

Introduction**What is this unit about?**

For this unit you need to contribute to practice that promotes group care as a positive experience, where children and young people feel valued and safe.

Who is this unit for?

This unit is for you if you work face-to-face with children and contribute to childcare practice in group living.

Origin of unit

This unit originates from the Health and Social Care National Occupational Standards HSC323.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/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.

Harm and abuse within this unit will cover neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

The elements are:

1. Contribute to planning, implementing and reviewing daily living programmes for children and young people
2. Work with groups to promote individual growth and development
3. Contribute to promoting group care as a positive experience

Place in the NVQ/SVQ framework

This is an optional unit in Level 3 NVQ/SVQ for Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills	Core Skills:
Communication: 1.1, 3.2, 3.3	Communication: Intermediate 2
Working with Others: 3.1, 3.2, 3.3	Working with Others: Intermediate 2
Problem Solving: 3.1, 3.2, 3.3	Problem Solving: Intermediate 2

What we mean by some of the words used in this unit	
Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Support that encourages children and young people to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Carer	Any person who cares for the physical, social and emotional well-being of children and young people
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children and young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Daily living programmes	Inclusive programmes set up for groups of children and young people
Danger	The possibility of harm and abuse happening
Families	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Harm	The short, medium and long-term effects of a child/young person being physically or mentally injured or abused
Level of development and understanding	Covers the physical, social, emotional and intellectual level of children and young people
Life chances	Aspects of children and young people's lives that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that children and young people have to: <ul style="list-style-type: none"> • Be respected • Be treated equally and not be discriminated against • Be treated as an individual • Be treated in a dignified way • Privacy • Be protected from danger and harm • Be cared for in a way that meets their needs, takes account of their choices and also protects them • Access information about themselves • Communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone

The National Standard

Element CCLD 336.1 Contribute to planning, implementing and reviewing daily living programmes for children and young people

Performance criteria

This is the national standard which you must meet:

1. You contribute to planning and implementing daily living programmes that:
 - Are appropriate to the age, abilities and level of development and understanding of children and young people
 - Allow the needs and personal preferences of children and young people to be met flexibly
2. You balance group needs against the preferences of individual children and young people
3. You participate in assessing the strengths and weaknesses of the provision's programmes
4. You take part and encourage children and young people to meet with you and other staff regularly, both individually and in groups, to:
 - Obtain views of others on the running of the provision and the quality of care
 - Plan activities
 - Make their views known
5. You contribute to continuity of care provision for children and young people by providing information at handover meetings about:
 - The outcomes from daily events
 - Any problems/issues that have emerged
6. You contribute to planning and carrying out care programmes, taking account of the overall needs of the children and young people

The National Standard

Element CCLD 336.2 Work with groups to promote individual growth and development

Performance criteria

This is the national standard which you must meet:-:

1. You support the development of a positive and appropriate culture for groups of children and young people
2. You provide active support to enable children and young people to be involved in identifying and implementing group work activities that they feel would be beneficial to the group
3. You assess and balance the opportunities for children and young people to achieve positive outcomes within self-established groups and from the group as a whole
4. You contribute to identifying, planning and evaluating how individual growth and development can be met by groups within the provision and from the group as a whole
5. You take action to moderate any adverse effects on the children and young people from belonging to groups within the provision and from the whole group experience

<u>The National Standard</u>	
Element CCLD 336.3	Contribute to promoting group care as a positive experience
Performance criteria	
This is the national standard which you must meet:	
<ol style="list-style-type: none"> 1. You work with children and young people to: <ul style="list-style-type: none"> • Evaluate the outcomes from group activities • Identify and take action to address conflict, crisis and tensions in group living • Identify and take action where there is a risk of danger, harm and abuse 2. You ensure group members are safe and protected from danger, harm and abuse 3. You work constructively with group dynamics 4. You contribute to maintaining a culture in which group experiences are positively valued and promoted 5. You encourage children and young people to be involved in decisions about group care experiences and how these can be improved and promoted 6. You record and report on the effectiveness of the provision to promote group care as a positive experience within confidentiality agreements and according to legal and organisational requirements 	

What you must know and understand

To be competent in this unit, you must know and understand the following:

336K01	Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
336K02	How to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when contributing to childcare practice in group living
336K03	How to ensure that you protect the rights and the interests of children and young people, taking account of any limitations on the child/young person's rights and those of parents
336K04	How to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people's needs, wishes and preferences to be met
336K05	Dilemmas between: <ul style="list-style-type: none"> • The children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection • Your own values and those of children and young people, their parents, families, carers and key people • Your own professional values and those of others within and outside your organisations
336K06	Methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when supporting children and young people to manage their lives

Legislation and organisational policy and procedures

336K07	Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when contributing to childcare practice in group living
336K08	Current local, national and European legislation and organisational requirements, procedures and practices for: <ul style="list-style-type: none"> • Data protection, including recording, reporting, storage, security and sharing of information • Health and safety • Risk assessment and management • Dealing with comments and complaints • Promoting the well-being and protection of children and young people • Parental rights and responsibilities • Working with parents, families and carers to promote the well-being and life chances of children and young people • Contributing to childcare practice in group living • Developing programmes and activities to support group care practice
336K09	Frameworks and guidance on: <ul style="list-style-type: none"> • Assessment • Education • Health
336K10	Practice and service standards relevant to your work setting and relating to supporting children and young people to manage their lives
336K11	How to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers

Theory and practice

336K12	How and where to access information and support that can inform your practice when contributing to childcare practice in group living
336K13	Government reports, inquiries and research reports into serious failures to protect children and young people in group care
336K14	Theories relevant to children and young people with whom you work, about: <ul style="list-style-type: none"> • Group care living and practice for children and young people • Human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development • Identity and self-esteem • Loss and change • Conflicts and dilemmas • Power, and how it can be used and abused when contributing to childcare practice in group living • The effects of stress and distress
336K15	Working in integrated ways that promote children and young people's well-being

336K16	Factors that cause risks and those that ensure safe and effective care for children and young people
336K17	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
336K18	Types of support for disabled children, young people and parents
336K19	How to work with and resolve conflicts that you are likely to meet
336K20	Methods of: <ul style="list-style-type: none"> • Effective communication and engagement with children and young people, their parents, families and carers • Involving children and young people in assessing, planning, implementing, reviewing group care practice and activities, in ways that are appropriate to the age of the child and young person and their development level and understanding • Working with parents, families and carers to support the children and young people
336K21	The impact that both positive and negative group living/care experiences have on individuals and group behaviour and on developmental outcomes
336K22	The impact that programmes for daily living in residential care have on behaviour and optimum developmental outcomes
336K23	Group work methods and dynamics relating to: <ul style="list-style-type: none"> • Working with children and young people who have been abused, persecuted, are at risk of significant harm, and/or are at risk of becoming involved in offending behaviour • Enabling children and young people to participate actively • Meeting the developmental needs of children and young people through daily living programmes • The development of social and behavioural skills that are socially acceptable in children and young people and which reduce the risk of behaviour that is harmful to self or others • The development of skills for independent living and citizenship • Working with discrimination, deprivation, bullying, self-harm, violence, mental health issues, and substance misuse
336K24	Understanding the impact that group care experiences may have on the development of children and young people