

# Crossfields Institute

## Qualification Specification

Crossfields Institute Level 3 Certificate in Therapeutic Group  
Work with Children and Young People



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Crossfields Institute Level 3 Certificate in Therapeutic Group Work with Children and Young People

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# Introduction

This Crossfields Institute Level 3 Therapeutic Group Work with Children and Young People is an Ofqual regulated qualification.

## About Crossfields Institute

Crossfields Institute is an awarding organisation and educational charity specialising in holistic and integrative education and research. The Institute develops specialist qualifications which aim to support the development of autonomous learners with the intellectual rigour, practical skills, social responsibility and ability to think creatively and act decisively. The Institute is also a higher education institute (HEI) and works in partnerships with universities in the UK and overseas.

## Guide to the Specification

We aim to support centres in providing a high quality educational experience. We also believe that for learners to get the most out of this qualification they should be encouraged to be autonomous and responsible in their approach to their studies. A clear, accessible qualification specification is key to this. This specification gives details about the qualification, explains how it is assessed and outlines important policies which support its delivery. It is an essential document for learners, centres and assessors, and has been written with all these audiences in mind.

The specification should be used as a reference source both before and during delivery of the qualification, and also signposts where further advice and support may be found.

## Key Facts

<b>Qualification Title</b>	Crossfields Institute Level 3 Certificate in Therapeutic Group Work with Children and Young People
<b>Qualification Number</b>	603/3290/6
<b>Rules of Combination</b>	All units are compulsory
<b>Total Qualification Time</b>	160 hours
<b>Guided Learning Hours</b>	48 hours
<b>Minimum age of learners</b>	18
<b>Assessment Methods</b>	Portfolio of evidence
<b>Grading system</b>	Pass/Fail
<b>How long will it take to complete?</b>	6 -9 months
<b>Developed by</b>	The qualification has been developed by Crossfields Institute with subject specific expertise provided by the Mulberry Bush Outreach

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# Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
2.0	October 2020	Change of wording to Learning Outcome 2 in Unit 1

## Section 1: About this Qualification

### 1.1 Qualification Objective and Rationale

This Crossfields Institute Level 3 Certificate in Therapeutic Group Work with Children and Young People has the following objective:

- Supporting a role in the workplace

It equips learners with the skills, knowledge and understanding to work effectively and empathetically in groups with children and young people.

#### **Rationale**

Individuals working across the childcare sector, whether in education, health or social care, often have to organise, lead and manage group activities and sessions with children and young people. In order to do this, they will need to develop skills which allow them to run group sessions in an empathetic and therapeutic way to enable the group sessions to run effectively. This qualification enables individuals to develop the skills, knowledge and understanding they need to run therapeutic group sessions with children and young people in an effective way.

### 1.2 Overview of knowledge, understanding and skills

This qualification is designed for people who work with children and young people, either within the education, social care or healthcare sectors, who want to develop skills and techniques to work effectively with groups.

The qualification consists of 4 units.

#### **1. The Individual and the Group**

This unit introduces the learner to some of the theories and concepts for group working and how to apply these in group sessions.

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## 2. **Working with Children and Young People in Groups**

This unit focuses on the application of group work theory to working with groups of children.

## 3. **The Group Lifecycle**

This unit introduces the learner to the different phases of groups and how these phases impact what takes place within the group.

## 4. **Techniques for Group Work**

This unit introduces learners to practical ideas and techniques for the design, running and evaluation of groups.

### 1.3 Rules of Combination

All units are at level 3 and are mandatory.

The total qualification time is 160 hours, some of which is guided learning hours (GLH) i.e. face to face delivery time. The amount of GLH allocated to each unit is specified in the unit descriptors. Learners should bear in mind that these hours are given for guidance only and the amount of time required by individual learners will vary.

Learners also need to be aware that all units require the learner to be engaged in additional independent learning hours (ILH) to support their progress through the unit and for the preparation of work for assessment.

Total Qualification Time (TQT) is the sum of GLH and ILH and represents the total amount of time a learner may take to complete each unit.

