

Unit Title:	Implement therapeutic group activities
Unit sector reference:	HSC 3008
Level:	3
Credit value:	4
Guided learning hours:	25
Unit expiry date:	31/05/2015
Unit accreditation number:	D/601/9491

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1 Understand the principles of therapeutic group activities</p>	<p>The learner can:</p> <p>1.1 Explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and well-being</p> <p>1.2 Analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances</p> <p>1.3 Compare key points of theories about group dynamics</p>	<p>Therapeutic group activities may include:</p> <ul style="list-style-type: none"> • Reminiscence therapy • Relaxation and anxiety management • Remedial games • Health-related group activities • Art or music therapy
<p>2 Be able to plan and prepare for therapeutic group activities</p>	<p>2.1 Work with individuals and others to agree:</p> <ul style="list-style-type: none"> • the nature and purpose of a therapeutic group • specific activities to fit the purpose of the group <p>2.2 Address any risks that may be associated with the planned activities</p> <p>2.3 Prepare the environment for a therapeutic group activity</p> <p>2.4 Prepare equipment or resources needed for the activity</p>	<p>Individuals are those requiring care or support</p> <p>Others may include</p> <ul style="list-style-type: none"> • Carers and family members • Line manager • Therapists or other specialists who may recommend therapeutic group activities <p>Risks may include those associated with</p> <ul style="list-style-type: none"> • The health, safety and well-being of those in the group • Unintentional exclusion of

Learning Outcomes	Assessment Criteria	Exemplification
		<p>some group members</p> <ul style="list-style-type: none"> • Others involved with the group's activities • The environment • Equipment and resources used
<p>3 Be able to support individuals during therapeutic group activities</p>	<p>3.1 Support group members to understand the purpose and proposed activity of the group</p> <p>3.2 Support group members during the activity in ways that encourage effective communication, active participation and co-operation</p> <p>3.3 Give direction, praise, reassurance and constructive feedback during the activity</p> <p>3.4 Support the group to bring the activity to a safe and timely end</p>	<p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient</p>
<p>4 Be able to contribute to the evaluation of therapeutic group activities</p>	<p>4.1 Encourage and support individuals to give feedback during and after group activities</p> <p>4.2 Agree processes and criteria for evaluating the therapeutic benefits of the group and its activities</p> <p>4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions</p> <p>4.4 Record and report on outcomes and any revisions in line with agreed ways of working</p>	<p>Agreed ways of working will include policies and procedures where these exist</p>

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC393

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.