

## CONTENT OF PROGRAMME

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
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| The learner will:  | The learner can:  |
| 1. Understand underpinning knowledge of group work theory                                      | 1.1 Explain key principles of group work theory.<br>1.2 Explain principles of experiential learning and person centred approaches in group work.<br>1.3 Explain the overlapping relationship between individual work and group work.<br>1.4 Demonstrate an ability to translate and apply theory to own group work practice.  |
| 2. Understand the use of group work and the group work process                                 | 2.1 Explain why people join groups and how their personal histories can impact on the group work process.<br>2.2 Explain the stages of group development to a group work situation.<br>2.3 Assess the impact of group dynamics on a group work situation to include:<br>a) individual roles<br>b) learning styles.<br>2.4 Explain the process of communication in a group.                      |
| 3. Know how to use different facilitation styles to promote learning in a group work situation | 3.1 Adapt and use different facilitation styles as appropriate.<br>3.2 Apply and assess the effectiveness of different tools as aids to the facilitation process to include<br>a) Ice Breakers.<br>b) Thought Showers.<br>c) Group Exercises/Discussions.<br>d) Role play<br>e) Games<br>f) Tutor Inputs.<br>3.3 Explain the considerations when developing and using resources for group work. |
| 4. Understand the preparation and process required to co-facilitate group work                 | 4.1 Examine personal perspectives prior to development of programme.<br>4.2 Work with co-facilitator to plan and develop a programme.<br>4.3 Agree roles and responsibilities in sessions.<br>4.4 Co-facilitate a group work session.   |
| 5. Apply a professional approach to group work   | 5.1 Ensure the welfare and safety of participants at all times.<br>5.2 Work within ethical and professional boundaries of practice.<br>5.3 Work within the remit of organisational policies and procedures.   |

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| 6. Create a climate conducive to learning                              | 6.1 Identify group needs.<br>6.2 Develop a group contract.<br>6.3 Develop good relations with group members<br>6.4 Create a safe and supportive learning environment.<br>6.5 Challenge participants in a manner which maintain good working relationships.<br>6.6 Promote anti-discriminatory practice.  |
| 7. Understand conflict in group work and how to address it             | 7.1 Explain how conflict arises in group work situations.<br>7.2 Explain how to manage personal feelings in a conflict situation.<br>7.3 Evaluate the various methods used to promote conflict resolution.   |
| 8. Understand and engage in reflective practice in group work practice | 8.1 Explain the rationale of reflective practice and how it can aid own development.<br>8.2 Examine methods of reflective practice.<br>8.3 Ask group participants for constructive feedback on own role.<br>8.4 Analyse own skills, abilities and areas for development in group work practice to include: <ul style="list-style-type: none"> <li>a. own influence on the dynamic of group discussions and learning;</li> <li>b. own communication skills and ability to promote effective group work;</li> <li>c. own ability to deal with conflict situations.</li> </ul>  |
| 9. Monitor and evaluate the effectiveness of group work programmes     | 9.1 Explain the value of monitoring and evaluation as an aid to developing group work.<br>9.2 Support participants to evaluate the group work programme to include: <ul style="list-style-type: none"> <li>a) positive outcomes</li> <li>b) recommendations</li> </ul> 9.3 Use a range of methods to evaluate the programme to include <ul style="list-style-type: none"> <li>a) co-facilitator feedback.</li> <li>b) evaluation of programme plan.</li> <li>c) evaluation of session content.</li> <li>d) barriers to and facilitators of successful outcomes.</li> <li>e) ability to achieve programme aims and objectives.</li> </ul> |