### 1.4 Requirements for real work environments

Learners will be expected to be working in group sessions with children and young people in order to bring examples of their work to discuss, and to enable them to reflect on and evaluate their role as facilitator and group member.

### 1.5 Progression opportunities

This qualification prepares learners to carry out effective therapeutic group sessions with children and young people.

Following successful completion of the qualification they could:

- seek employment in the education, social care and/or healthcare sectors as group facilitators with children and young people
- work as a group facilitator
- further their studies in therapeutic work with children and young people

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## 1.6 Delivery requirements

A full explanation of the delivery requirements for this qualification are included in section three.

Centres can offer the qualification using whatever modes of delivery meet their learners' needs. This could include full time or part time or a combination of these in blended delivery. Whatever delivery methods are used, centres must ensure that learners have sufficient access to the resources identified in the specification and to appropriately qualified subject specialists delivering the units.

## 1.7 Levels of Attainment

This qualification is published on the Register of Regulated Qualifications as a level 3 qualification. Unit learning outcomes are designed to fit this level. Tutors assess work for the qualification against this level descriptor throughout the qualification.

Level Descriptor from the Regulated Qualifications Framework 2015

Knowledge Descriptor (the holder ...)	Skills Descriptor (the holder can...)
<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well- defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/461637/qualification-and-component-levels.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461637/qualification-and-component-levels.pdf)

## 1.8 Assessment overview

Assessment is an ongoing process that is initiated in the earliest stages of the qualification and recorded in a portfolio of evidence. At the core of the process is observation of practice by experienced tutors, written assignments and reflective

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practice. Formal assessment may be supported by peer observation or feedback as witness testimony.

The portfolio of evidence may include, feedback from an assessor, a learning journal, written assignments, artefacts, self-reflective journals and witness testimony.

### **Plagiarism**

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

### **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you

Full information about the assessment process is included in section four.

## **1.9 Expectations of Learners**

The entry requirements for learners are that they:

- Are currently working with children and young people in groups
- If English is not the first language, proof of spoken and written English at a level equivalent to IELTS 7 will be required.
- Are over 18.

All enrolment processes should follow the centre's access and recruitment policy, in accordance with Crossfields Institute's requirements, to ensure equality and diversity in recruitment for this qualification.

## **1.10 Requirements for Centres**

To offer this qualification, centres must be approved by Crossfields Institute. For more information about these processes, please contact us via email on [info@crossfieldsinstitute.com](mailto:info@crossfieldsinstitute.com) or phone 01453 808118. In order to be approved to offer this qualification, centres must have:

- Adequate resources to meet the delivery and assessment requirements for this qualification. Please contact Crossfields Institute for further information regarding this.
- Staff who are appropriately qualified and experienced in group facilitation and leadership and working with children
- Tutors and assessors who have current and relevant understanding of the subject matter. Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions

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- A learning environment that allows for practical application of knowledge and skills in a meaningful way which supports the learner in developing their skills as a group facilitator
  - Internal Quality Assurers who are both occupationally knowledgeable and qualified to make quality assurance decisions
  - Skills and infrastructure to use IT systems in support of their delivery. This may include an appropriate virtual learning environment and use of Crossfields Institute's centre management software

## 1.11 Role of the Centre and Crossfields Institute

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with ([www.crossfieldsinstitute.com/resources](http://www.crossfieldsinstitute.com/resources)). The handbook also explains a range of mandatory policies which are listed in section five.

If you have any queries or concerns about this qualification, or if you would like to suggest improvements to this specification or the qualification itself, please contact us by email at [info@crossfieldsinstitute.com](mailto:info@crossfieldsinstitute.com) or phone 01453 808118.

