

SCDHSC0394 - HD3E 04

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 well-being 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

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Performance criteria

Contribute to the promotion of existing support groups

You must be able to:

- P1 work with **others** to access information about support and community groups that might be of value to **individuals** with differing health and care needs
- P2 work independently to access further information about support and community groups that might be of value to individuals with differing health and care needs
- P3 encourage existing groups to make their services known to others
- P4 help individuals and **key people** to communicate their support needs and how existing support groups can meet these
- P5 encourage individuals to make contact with existing groups that could meet their health and care needs
- P6 support individuals to evaluate the effectiveness of the existing groups in meeting their needs

Contribute to forming groups to support individual needs

You must be able to:

- P7 support individuals and others to identify any gaps in the existing provision for which community groups could be developed
- P8 encourage individuals to identify how they would go about developing their own support groups where there are gaps in the existing provision
- P9 encourage individuals to check that people who they would wish to be involved are prepared to be part of the group
- P10 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
- P11 encourage newly formed alliances to explore the possibility of setting up a group to support the members, ensuring that you maintain confidential agreements
- P12 assist individuals to develop their own support groups offering appropriate help and advice about the group's formation
- P13 identify **resources** that could be accessed for particular support groups
- P14 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

You must be able to:

- P15 provide advice and seek additional expertise to support the running

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- of support groups
- P16 evaluate the amount of time and assistance you are able to give to the running of the support groups
- P17 make clear your responsibilities and commitment to the group
- P18 encourage individuals within the group to take on the responsibilities of running the group themselves
- P19 assist the group to identify its aims and objectives
- P20 assist the group to set up its own working practices
- P21 assist the group to outline the responsibilities of group members
- P22 assist the group to set up procedures to resolve disputes
- P23 assist the group to make their own decisions about the direction of the group
- P24 assist the group to decide who should be invited to be involved
- P25 help group members to resolve conflicts
- P26 help group members to provide an inclusive environment for group members
- P27 help group members to protect group members from the **risk of danger, harm and abuse**
- P28 support group members to evaluate the group's activities and usefulness to its members in meeting their support needs
- P29 help individuals to come to terms with their changing needs and circumstances, where appropriate
- P30 remove yourself from the group when it is sufficiently established to enable it to continue without your input

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

Your practice

You need to know and understand:

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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You need to know and understand:

Theory

- K21 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it

You need to know and understand:

Personal and professional development

- K23 principles of reflective practice and why it is important

You need to know and understand:

Communication

- K24 factors that can affect communication and language skills and their development in children, young people adults
- K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

You need to know and understand:

Health and Safety

- K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K27 practices for the prevention and control of infection in the context of this standard

You need to know and understand:

Safe-guarding

- K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K29 indicators of potential harm or abuse
- K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K31 what to do if you have reported concerns but no action is taken to address them

You need to know and understand:

Handling information

- K32 legal requirements, policies and procedures for the security and confidentiality of information
- K33 legal and work setting requirements for recording information and producing reports
- K34 principles of confidentiality and when to pass on otherwise

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confidential information

You need to know and understand:

Specific to this NOS

- K35 methods that are effective in supporting groups to be inclusive, respect the diversity of group members and deal with, and challenge discrimination appropriately
- K36 how you can access, review and evaluate information about the support groups and their benefits and risks to individuals
- K37 the range of existing support networks and the interest groups they serve and how to access this information
- K38 the reasons for disseminating information on support groups to colleagues
- K39 the benefits from the development and use of support groups in promoting the independence of individuals
- K40 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

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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 well-being. 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 well-being 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.

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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

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 as complete:	

Internal Verification —

to be completed in accordance with centre's IV strategy

Evidence for this Unit was sampled on the following date/s:	IV's Signature	IV's Name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	IV's Signature	IV's Name

Unit completion confirmed

IV's Name:	
IV's Signature:	
Date complete:	