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| Overview | This standard identifies the requirements when you work with groups to promote individual growth, development and independence. This includes planning how you will support and develop groups, using group processes and dynamics to achieve positive outcomes for individual group members and disengaging from groups appropriately. |

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| **Performance criteria**You must be able to:You must be able to:You must be able to:You must be able to: | **Plan to develop groups to promote individual growth, development and independence**1. clarify your understanding of where and how groups can be an effective way to promote individual growth and development
2. research legal requirements in relation to forming and supporting groups
3. research best practice in relation to forming and supporting groups
4. clarify your understanding of work setting policy for forming and supporting groups
5. determine the facilitation, leadership and co-working skills required to form and support groups
6. identify where you or others could usefully support existing groups
7. identify where you or others could help to form new groups
8. identify how and where to secure help in accessing resources
9. agree with others the type of leadership required for a specific group
10. agree any other support required for the group

Use group processes and dynamics to promote individual growth, development and independence1. contribute to the development of a positive culture in the group
2. work with the group to enable them to adopt inclusive and anti-oppressive practices and approaches
3. assist the group to identify the implications of any legal requirements and duties they must fulfil
4. use appropriate theories, models and methods to help participants understand group processes
5. assist the group to identify ways that individuals may usefully participate on the basis of their strengths and needs
6. ensure the safety of group members

Help groups to achieve planned outcomes for their members 1. assess the opportunities for individual outcomes to be achieved in the group
2. plan how to meet the growth and development needs of individuals within the group
3. assist the group to identify the personal, interpersonal and social outcomes it will aim to achieve
4. work with the group to balance individual needs and group processes
5. evaluate how far the processes of the group promote individual growth and development
6. evaluate the effects and outcomes for individuals
7. take action to address any adverse effects on individuals that arise from group participation, including instances of discrimination or exclusion
8. review the progress of individuals and the group as a whole

Disengage from groups appropriately 1. work with group members and others to review your own role in the group
2. identify the stages required for you to disengage appropriately from the group, taking account of how the disengagement will be perceived
3. identify the processes needed to hand over your responsibilities
4. agree a disengagement plan with group members and others
5. use appropriate group work approaches to disengage effectively from the group
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| Knowledge and understandingYou need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand: | **Rights**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
6. conflicts and dilemmas that may arise in relation to rights and how to address them

**Your practice**1. legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
2. your own background, experiences and beliefs that may have an impact on your practice
3. your own roles, responsibilities and accountabilities with their limits and boundaries
4. the roles, responsibilities and accountabilities of others with whom you work
5. how to access and work to procedures and agreed ways of working
6. the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
7. the prime importance of the interests and well-being of the individual
8. the individual’s cultural and language context
9. how to build trust and rapport in a relationship
10. how your power and influence as a worker can impact on relationships
11. how to work in ways that promote active participation and maintain individuals’ dignity, respect, personal beliefs and preferences
12. how to work in partnership with individuals, key people and others
13. how to manage ethical conflicts and dilemmas in your work
14. how to challenge poor practice
15. how and when to seek support in situations beyond your experience and expertise

**Theory** 1. the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
2. theories underpinning our understanding of human development and factors that affect it

**Personal and professional development**1. principles of reflective practice and why it is important
2. your role in developing the professional knowledge and practice of others
3. how to promote evidence based practice

**Communication**1. factors that can affect communication and language skills and their development in children, young people adults
2. methods to promote effective communication and enable individuals to communicate their needs, views and preferences

**Health and Safety**1. legal and statutory requirements for health and safety
2. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
3. practices for the prevention and control of infection in the context of this standard

**Safe-guarding**1. legislation and national policy relating to the safe-guarding and protection of children, young people and adults
2. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
3. indicators of potential harm or abuse
4. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
5. what to do if you have reported concerns but no action is taken to address them
6. local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

**Multi-disciplinary working**1. the purpose of working with other professionals and agencies
2. the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

**Handling information**1. legal requirements, policies and procedures for the security and confidentiality of information
2. legal and work setting requirements for recording information and producing reports
3. principles of confidentiality and when to pass on otherwise confidential information
4. how to record written information with accuracy, clarity, relevance and an appropriate level of detail
5. how and where electronic communications can and should be used for communicating, recording and reporting

**Leading practice**1. theories about leadership
2. standards of practice, service standards and guidance relating to the work setting
3. national and local initiatives to promote the well-being of individuals
4. lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
5. methods of supporting others to work with and support individuals, key people and others
6. how to contribute to the development of systems, practices, policies and procedures
7. techniques for problem solving and innovative thinking

**Risk management**1. principles of risk assessment and risk management
2. principles of positive risk-taking

Specific to this NOS1. the contribution of different types of group work and group care to the support and development of children and adults, including groups run and controlled by the individuals themselves
2. the distinctive features and the contribution of group care to the support and development of children and adults in different contexts
3. the role of groups in promoting the well being of group members
4. theories, methods and models of the impact of discrimination, disadvantage and differences in power and authority on planning, running and on group processes and group care
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**Additional Information**

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| 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 NOSNote: 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.The **individual** is the adult, child or young person you support or care for in your work**Others** are your colleagues and other professionals whose work contributes to the individual’s well-being and who enable you to carry out your roleProcesses may include programmes, processes and dynamics of groups or group care**Resources** could be financial, physical (including materials and equipment) or human resources  |

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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  |

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| 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 individualTo be treated equally and not be discriminated againstTo be respectedTo have privacyTo be treated in a dignified wayTo be protected from danger and harmTo be supported and cared for in a way that meets their needs, takes account of their choices and also protects themTo communicate using their preferred methods of communication and languageTo access information about themselves |

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| Originating organisation | Skills for Care and Development |
| Original URN | HSC429 |
| Relevant occupations | Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services; |
| Suite | Health and Social Care |
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