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## Section 2: Units

### 2.1 Unit List

<b>Unit title</b>	<b>Ofqual code</b>	<b>Guided learning hours (GLH)</b>	<b>Total qualification time (TQT)</b>	<b>Credits</b>
The Individual and the Group	L/617/0861	12	40	4
Working with Children and Young People in Groups	R/617/0862	12	40	4
The Group Lifecycle	Y/617/0863	12	40	4
Techniques for Group Work	D/617/0864	12	40	4
	<b>Total</b>	48	160	16

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## 2.2 Guide to the Units

The qualification is split into units, which specify what knowledge and skills the learner must demonstrate in their assessments. Each unit covers one area of the qualification and includes:

<b>Unit Code</b>	a unique code assigned by the regulator
<b>Unit Level</b>	gives the level of demand placed upon learners in line with level descriptors published by the regulator
<b>Unit Aim</b>	explains what is covered in the unit and how it contributes to the learners' learning journey
<b>Total Qualification Time (TQT)</b>	total hours required to complete the unit – including independent study and assessment
<b>Credit value</b>	One credit is equivalent to one tenth of total qualification time
<b>Learning Outcomes</b>	Tell learners what they will know, understand and be able to do upon completion of the unit

In learning outcomes it is important to take note of the language used. In particular, the verbs have been selected to provide a clear indication of what is expected of the learners. For example, being asked to 'explain' a concept is very different from being asked to 'evaluate' an approach. Further information about verb usage is available from Crossfields Institute.

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# TGW-L3-Unit1

## The Individual and the Group

<b>Ofqual unit code</b>	L/617/0861	<b>Guided Learning Hours (GLH)</b>	12
<b>Unit level</b>	3	<b>Total Qualification Time (TQT)</b>	40

### **Unit aim and rationale**

This unit introduces the learner to the role of an individual within a group, focussing on themselves as individuals and how they respond to group situations. The unit provides an important theoretical and conceptual grounding for learners who wish to understand how theory underpins the practice of group work. Learners will be introduced to the basic principles of psychodynamic theory and how these principles can be applied to group situations. Learners will explore the impact of transference and projection, which will enable them to make sense of their feelings in group situations. They will also explore how unconscious defence mechanisms can impact the smooth running of groups.

### **Learning Outcomes - on successful unit completion learners will be able to:**

<b>1</b>	Describe the principles of psychodynamic thinking and how it applies to working in groups
<b>2</b>	Describe the principles of group social defence systems
<b>3</b>	Contribute to a group session and apply understanding of group dynamics
<b>4</b>	Contribute to group discussion and collaboration
<b>5</b>	Reflect on their own practice in group working

### **Indicative content**

#### **Introduction to psychodynamic theory**

Learners will need to understand the definition of psychodynamic and psychodynamic thinking:

The word psychodynamic comes from 'Psych' – relating to the mind and 'Dynamic' relating to activity/interactivity.

Mulberry Bush defines psychodynamic thinking in the following way:

"Psychodynamic thinking can be seen as a language for describing the processes, strategies and structures of the system of human relationships both for individuals with themselves and with others at an unconscious level." The Mulberry Bush School (2016)

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## **How psychodynamic theory applies to group work**

Learners will use the basic concepts of psychodynamic theory in relation to formal and informal work-based groups that they are part of. They will consider what is happening in the group on both conscious and unconscious levels in order to recognise what might be happening in these groups.

The unconscious is the part of the mind that holds information that is not readily available to us and drives our motives, feelings and experiences.

### **Group social defence systems**

Group social defence systems describes the tacit underlying assumptions on which the behaviour of the group is based. (i.e. Bion and Menzies).

### **Group dynamics and roles**

Learners will be encouraged to recognise the roles that we all take in groups, through recognising the unconscious aspects of groups. They will gain an understand of where the roles we take come from, for example a person may be anti-group or why a person often becomes the spokesperson for others in a group situation.

### **Understanding of own role within a group and how this affects the group dynamic/group working**

Building on the understanding of unconscious and psychodynamic thinking, learners will begin to examine how they behave in groups and the roles they take, or perhaps roles they are given.

### **Contributing to discussion and collaboration – techniques and how to work with others in a group**

Learners will be introduced to a number of models that can work in group settings, such as work discussion groups and the seminar technique.

