

FX12 04 (EC5) Contribute to the Implementation of Group Work Programmes

Elements of competence

- EC5.1 Contribute to planning group work programmes
- EC5.2 Contribute to running group work programmes
- EC5.3 Contribute to reviewing group work programmes

About this Unit

This Unit is about contributing to the planning, implementation and review of group work programmes to change individuals' offending behaviour. The worker is not expected to take sole responsibility for the planning and implementation of programmes as they are working within a team. The worker needs to take account of the needs of the individuals and of the group as a whole during the planning, implementation and review of activities, encourage the active participation of all group members and deal with any conflicts that arise.

Evidence Requirements for the Unit

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

| SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT |
|---|
| Simulation: |
| ◆ Simulation is NOT permitted for this Unit. |
| The following forms of evidence ARE mandatory: |
| <ul style="list-style-type: none"> ◆ Direct observation: Your assessor or expert witness must observe you in real work activities that provide a significant amount of the Performance Criteria for most of the Elements in this Unit. For example your assessor may see you in a meeting contributing to the planning, running and reviewing of group work programmes. ◆ Reflective account/Professional discussion: These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of your practice when you contribute to the planning, running and review of group work programmes. |
| 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 that 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, undertaking a professional discussion or providing feedback on a reflective account. Working with offending behaviour can pose a number of challenges for direct observation of practice by assessors not based in the workplace and it is vital that expert witnesses are identified at the planning stage as they will be required to work closely with your assessor in the evidence gathering process. ◆ Witness testimony: Can be a confirmation or authentication of the activities described in your evidence that your assessor has not seen. A work colleague or another key person could provide this. It is NOT appropriate to use witness testimony from any offenders/member of their family or circle of friends. ◆ Products: These can be risk assessments, incident records, intervention plans, behaviour contracts, and/or any other agency approved forms and records. ◆ Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality. |

GENERAL GUIDANCE

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) 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 parts of the range/scope that are relevant to your job.
- ◆ Candidates and assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice sector and in particular those staff working with offenders.
- ◆ 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 |
|--|------------------------|
| <i>Working with individuals and groups</i> | |
| 1 The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns. | |
| 2 Factors which may be relevant to an individual's difficulties. | |
| 3 The ways in which they have managed situations where the options which the individual chooses have run counter to the worker's own beliefs and preferences. | |
| 4 Relevant research into the relationship between known factors which influence offending behaviour and evidence of effective practice in tackling these factors. | |
| 5 The impact of crime on victims and their need for protection, respect, recognition and information. | |
| 6 The ways in which stereotyping and discrimination might affect risk assessment and how to guard against this. | |
| 7 Issues involved in risk identification and prediction including the use of different predictive methods. | |
| 8 Possible methods available for enabling individuals to change their offending behaviour (such as motivational interviewing, cognitive behavioural methods, adult learning methods, solution-focused therapy), what may affect availability and suitability of the different options and evidence of their effectiveness. | |
| 9 The ways in which individual's culture and gender might influence the choice of methods selected. | |
| 10 How they have applied the principles of equality, diversity and anti-discriminatory practice to their work. | |
| 11 The social psychology and dynamics of groups, different styles of leadership and group skills and how they have applied these in their work. | |
| 12 Methods of evaluation relevant to group activities. | |

| You need to show that you know, understand and can apply in practice: | Enter Evidence Numbers |
|---|------------------------|
| <i>Working with individuals and groups (cont)</i> | |
| 13 Methods of working effectively with other team members and examples of how they have done this in their own work. | |
| <i>Working within the community justice sector</i> | |
| 14 The specific legislation (national and European) which relates to the work being undertaken — both the context and the individual - and the impact of this on the work. | |
| 15 Any particular factors relating to the agency's policies and practices which have affected the work undertaken. | |
| <i>Working to improve individual practice</i> | |
| 16 Methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work. | |

