

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 individuals' problematic behaviour, and may also be part of a programme entered into voluntarily by individuals. Such activities therefore also include those aimed at the development of individuals, at raising self awareness, and/or with a therapeutic purpose. Although individuals will usually participate as a part of a group, some activities may be instigated for sole individuals.

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.

Prepare, implement and evaluate group activities

Performance criteria

You must be able to:

Plan and prepare agreed group activities

1. identify group activities that can contribute to identified goals, and which are consistent with individuals' abilities, learning styles and needs, and the recommendations of your team
2. suggest new activities and different approaches to the team, and reach agreements before they are used
3. prepare development activities that are in line with current good practice and the needs of individuals
4. encourage individuals to participate at a level appropriate to their abilities
5. communicate using techniques appropriate to individuals and their needs
6. specify how the success of the activity is to be evaluated, in terms of addressing individuals' identified needs
7. take into account when planning the activity any constraints and opportunities which are consistent with the individuals' interests, preferences and beliefs
8. arrange the environment in a way which is appropriate for, and encourages the full participation of all involved
9. prepare equipment and materials required for the activities, 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 planned aims
11. minimise avoidable distractions and disturbances
12. check that the environment is safe and address any hazards in line with organisational health and safety practice

Support individuals through group activities

13. encourage all involved to participate in assisting individuals' development
14. provide individuals with sufficient information and guidance, at an appropriate level and pace, to enable them to meet the aims of the activities
15. engage with individuals using techniques that are likely to promote their well-being, dignity and self-esteem
16. encourage and assist individuals to comment constructively on their experiences using appropriate means of communication
17. give feedback to individuals using techniques, and at a level and pace appropriate to them, and in a way which encourages their development and participation
18. minimise the effects of any disruptive influence on the group in line with their needs
19. give individuals support and seek advice from an appropriate person when

Prepare, implement and evaluate group activities

individuals experience difficulty or react negatively to the programme

20. make records of agreements reached with individuals and of the activities undertaken in line with organisational requirements

Evaluate agreed group activities with other members of the team

21. identify and discuss with individuals and other members of the team the progress that individuals have made towards the goals set and any problems encountered

22. modify the development activity, after discussion with the individuals and the team, where it appears to be inappropriate, or where the resources are unsuitable or inadequate

23. seek the individuals' views and concerns about the activities and clarify these with them

24. discuss your own views and those views of individuals with regard to the development activity with other members of the team, including its effectiveness in meeting the agreed goals

25. propose and discuss with the team alternative strategies and methods for promoting individuals' development where there are difficulties in achieving the agreed goals, and implement them when they have been agreed

26. inform relevant parties where the activities have been effective

Prepare, implement and evaluate group activities

Knowledge and understanding

You need to know and understand:

1. the importance of learning to take place in a context that is meaningful to individuals
2. the importance of there being clear links between individuals' 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 individuals' views on the effectiveness of the activity are of particular significance
5. where individuals' consent to the activities should be established and the relationship of this to the promotion of individual rights
6. why individuals 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
8. why difficulties experienced by individuals 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, 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. good practice communication techniques relevant to the situation and how to apply them
15. the difference between positive and constructive feedback and how this can assist individuals' development
16. 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
17. the importance of allowing individuals to take responsibility and ownership

Prepare, implement and evaluate group activities

of their success

18. the importance of acting as a role model for individuals, and the impact this can have on their development

19. who group activities need to be agreed with, and how to do this

20. how the role of your organisation and its services relate to other organisations and services in the sector

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Links to other NOS This NOS is linked to SFJEC6 Assess individuals' needs and plan agreed activities.

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