

429

WORK WITH GROUPS TO PROMOTE INDIVIDUAL GROWTH, DEVELOPMENT AND INDEPENDENCE

Unit overview

Elements of competence

- 429a Identify opportunities to form and support groups
- 429b Use group programmes, processes and dynamics to promote individual growth, development and independence, and to foster interpersonal skills
- 429c Help groups to achieve planned outcomes for their members and to evaluate the appropriateness of their work
- 429d Disengage from groups appropriately

About this unit

For this unit you need to work with groups to promote individual growth, development and independence.

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Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way.

Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role

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429a

Identify opportunities to form and support groups

Performance criteria

You need to show that:

- 1 You assess and clarify the facilitation, leadership and co-working skills required to form and support groups
- 2 You work with support groups to enable them to use an anti-oppressive framework within the group
- 3 You identify:
 - organisational policy, any legal requirements, and best practice in relation to supporting groups
 - where you or **others** might help to create or support existing groups
 - where to secure help to access resources
- 4 You discuss and agree:
 - the type of leadership required for the group
 - any other support required

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429b

Use group programmes, processes and dynamics to promote individual growth, development and independence, and to foster interpersonal skills

Performance criteria

You need to show that:

- 1 You contribute to the development of a positive culture in groups and group care
- 2 You assess and balance the opportunities for individual outcomes to be achieved in groups and group care
- 3 You identify and plan to meet the growth and development needs of **individuals** within the group
- 4 You evaluate the processes, effects and outcomes of group and group care experiences
- 5 You identify and take action to moderate any adverse effects on individuals from groups and group care

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429c

Help groups to achieve planned outcomes for their members and to evaluate the appropriateness of their work

Performance criteria

You need to show that:

- 1 You assist groups to identify:
 - the personal, interpersonal and social outcomes
 - ways individuals may usefully participate on the basis of their strengths and needs
 - the implications of any legal requirements and duties
- 2 You identify and take action to address any adverse effects on individuals where group participation may replicate instances of discrimination or exclusion
- 3 You select and use appropriate theories, models and methods to help participants understand group processes
- 4 You ensure the safety of group members
- 5 You discuss and review the progress of individuals and the group as a whole

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Disengage from groups appropriately

Performance criteria

You need to show that:

- 1 You review your own role in group with colleagues and the group
- 2 You identify:
 - points and stages required to disengage appropriately from the group
 - how the disengagement will be perceived
 - identify the handover processes
- 3 You assess, select and use appropriate groupwork approaches to disengage effectively from groups

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Knowledge specification for the whole of 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.**

Values

- 1 Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
- 2 Respect for, and the promotion of:
 - each person as an individual
 - independence and quality of life for individuals, whilst protecting them from harm
 - dignity and privacy of individuals, families, carers, groups and communities
- 3 Recognise and facilitate each person's use of the language and form of communication of their choice
- 4 Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- 5 Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- 6 Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice

Legislation and organisational policy and procedures

- 7 Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information
- 8 Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
- 9 Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 10 International law and social policy, in broad terms, for the purpose of comparison
- 11 Policies, procedures and legal requirements for the security and confidentiality of information

Theory and practice

- 12 Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
- 13 Historical perspectives of social work and social welfare
- 14 Contemporary issues and trends in social work
- 15 Demographic and social trends
- 16 Why people use social work and social care services
- 17 Psychological and sociological explanations of:
 - human growth and development and the factors that impact on it
 - mental health and well being
 - social interactions and relationships
 - discrimination and oppression
 - human behaviour

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Knowledge specification for the whole of this unit (continued)

- 18 Range of local, and appropriate national, resources and services
- 19 Theories of group work, group care, and the sociological and psychological explanations of group behaviour in working with individuals, families, carers, groups and communities
- 20 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
- 21 The distinctive features and the contribution of group care to the support and development of children and adults in different contexts
- 22 The role of groups in promoting the well being of group members
- 23 Social work theories, models and methods for working with individuals, families, carers, groups and communities including:
- principles, theories and methods of social work practice
 - theories about the impact of authority and power in the social work role
 - theories about the impact of discrimination, and methods of working with diversity
 - theories, methods and models of:
 - ◇ group work and group care, including therapeutic groups
 - ◇ promoting the participation of individuals, families, carers, groups and communities in planning, setting up, running and evaluation of the group
 - the impact of discrimination, disadvantage and differences in power and authority on planning, running and on group processes and group care
 - the theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
 - principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
 - lessons learned from both serious failure of service and practice, and from successful interventions
 - approaches to evidence and knowledge based practice
 - theories of organisations, group behaviour and organisational change
 - theories and methods of promoting personal, social and emotional well-being

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Evidence requirements for this unit

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria, ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and valued and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

Competences can be demonstrated using a variety of types of evidence from the following:

- **Work products:** these can be any record that you would normally use within your normal role eg Procedures and policies, minutes of meetings and records, etc.
- **Assignment/project:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTEC courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describe your actions in a particular situation(s) and reflect on the reason(s) for you practicing in that way, in relation to individuals, groups and key people.
- **Questioning:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.

NB Confidential records do not require to be included in your portfolio of evidence. These can remain where they are normally stored and checked by your assessor and internal verifier. If they are included, they must be anonymised.