

F29J 04 (SFJCJ EC4) — Prepare, Implement and Evaluate Group Activities

Overview

This standard is about planning and providing group activities for individuals based upon their identified needs. The activities might be as part of an intervention plan designed to address aspects of an individual's problematic behaviour, and may also be part of a programme entered into voluntarily by the individual. Such activities therefore also include those aimed at the development of the individual, at raising self-awareness, and/or with a therapeutic purpose.

Problematic behaviour is that which might be considered to be anti-social, challenging or offending.

There are three elements:

- 1 Plan and prepare agreed group activities.
- 2 Support individuals through group activities.
- 3 Evaluate agreed group activities with other members of the team.

Target Group

This standard is for those working within the community justice sector and who are preparing, implementing and evaluating group activities to help individuals develop their skills and/or address problematic behaviour.

Performance Criteria — What you do in your job

You must provide evidence to meet all the 31 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.

Plan and prepare agreed group activities

	Performance Criteria	Evidence Number where this criteria has been met
1	Identify group activities that address directly the factors contributing to the individual's problematic behaviour and which are consistent with the assessment of the individual's abilities, learning styles and needs, and with the recommendations of the team.	
2	Suggest new activities and different approaches to the team, and reach agreements before they are used.	
3	Prepare development activities that are skills based, address problem solving and are appropriate to the individual's age, sensory and general abilities, and which build upon the individual's strengths and interests.	
4	Encourage individuals to participate at a level appropriate to their abilities.	
5	Communicate in a manner, level and pace, appropriate to the individual.	
6	Specify clearly how the success of the activity is to be evaluated, in terms of addressing the individual's identified needs.	
7	Take into account when planning the activity any constraints and opportunities which are consistent with the individuals' interests, preferences and beliefs.	

Plan and prepare agreed group activities (cont)

	Performance Criteria	Evidence Number where this criteria has been met
8	Arrange the environment in a way which is appropriate for, and encourages the full participation of all involved.	
9	Prepare equipment and materials that are sufficient, safe, ready for use, and place them where individuals can access them easily, prior to the start of the activity.	
10	Enable individuals to participate in the development activity at a sufficient intensity and duration for the activity to achieve its aims.	
11	Minimise avoidable distractions and disturbances.	
12	Ensure that the environment is safe and address any hazards promptly and correctly.	
13	Make accurate, legible and complete records of agreements reached with individuals.	

Support individuals through group activities

14	Encourage the individual and all involved to participate in assisting the individual's development.	
15	Provide individuals with sufficient information and guidance, at an appropriate level and pace, to enable them to exercise their skills.	
16	Treat individuals in a manner that is likely to promote their wellbeing, dignity and self-esteem.	
17	Encourage and assist individuals to comment constructively on their experiences using an appropriate means of communication.	
18	Give constructive feedback to individuals in a manner, and at a level and pace, appropriate to them and in a way which encourages their development and participation.	

Support individuals through group activities (cont)

	Performance Criteria	Evidence Number where this criteria has been met
19	Behave in a manner which provides a role model likely to promote the individual's development.	
20	Minimise the effects of any disruptive influence on the group.	
21	Give the appropriate support and seek advice from an appropriate person when the individual experiences difficulty or reacts negatively to the programme.	
22	Keep accurate, legible and complete records of the activity.	

Evaluate agreed group activities with other members of the team

23	Identify and discuss with the individual and other members of the team the progress that the individual has made towards the goals set and any problems encountered.	
24	Modify the development activity, after discussion with the individual and the team, where it appears to be inappropriate, or where the resources are unsuitable or inadequate.	
25	Seek the individual's views and concerns about the activities and clarify these with them.	
26	Allow the individual to take responsibility and ownership of their success.	
27	Discuss your own views and those views of the individual with regard to the development activity with other members of the team, including its effectiveness in meeting the agreed goals.	
28	Propose and discuss with the team alternative strategies and methods for promoting individual development where there are difficulties in achieving the agreed goals, and implement them when they have been agreed.	

Evaluate agreed group activities with other members of the team (cont)

	Performance Criteria	Evidence Number where this criteria has been met
29	Identify and discuss with other members of the team the progress that the individual has made towards the goals set and any problems encountered.	
30	Seek advice from the appropriate members of the team as soon as possible where there are continuing problems with the implementation of the development activities.	
31	Inform relevant parties where the activities have been effective.	

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 16 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.

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	The importance of learning to take place in a context that is meaningful to the individual.	
2	The importance of there being clear links between the individual's needs and the level and intensity of activities planned.	
3	The importance of having clear, prioritised objectives, and why development objectives should be constantly evaluated and reviewed.	
4	Why individuals should be encouraged to participate in planning, and why the individual's views on the effectiveness of the activity are of particular significance.	
5	Where the individual's consent to the activities should be established and the relationship of this to the promotion of individual rights.	
6	Why the individual and their families, relatives and friends should be actively encouraged to become involved, and methods of achieving this.	
7	The reasons why individuals should be given time and space to develop the skills which they possess and to comment constructively on their own progress.	

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
8	Why difficulties experienced by the individual or adverse reactions to the development activity should be reported to the appropriate person.	
9	The importance of evaluating and where relevant, modifying programmes for individuals, methods for achieving this, and the associated importance of disseminating information on what has worked and why.	
10	Why advice should be sought and acted on as soon as there is doubt about particular programmes for individuals.	
11	The type and form of activities which are suitable for particular individuals and the manner in which activities can be used to increase potential and effectiveness, self-development and personal responsibility.	
12	The ways in which environments can be best adapted for different groups of individuals with differing needs and the special needs of particular individuals or groups of individuals.	
13	Normal patterns of development and the likely progress which individuals will make to the achievement of goals.	
14	The difference between positive and constructive feedback and how this can assist the individual's development.	
15	Methods of providing feedback to individuals in a manner which will assist their development and of providing support to individuals when they experience difficulties or react adversely.	
16	The importance of acting as a role model for the individual.	

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	