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| Unit Title: Facilitate the development of effective group practice in health and social care or children and young people’s settings | | |
| URN: Y/602/2339 |  |  |
| Credit Value: 6 |  |  |
| Level: 5 |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **You must be able to:** | | | |
| **1 Understand how groups develop and function in health and social care or children and young people’s work settings** | | | |
| 1.1 Analyse the impact of theories and models on group work practice |  |  |  |
| 1.2 Explain how to form and maintain a cohesive and effective group |  |  |  |
| 1.3 Explain how different facilitation styles may influence  • Group dynamics  • Lifecycle of the group  • Group outcomes  • Development of roles within the group |  |  |  |
| 1.4 Explain why it is important to be clear about the purpose and desired outcomes for the group |  |  |  |
| 1.5 Analyse the importance of participant engagement in achieving group outcomes |  |  |  |
| **2 Be able to create a climate that facilitates effective groups in health and social care or children and young people’s work settings** | | | |
| 2.1 Evaluate methods that may be utilised in facilitating groups |  |  |  |
| 2.2 Prepare an environment that is conducive to the functioning of the group |  |  |  |
| 2.3 Work with a group/s to agree acceptable group and individual behaviour |  |  |  |

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| 2.4 Work with a group to negotiate and agree tasks, desired outcomes and ways of working |  |  |  |
| **3 Be able to facilitate a group in health and social care or children and young people’s work settings** | | | |
| 3.1 Use a range of methods to accommodate different learning styles within the group |  |  |  |
| 3.2 Provide a group experience where participants are engaged and stimulated |  |  |  |
| 3.3 Intervene effectively in a group session to improve the learning process |  |  |  |
| **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** | | | |
| 4.1 Demonstrate inclusive practice when facilitating groups |  |  |  |
| 4.2 Support consensus and manage conflict within a group |  |  |  |
| 4.3 Explain how to challenge excluding or discriminatory behaviour |  |  |  |
| 4.4 Demonstrate how to manage diverse group behaviours |  |  |  |
| 4.5 Explain when to refer issues and areas of concern |  |  |  |
| **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** | | | |
| 5.1 Work with a group to agree monitoring and review processes |  |  |  |
| 5.2 Implement systems and processes to monitor and review the progress of a group |  |  |  |

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| 5.3 Assess the effectiveness of a group in relation to identified outcomes |  |  |  |
| 5.4 Reflect on strengths and areas for development in own practice of facilitating groups |  |  |  |

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

**Assessor sign off of completed unit:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date: