

H5N6 04 (SCDHSC0323) — Contribute to Childcare Practice in Group Living

Overview

This standard identifies the requirements when you contribute to child care practice in group living. This includes contributing to planning, implementing and reviewing daily living programmes with children and young people, working with groups to promote individual growth and development and helping to promote group care as a positive experience.

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 a child or young person 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 child or young person.

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 care 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.

Children and young people from birth to 18 years of age who require health and care services; also to 21 where a child or young person is still eligible through legislation or policy to receive children and young people's services.

To **communicate** may include using the child or young person's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

Danger is the possibility of harm or abuse happening.

Harm and abuse may include neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour. Harm is the effect of being physically or mentally injured or abused.

Level of development includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people.

Self-established groups are those which are set up by children and young people themselves within the overall provision.

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 may include:

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; 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 that may be 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 that individuals have:

- ◆ 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

Performance Criteria — What you do in your job

You must provide evidence to meet all the 24 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Contribute to planning daily living programmes for children and young people

	Performance Criteria	Evidence Number where this criteria has been met
1	Contribute to planning daily living programmes which are appropriate to the level of development of children and young people .	
2	Contribute to planning daily living programmes which allow the needs and personal preferences of the children and young people to be met flexibly.	
3	Contribute to planning daily living programmes which take account both of group needs and of the preferences of each individual child or young person.	
4	Participate in assessing the strengths and weaknesses of the provision's programmes.	
5	Support children and young people to meet with you and others both individually and in groups, to communicate their views on the running of the provision and the quality of care and support.	
6	Promote the active participation of the children and young people in planning activities.	

Contribute to implementing daily living programmes for children and young people

	Performance Criteria	Evidence Number where this criteria has been met
7	Carry out your role in implementing daily living programmes, in ways which are appropriate to the level of development of the children and young people.	
8	Work in ways which allow the needs and personal preferences of the children and young people to be met flexibly within the group.	
9	Contribute to ensuring that daily living programmes are implemented in ways which take account of group needs and the preferences of each individual child or young person.	
10	Contribute to the continuity of care and support by providing information at handover meetings about the outcomes from daily events and any successes or issues that have emerged.	

Work with groups to promote individual growth and development

	Performance Criteria	Evidence Number where this criteria has been met
11	Work with children and young peoples to promote the development of a positive group atmosphere.	
12	Promote the active participation of children and young people in implementing group work activities that they feel would be beneficial to the group.	
13	Assess the opportunities for children and young people to achieve positive outcomes within self-established groups and from the group as a whole.	
14	Contribute to planning how goals for individual growth and development can be met by groups within the provision and from the group as a whole.	
15	Contribute to evaluating how far goals for individual growth and development are met in practice.	
16	Take sensitive and appropriate action to moderate any adverse effects on a child or young person that arise from belonging to groups within the provision, or from the group living experience as a whole.	

Contribute to promoting group living as a positive experience

	Performance Criteria	Evidence Number where this criteria has been met
17	Work in ways that promote active participation to enable the child or young person to evaluate the outcomes from group activities.	
18	Take sensitive and appropriate action to address conflict, crisis and tensions in group living.	
19	Take sensitive and appropriate action where there is a risk of danger, harm and abuse .	
20	Ensure that each child or young person within the group is safe and protected from danger, harm and abuse.	
21	Support children and young people to work constructively with group dynamics.	
22	Contribute to maintaining a culture in which group experiences are positively valued and promoted.	
23	Encourage children and young people to be actively involved in decisions about group living experiences and how these can be improved and promoted.	
24	Complete records and reports on the effectiveness of the provision in promoting group living as a positive experience, in accordance with legal and work setting requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 46 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and human rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	The child or young person's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Theories underpinning our understanding of child development and factors that affect it.	
23	Theories about attachment and its impact on children and young people.	

Communication

24	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
25	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

26	Principles of reflective practice and why it is important.	
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Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
27	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
28	Practices for the prevention and control of infection in the context of this standard.	

Safeguarding

29	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
30	Indicators of potential or actual harm or abuse.	
31	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
32	What to do if you have reported concerns but no action is taken to address them.	

Handling information

33	Legal requirements, policies and procedures for the security and confidentiality of information.	
34	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
35	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
36	How to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers.	
37	How and where to access information and support that can inform your practice when supporting children and young people in group care.	
38	Theories relevant to the children and young people with whom you work about loss and change.	
39	Theories relevant to the children and young people with whom you work about the effects of stress and distress.	
40	Factors that cause risks and those that ensure safe and effective care for children and young people.	
41	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.	
42	The impact that group living experiences can have on the behaviour and developmental outcomes of children and young people.	
43	The impact that programmes for daily living in residential care have on behaviour and optimum developmental outcomes.	
44	Group work methods and dynamics related to working with children and young people who have been abused, persecuted, are at risk of significant harm, or are at risk of becoming involved in offending behaviour.	
45	Group work methods and dynamics related to meeting the developmental needs of children and young people through daily living programmes.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
46	Group work methods and dynamics related to the development of social and behavioural skills which reduce the risk of behaviour that is harmful to self or others and develop skills for independent living and citizenship.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	