### **Reflection on own practice and own role in the group**

Throughout the programme, learners will be encouraged to reflect on their own experiences, feelings and behaviour. Reflection will examine not just 'what happened' but 'what did I do and why'?

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# TGW-L3-Unit2

## Working with Children and Young People in Groups

**Ofqual unit code** R/617/0862                      **Guided Learning Hours (GLH)** 12

**Unit level** 3    **Total Qualification Time (TQT)** 40

**Unit aim and rationale**                      This unit focuses on the application of group work theory to working with groups of children and young people. Following the introduction to psychodynamic theory from Unit 1, this unit provides learners with opportunities to test out the concepts and theories through practical group working, building an understanding of how theories and concepts can be applied to working with children and young people in group situations. Learners will examine how children’s defences operate in groups, the role of transference and counter-transference in the group and how children interact in a group situation, comparing this with their group work with peers and other group activities they have contributed to. They will explore ways in which they can help children feel safe in group situations and contribute to group discussion and collaboration with groups of children and young people. They will reflect on their own experience of working with groups of children and young people.

**Learning Outcomes - on successful unit completion learners will be able to:**

<b>1</b>	Describe how concepts of psychodynamic thinking can support facilitators in group situations.
<b>2</b>	Compare and contrast group roles and group dynamics in group working with peers and with children
<b>3</b>	Reflect on how children interact in group situations
<b>4</b>	Reflect on facilitation of group interactions and goals
<b>5</b>	Reflect on their own practice in working with children in groups

**Indicative content**

**Further concepts of psychodynamic thinking: counter-transference**

The ideas of counter-transference will be introduced as a way of understanding the “facilitator’s response to the transference in the group” as a way to support facilitators to understand what is happening in their group.

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## **Comparing and contrasting groups: why is the formal group different than the informal?**

Learners will look at how behaviour differs between formal and informal groups and how this can be understood as a communication. How can the boundaries of the group be tested?

## **Reflecting on children's interactions in groups: child development**

The list below shows indicative models of child behaviour at each age.

At 2-3 years: children start to play with a caregiving individual or on their own, limited sharing and co-operative peer activities

At 4-5 years: occasional formation of groups, often as a way to reject outsiders

At 6-7 years: children form more stable groups (interplay of social learning; sharing; justice; working together etc.); start of latency stage: primarily group orientated

At 7-11 years: continuation of latency stage; children are in more regular groups within school and social settings giving rise to the testing of boundaries and the exploration of relationships. Strong influence of peer groups

At 12-16 year: adolescence; children seek peer acceptance and rules alongside move away from family group, period of intense questioning

## **Contributing to groups: taking and giving roles in the group**

Learners will understand how roles are taken within group situations and compare their own experiences with those of working with children in groups. These can include spokesperson, saboteur/disruptor, energiser, leader etc.

## **Contributing to groups: therapeutic goals for the group**

For groups to be successful facilitators need to be clear of their purpose for each child. This may include the development of empathy; an increase in capacity to experience powerful feelings/emotions; to work with others and function in a group; to develop behaviours which help resolve conflicts.

## **Reflecting on group work/own practice**

Throughout the programme, learners will be encouraged to reflect on their own experiences, feelings and behaviour. Reflection will examine not just 'what happened' but what did *I* do and *why*?

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# TGW-L3-Unit3

## The Group Lifecycle

**Ofqual unit code** Y/617/0863                      **Guided Learning Hours (GLH)** 12

**Unit level** 3    **Total Qualification Time (TQT)** 40

**Unit aim and rationale**                      This unit introduces the learner to the different phases of groups and how these phases impact what takes place within the group. It builds upon the principles of psychodynamic theory from Unit 1 and the theories and practice of working with children and young people in groups from Unit 2, to develop practical experience of the group lifecycle, understanding the role played by facilitators in setting up, running and evaluating group activities in order to build their expertise in group work. Learners will be encouraged to discuss some of the potential difficulties that can occur within groups, such as attendance, confidentiality and membership. They will also explore what the different phases may mean for children and young people as well as facilitators.

