

# 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.

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### Performance criteria

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

*You must be able to:*

- P1 clarify roles and responsibilities in supporting **effective group care**, including the extent of your own role
- P2 support each **individual** and the group as a whole to develop a culture that supports group members and helps to meet their **needs**
- P3 support group members to recognise the worth of working together as a group to achieve a purpose
- P4 carry out your role to help group members make use of opportunities to support members' needs
- P5 work with the group to help them recognise and praise individual contributions that have been helpful to the group
- P6 support group members to identify how they can enable new members to feel part of the group
- P7 support the group to resolve conflicts in ways that promote the wellbeing of the group members involved
- P8 take action to moderate any adverse effects on individuals that arise within the group
- P9 carry out your role in ensuring the safety of group members
- P10 support the group to identify how they will work with other groups

#### Contribute to group care programmes and activities

*You must be able to:*

- P11 with support from **others**, identify how group processes and dynamics can help to foster interpersonal skills while promoting individual growth, development and independence
- P12 work with group members and others to identify how you can contribute to group processes and dynamics
- P13 work with others to identify techniques and methods for group programmes to promote individual growth, development and independence
- P14 support individuals to identify their own preferences and needs regarding group programmes
- P15 support individuals to identify how they would like to see group programmes being run
- P16 support individuals to identify specific activities they would like the group to undertake
- P17 work with individuals to help them understand the benefits of group programmes for their personal growth, development and independence
- P18 carry out your role in supporting individuals to participate in group

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- programmes and activities
- P19 support the group to address any adverse effects on an individual where group participation has given rise to discrimination and exclusion
- P20 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

*You must be able to:*

- P21 work with others to identify roles and responsibilities within the assessment of group care practice, including your own contribution
- P22 work with others to identify how group members and **key people** will be involved in the assessment of group care practice
- P23 work in ways that promote the **active participation** of individuals and key people in the assessment
- P24 ensure that individuals who wish to contribute anonymously are able to do so
- P25 carry out your role in supporting the evaluation of processes, effects and outcomes of group care experiences
- P26 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
- P27 work with group members and others to agree any changes required to group care practice
- P28 work with group members and others to agree how any changes could be implemented for the benefit of all within the group care setting
- P29 complete records and reports on the assessment of group care practice in accordance with legal and work setting requirements

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role in supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### How you carry out your work

*You need to know and understand:*

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work

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- K22 how and when you should seek support in situations beyond your experience and expertise

### Theory for practice

*You need to know and understand:*

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### Communication

*You need to know and understand:*

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### Personal and professional development

*You need to know and understand:*

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### Health and Safety

*You need to know and understand:*

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### Safe-guarding

*You need to know and understand:*

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### Handling information

*You need to know and understand:*

- K36 legal requirements, policies and procedures for the security and confidentiality of information

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- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

*You need to know and understand:*

### **Specific to this NOS**

- K41 conflicts which can arise between individuals' choices within groups and how to deal with these situations
- K42 principles that underpin group care activities, methods and dynamics
- K43 how to support groups and the individuals within groups
- K44 how to encourage individuals to participate in group activities
- K45 types of group care activities that are appropriate to the groups with whom you work
- K46 how to develop group care activities that are inclusive and support individuals within group care settings
- K47 procedures and practices for inclusion of all group members and group care practice
- K48 factors to consider when evaluating group care practice
- K49 the impact that both positive and negative group living/group care experiences have on individuals, group behaviour and cohesiveness
- K50 how to enable group members to deal with conflicts within groups

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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.

**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 well-being. 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 well-being and who enable you to carry out your role

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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



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