

DK3P 04 (HSC393) Prepare, implement and evaluate agreed therapeutic group activities

Elements of competence

- HSC393.1 Plan and prepare agreed therapeutic group activities
HSC393.2 Prepare and support people through therapeutic group activities
HSC393.3 Contribute to the evaluation of agreed therapeutic group activities

About this Unit

For this Unit you need to be able to plan, prepare and implement therapeutic group activities after discussion and agreement with other members of the care team and the individuals.

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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

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

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

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

Specific communication and language needs could include: the individual's preferred spoken language and the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Therapeutic group activities may relate to: home; work; leisure; education; relationships. They could include: reminiscence therapy, relaxation and anxiety management; activities to promote self-awareness and self-esteem; remedial games; social skills training; communication groups; creative therapy; work-related therapy; health-related therapy.

Your **knowledge and understanding** for this Unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals, key people¹ and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the Unit

The values underpinning this Unit have been derived from the key purpose statement², the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of Care Unit HSC34. If you are working with adults they can be found in HSC35. To achieve this Unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.

¹ If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
² The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

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SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none">• Simulation is NOT permitted for any part of this unit.
The following forms of evidence ARE mandatory:
<ul style="list-style-type: none">• Direct Observation: Your assessor or an expert witness must observe you in real work activities which provide evidence for a significant number of the performance criteria for each element in this unit. You could be observed for example, planning with an individual in need of therapeutic activity, or discussing with team members about the needs of, or possibilities for, individuals.• Reflective Account/professional discussion: These will be a description of your practice in particular situations eg where you plan agreed therapeutic activities, and subsequently support individuals in these activities. Your accounts should demonstrate a knowledge of the range of options you might offer to individuals. You should also be able to explain what values you adopt in your work with individuals.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none">• Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.• Expert Witness: A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts.• Witness testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or service user.• Products: These can be records of group activities, monitoring reports, diary evidence of day to day practice, planning meetings and evaluation reports. You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality.
GENERAL GUIDANCE
<ul style="list-style-type: none">• Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.• Evidence must be provided for ALL of the performance criteria ALL of the knowledge and the parts of the scope that are relevant to your job role.• The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for.• All evidence must relate to your own work practice.

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KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Values	
1 Legal and organisational requirements on equality, diversity, discrimination, rights , confidentiality and sharing of information when preparing, implementing and evaluating agreed therapeutic group activities.	
2 How to provide active support and place the preferences and best interests of the group and its members at the centre of everything you do, whilst enabling group members to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their involvement in therapeutic group activities.	
3 How to work in partnership with individuals, key people and those within and outside your organisation to prepare, implement and evaluate agreed therapeutic group activities.	
4 How to deal with and challenge discrimination within group activities.	
Legislation and organisational policy and procedures	
5 Codes of practice and conduct, and standards and guidance relevant to your own, and the roles, responsibilities, accountability and duties of others, when preparing, implementing and evaluating agreed therapeutic group activities.	
6 Current local, UK legislation and organisational requirements, procedures and practices for: (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management (d) protecting individuals from danger, harm and abuse (e) preparing, implementing and evaluating agreed therapeutic group activities (f) working with others to provide integrated services	
7 Practice and service standards relevant to your work setting and related to preparing, implementing and evaluating agreed therapeutic group activities.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Theory and practice	
8 The meaning and application of 'participation' and why this is important	
9 How and where to access information and support that can inform your practice about therapeutic group activities.	
10 How you can access, review and evaluate information about the therapeutic group activities being used.	
11 Theories relevant to the individuals with whom you work, about: (a) aspects of human growth and development and how these can affect and be affected by the group therapies being used (b) identify, self-esteem and self-image and how these can be affected by individuals participating in therapeutic group activities (c) therapeutic group activities and methods (d) group methods and dynamics (e) developing, implementing and evaluating therapeutic group activities in terms of their effectiveness for individuals, the group and group care practice	
12 How power and influence can be used and abused within therapeutic group activities and when planning, implementing and evaluating them,	
13 Factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and how therapeutic group activities can contribute to these factors positively.	
14 How to work with, and resolve, conflicts that you are likely to meet.	
15 The conditions and impairments therapeutic group activities are addressing.	
16 The outcomes the therapeutic group activities aim to achieve, for the group members and the group.	
17 The role of active support and encouragement in enabling individuals to participate in therapeutic group activities.	
18 Methods of observing group activities generally, and specifically for the therapeutic group activities you have/are using.	
19 The key signs of problems and difficulties that need to be reported and who to report these to.	
20 The purpose of using therapeutic groups activities to promote the health and well-being of individuals and for the promotion of the group.	
21 The range of therapeutic activities, their appropriateness to the groups with whom you work, and how to adapt them to meet individual and group needs.	
22 The importance of partnership working for planning, implementation and evaluating therapeutic group activities.	
23 The importance of giving support and providing activities that are consistent with the individual's abilities, development, skills, preferences and condition.	
24 The type of criteria and methods to be used to evaluate the effectiveness of the activities.	
25 The philosophy and approach of the therapeutic group activities undertaken.	
26 How to set up the environment and, set up and use, any equipment and materials needed for the therapeutic group activities.	