FX12 04 (EC5) Contribute to the Implementation of Group Work Programmes

EC5.1 Contribute to planning group work programmes

| Performance Criteria | | DO | RA | EW | Q | P | WT |
|----------------------|--|----|----|----|---|---|----|
| 1 | Identify possible approaches to group work which are consistent with: <ul style="list-style-type: none"> ◆ hypotheses about the behaviour of the individuals who may form the group ◆ individuals' gender, race and personal beliefs and preferences ◆ individuals' learning style and educational achievements ◆ identified risk ◆ evidence of effective practice | | | | | | |
| 2 | Discuss and agree with other team members : <ul style="list-style-type: none"> ◆ the aims, nature and purpose of the group work ◆ the roles and responsibilities of each of the team members ◆ the criteria which should be used in selecting individuals to the group ◆ the methods and approaches to be used in the group work ◆ staged goals and objectives for the group work ◆ any information, on the group work, which has to be made available to others ◆ criteria for evaluating the effectiveness of the programme | | | | | | |
| 3 | Offer constructive suggestions to the team which are: <ul style="list-style-type: none"> ◆ consistent with the agreed nature of the group work ◆ consistent with the nature of individuals' offending behaviour and any related sentences ◆ based on evidence of effective practice | | | | | | |
| 4 | Undertake agreed tasks in an effective manner by the agreed date. | | | | | | |
| 5 | Seek the help of other team members when the tasks the worker agreed to carry out prove more complex than was thought. | | | | | | |
| 6 | Offer help to other team members when they are in need of it. | | | | | | |

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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EC5.1 Contribute to planning group work programmes

| Performance Criteria | | DO | RA | EW | Q | P | WT |
|----------------------|--|----|----|----|---|---|----|
| 7 | Complete records accurately and clearly and store them according to agency requirements. | | | | | | |
| 8 | Communicate information to people who are authorised to have it. | | | | | | |

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EC5.2 Contribute to running group work programmes

| Performance Criteria | | DO | RA | EW | Q | P | WT |
|----------------------|---|----|----|----|---|---|----|
| 1 | <p>Explain clearly to the group:</p> <ul style="list-style-type: none"> ◆ the aims, nature and purpose of the group work ◆ staged goals and objectives for the group work ◆ behavioural boundaries and ground rules for participants and team members | | | | | | |
| 2 | <p>Communicate with participants throughout the process in a manner which:</p> <ul style="list-style-type: none"> ◆ is appropriate to them ◆ encourages an open exchange of views and information ◆ minimises any constraints to communication ◆ is free from discrimination and oppression ◆ encourages active participation in the programme | | | | | | |
| 3 | <p>Use approaches that are:</p> <ul style="list-style-type: none"> ◆ appropriate to the needs of each participant ◆ consistent with the agreed purpose and methods for the group work ◆ consistent with effective practice ◆ consistent with the roles and responsibilities agreed with other team members | | | | | | |
| 4 | <p>Give constructive feedback in a manner, and at a level and pace, appropriate to participants.</p> | | | | | | |
| 5 | <p>Monitor individuals in the group work and adjust the approach accordingly.</p> | | | | | | |
| 6 | <p>Minimise the effects of any problems that might arise and agree with team members the actions that will be taken to address them.</p> | | | | | | |
| 7 | <p>Seek advice and support promptly when team discussion and supervision are appropriate.</p> | | | | | | |
| 8 | <p>Complete records accurately and clearly and store them according to agency requirements.</p> | | | | | | |
| 9 | <p>Communicate information to people who are authorised to have it.</p> | | | | | | |

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EC5.3 Contribute to reviewing group work programmes

| Performance Criteria | | DO | RA | EW | Q | P | WT |
|----------------------|---|----|----|----|---|---|----|
| 1 | Review with team members : <ul style="list-style-type: none"> ◆ the effectiveness of the group work in achieving its aims and objectives ◆ whether the outcomes of the work are consistent with research and evidence of effective practice ◆ the extent to which their approach should be modified | | | | | | |
| 2 | Identify any changes in the personal circumstances of participants which may have influenced their behaviour. | | | | | | |
| 3 | Agree with team members any changes which need to be made to the group work. | | | | | | |
| 4 | Reflect on their own, and the team's, learning and development and use this to inform future group work. | | | | | | |
| 5 | Complete records accurately and clearly and store them according to agency requirements. | | | | | | |
| 6 | Communicate information to people who are authorised to have it. | | | | | | |

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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: