

| | |
|----------------------------|--|
| Unit Title: | Support individuals to develop and run support groups |
| Unit sector reference: | HSC 3010 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 24 |
| Unit accreditation number: | H/601/9492 |

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 develop and run support groups.

| Learning Outcomes The Learner will: | Assessment Criteria The Learner can: | Exemplification |
|---|---|---|
| 1 Understand the role of support groups | 1.1 Explain the benefits of support groups to individuals 1.2 Explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals 1.3 Compare key points of theories about group dynamics | |
| 2 Be able to support individuals to assess the need for additional support groups | 2.1 Work with individuals to identify the support a group could provide for them 2.2 Contribute to accessing sources of information about existing support groups 2.3 Work with individuals to evaluate existing support groups and identify gaps in provision | |
| 3 Be able to support individuals to develop their own support groups | 3.1 Work with individuals to identify ways to develop their own support group where there is a gap in provision 3.2 Work with individuals to agree the nature and | Support to set up a group may include: <ul style="list-style-type: none"> • Putting individuals in touch with others who have the same interests and purpose • Accessing resources • Providing advice and |

| Learning Outcomes The Learner will: | Assessment Criteria The Learner can: | Exemplification |
|---|---|--|
| | purpose of the support group 3.3 Establish with individuals the level and type of support they require to set up a group 3.4 Carry out own role as agreed to support the setting up of the group | encouragement |
| 4 Be able to support individuals to run support groups | 4.1 Establish with group members the support they need to run the group 4.2 Support the group to operate safely 4.3 Support the group to resolve conflicts | Support to run the group may include: <ul style="list-style-type: none"> • Providing advice and sharing expertise • Developing guidelines on roles and responsibilities • Developing ground rules • Giving advice on respecting and valuing all members Operating safely may need to take account of: <ul style="list-style-type: none"> • Health and safety • The environment • Equipment and materials • Use and abuse of power • Risk of harm or abuse Conflicts may include those relating to: <ul style="list-style-type: none"> • Rights and responsibilities • Health and safety • Managing risk • Costs • Ethical concerns • Interpersonal relationships |
| 5 Be able to support individuals to evaluate support groups | 5.1 Support the group to monitor its activities and outcomes 5.2 Support the group to: <ul style="list-style-type: none"> • agree processes and criteria for evaluating its activities and outcomes • evaluate its activities and outcomes 5.3 Report on the effectiveness of the support group in line with agreed ways of working | Agreed ways of working will include policies and procedures where these exist. |

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, 4 and 5 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:

HSC394

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 | | | | | |
|-----------------------------|---|--------------|--|--|---|
| 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.