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HSC393.1 Plan and prepare agreed therapeutic group activities

Performance criteria		DO	RA	EW	Q	P	WT
		1	You discuss and agree the nature, purpose, goals and ways of evaluating therapeutic group activities with individuals , the group and with others within and outside your organisation.				
2	You obtain information to ensure that you understand and are able to carry out the therapeutic group activity correctly and safely in accordance with instructions from any specialists.						
3	You identify any areas where you believe that there might be problems and conflicts and seek advice about how these should be dealt with.						
4	You work with individuals and the group, to ensure they understand and agree to take part in the activities and that the activities are consistent with any programme of care for the individuals.						
5	You work with individuals and others when planning the activities to ensure that they are inclusive of all individuals.						
6	You make special arrangements and seek specific support for individuals with specific communication and language needs and for individuals with disabilities.						
7	You make suggestions to relevant people about new activities and different ways of approaching existing activities.						
8	You agree new and revised activities with the appropriate people before using them.						
9	You arrange the environment and prepare equipment and materials safely, and in ways that encourage the full participation of all group members.						

HSC393.2 Prepare and support people through therapeutic group activities

Performance criteria		DO	RA	EW	Q	P	WT
		1	You encourage individuals to participate in the activities, communicating the benefits that may be achieved from the activities.				
2	You observe the group and individual members.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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HSC393.2 Prepare and support people through therapeutic group activities (cont)

Performance criteria		DO	RA	EW	Q	P	WT
		3	You make appropriate modifications to the activities if the activities are having an adverse effect on individuals or the group.				
4	You ensure that the environment, the group and the individuals are safe from any danger, harm and abuse whilst allowing appropriate risks that will enable individuals to develop.						
5	You support individuals and the group, in ways that encourage their participation and co-operation.						
6	You support, praise and encourage the success of individuals and the group.						
7	You give constructive feedback to help individuals to learn and develop.						
8	Where conflicts or disagreements occur that you are unable to deal with, you seek appropriate help from others.						
9	You monitor group activities, recording and reporting processes and outcomes within confidentiality agreements and according to legal and organisational procedures and practices.						

HSC393.3 Contribute to the evaluation of agreed therapeutic group activities

Performance criteria		DO	RA	EW	Q	P	WT
		1	You encourage and support individuals to give feedback on the therapeutic group activities and its benefits to themselves and the group.				
2	You review the learning and development that has been achieved with individuals, the group and other appropriate people.						
3	You discuss the processes, outcomes and benefits of the group activity with the relevant people.						
4	You discuss, agree and make appropriate changes: (a) improve the group activities (b) where goals were found to be unrealistic						
5	You record and report on the group activities, within confidentiality agreements and according to legal and organisational requirements.						

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To be completed by the Candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the Assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal Verifier Feedback

To be completed by the Internal Verifier if applicable

This section only needs to be completed if the Unit is sampled by the Internal Verifier

Internal Verifier's name:

Internal Verifier's signature:

Date: