

Unit Title:	Facilitate the development of effective group practice in health and social care or children and young people's settings
Sector unit number	O20c
Level:	5
Credit value:	6
Guided learning hours:	42
Unit Reference Number:	Y/602/2339

Unit purpose and aim

This purpose of this unit is assess the learner's knowledge, understanding and skills required to facilitate groups, support individuals' rights within the group process and enable groups to deal with conflicts.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand how groups develop and function in health and social care or children and young people's work settings</p>	<p>The Learner can:</p> <p>1.1 Analyse the impact of theories and models on group work practice</p> <p>1.2 Explain how to form and maintain a cohesive and effective group</p> <p>1.3 Explain how different facilitation styles may influence</p> <ul style="list-style-type: none"> • Group dynamics • Lifecycle of the group • Group outcomes • Development of roles within the group <p>1.4 Explain why it is important to be clear about the purpose and desired outcomes for the group</p> <p>1.5 Analyse the importance of participant engagement in achieving group outcomes</p>	
<p>2 Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings</p>	<p>2.1 Evaluate methods that may be utilised in facilitating groups</p> <p>2.2 Prepare an environment that is conducive to the</p>	

Learning Outcomes	Assessment Criteria	Exemplification
	<p>functioning of the group</p> <p>2.3 Work with a group/s to agree acceptable group and individual behaviour</p> <p>2.4 Work with a group to negotiate and agree tasks, desired outcomes and ways of working</p>	
<p>3 Be able to facilitate a group in health and social care or children and young people's work settings</p>	<p>3.1 Use a range of methods to accommodate different learning styles within the group</p> <p>3.2 Provide a group experience where participants are engaged and stimulated</p> <p>3.3 Intervene effectively in a group session to improve the learning process</p>	
<p>4 Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings</p>	<p>4.1 Demonstrate inclusive practice when facilitating groups</p> <p>4.2 Support consensus and manage conflict within a group</p> <p>4.3 Explain how to challenge excluding or discriminatory behaviour</p> <p>4.4 Demonstrate how to manage diverse group behaviours</p> <p>4.5 Explain when to refer issues and areas of concern</p>	<p>Conflict may include:</p> <ul style="list-style-type: none"> • negative comments • disagreements • discrimination • power imbalance • threats • body language • non compliance
<p>5 Be able to monitor and review the work of a group in health and social care or children and young people's work settings</p>	<p>5.1 Work with a group to agree monitoring and review processes</p> <p>5.2 Implement systems and processes to monitor and review the progress of a group</p> <p>5.3 Assess the effectiveness of a group in relation to identified outcomes</p> <p>5.4 Reflect on strengths and areas for development in own practice of facilitating groups</p>	

Assessment

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

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.

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.

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

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.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). 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 the children and young people's workforce developed by Skills for Care and Development.

Additional information

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

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.