

Unit Title:	Contribute to supporting group care activities
Unit sector reference:	HSC 2023
Level:	Two
Credit value:	3
Guided learning hours:	23
Unit expiry date:	31/05/2015
Unit accreditation number:	L/601/9471

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to participate in and enjoy group care activities.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1 Understand the place of group care activities in the care and support of individuals</p>	<p>The learner can:</p> <p>1.1 Explain how participating in group care activities can benefit an individual's identity, self-esteem and well-being</p> <p>1.2 Identify examples of when a group care activity may be the best way to meet an individual's care or support needs</p> <p>1.3 Explain why dilemmas may arise when providing support for individuals through group care activities</p>	<p>Group care activities may include:</p> <ul style="list-style-type: none"> • Recreational or leisure activities • Visits outside the usual setting • Social activities <p>Individuals are those requiring care or support</p>
<p>2 Be able to contribute to the development of a supportive group culture</p>	<p>2.1 Support group members to understand the benefits of group activities</p> <p>2.2 Encourage interaction between new and existing group members that promotes enjoyment, co-operation, inclusion and well-being</p> <p>2.3 Describe ways to support group members to resolve any conflicts that may arise amongst themselves</p>	<p>Well-being includes the following aspects:</p> <ul style="list-style-type: none"> • Physical • Emotional • Social • Spiritual

Learning Outcomes	Assessment Criteria	Exemplification
3 Be able to contribute to the implementation of group care activities	3.1 Work with individuals and others to agree approaches, content and methods for group care activities 3.2 Carry out agreed role to support individuals and the group during activities 3.3 Address any adverse effects and maximise benefits for individuals during activities 3.4 Maintain records about group care activities in line with agreed ways of working	Others may include: <ul style="list-style-type: none"> • Carers and family members • Line manager • Therapists or other specialists who may recommend group care activities • The local community Agreed ways of working will include policies and procedures where these exist
4 Be able to contribute to the evaluation of group care activities	4.1 Contribute to agreeing with individuals and others the processes, roles and criteria for assessing group care activities 4.2 Carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities 4.3 Describe ways to ensure that individuals and others are actively involved in the evaluation 4.4 Contribute to agreeing changes to activities or processes to improve outcomes for individuals	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC228

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate information	

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.