation of processes, effects and outcomes of group care experiences.	
26	Work with group members and others to identify aspects of group care practice that are beneficial to group members and aspects that could be improved.	
27	Work with group members and others to agree any changes required to group care practice.	
28	Work with group members and others to agree how any changes could be implemented for the benefit of all within the group care setting.	
29	Complete records and reports on the assessment of group care practice in accordance with legal and work setting requirements.	

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 50 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	Work setting requirements on equality, diversity, discrimination and human rights.	
2	Your role in supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	Your own background, experiences and beliefs that may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual.	
15	The prime importance of the interests and wellbeing of children and young people.	
16	The individual's cultural and language context.	
17	How to work in ways that build trust with people.	
18	How to work in ways that support the active participation of individuals in their own care and support.	
19	How to work in ways that respect individuals' dignity, personal beliefs and preferences.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of individuals you care for or support.	
24	How these affect individuals and how they may affect different individuals differently.	
25	The main stages of human development.	

Communication

26	Factors that can have a positive or negative effect on the way people communicate.	
27	Different methods of communicating.	

Personal and professional development

28	Why it is important to reflect on how you do your work.	
29	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
30	Your work setting policies and practices for health, safety and security.	
31	Practices that help to prevent and control infection in the context of this standard.	

Safe-guarding

32	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
33	Signs and symptoms of harm or abuse.	
34	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
35	What to do if you have reported concerns but no action is taken to address them.	

Handling information

36	Legal requirements, policies and procedures for the security and confidentiality of information.	
37	Work setting requirements for recording information and producing reports including the use of electronic communication.	
38	What confidentiality means.	
39	How to maintain confidentiality in your work.	
40	When and how to pass on information.	

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
41	Conflicts which can arise between individuals' choices within groups and how to deal with these situations.	
42	Principles that underpin group care activities, methods and dynamics.	
43	How to support groups and the individuals within groups.	
44	How to encourage individuals to participate in group activities.	
45	Types of group care activities that are appropriate to the groups with whom you work.	
46	How to develop group care activities that are inclusive and support individuals within group care settings.	
47	Procedures and practices for inclusion of all group members and group care practice.	
48	Factors to consider when evaluating group care practice.	
49	The impact that both positive and negative group living/group care experiences have on individuals, group behaviour and cohesiveness.	
50	How to enable group members to deal with conflicts within groups.	

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	