### Learning Outcomes - on successful unit completion learners will be able to:

<b>1</b>	Describe the key factors to consider in designing groups
<b>2</b>	Discuss how to set up and run a group session
<b>3</b>	Identify where to get help and support with group interactions
<b>4</b>	Assess the effectiveness of a range of groups
<b>5</b>	Contribute to group reflection

### Indicative Content

Learners will be expected to bring real-life examples of their groups for discussion to aid the developing understanding of how their group is running. In doing this they will consider the following content areas:

#### How to design a group

- Setting out ground rules for the group
- Confidentiality
- Group aims

#### Setting up and running groups

The early phase, middle phase and later phase of groups as outlined by Dwivedi (1993)

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### **The role of the facilitator and where to get help with running groups**

Learners will explore the function and role of the facilitator and how this may change over the life-cycle of the group. They will also examine the support/supervision required for facilitators to enable them to run groups effectively.

### **Assessing the effectiveness of groups**

Learners will assess the effectiveness of a range of group situations, which may include groups that they have observed as well as groups they have been involved in. The assessment should include:

- What was effective about the group session and interactions
- What could be improved
- How improvements could be made
- What the effect of improvements could be on the group interactions

### **Reflecting on group work/own practice**

Throughout the programme, learners will be encouraged to reflect on their own experiences, feelings and behaviour. Reflection will examine not just 'what happened' but what did *I* do and *why*?

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# TGW-L3-Unit4

## Techniques for Group Work

**Ofqual unit code** D/617/0864                      **Guided Learning Hours (GLH)** 12

**Unit level** 3    **Total Qualification Time (TQT)** 40

**Unit aim and rationale** This unit builds on the knowledge, understanding and skills introduced in the previous units and introduces learners to practical ideas and techniques for the design, running and evaluation of groups. The unit is the culmination of the work carried out by learners in the previous units, building on the application of theories and concepts to practice and enabling learners to try out a range of techniques for successful group working which they can apply to their own group situations. The unit requires learners to demonstrate practical techniques in group working, drawing upon the principles of psychodynamic theory, the knowledge and understanding of working with children in groups and the group lifecycle. Learners will analyse and research a group they are involved with to develop their understanding of how future groups can be developed.

### **Learning Outcomes - on successful unit completion learners will be able to:**

<b>1</b>	Carry out research into a range of group working techniques
<b>2</b>	Explore a range of techniques for managing groups
<b>3</b>	Identify techniques used for formal and informal group sessions
<b>4</b>	Reflect on the group work undertaken and own use of techniques

### **Indicative Content**

#### **Techniques for group work**

The following techniques should be included in the research, demonstration and identification of techniques for learning outcomes 1, 2 and 3:

- **Warm up activities**
  - Ice-breakers; Desert island; The story teller (Moomins); Introduction to activities that can be used with children
  
- **Working with reluctance/resistance**
  - How do we understand this as a communication?

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- **Managing boundaries**

- How do we manage potentially challenging behaviours?
- Can group membership fluctuate?

- **The non-verbal group**

- Using images/pictures/objects/collage to work with children and young people who may find verbal interactions difficult for a range of reasons

- **Recording/evaluating groups**

- How do we know if a group has been beneficial to children and young people?
- Learners will be encouraged to examine the purposes of recording and evaluating groups and how this can be a helpful process

- **Sharing practice**

- Learners will be encouraged to share practical examples of techniques they are using in their own groups

### **Reflecting on group work/own practice**

Throughout the programme, learners will be encouraged to reflect on their own experiences, feelings and behaviour. Reflection will examine not just 'what happened' but 'what did *I* do and *why*'?

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## Section 3

# Delivery Requirements

*The following guidance is for delivery of all units. Where units have additional specific delivery guidance, this is included in the unit descriptor.*

Practical group work and providing opportunities for self-reflection underpins the delivery of all the units in this qualification. Learners will be able to:

- Use underpinning theoretical and conceptual knowledge in a practical way
- Practice group facilitation in a supportive and safe environment
- Reflect on group working and their own performance
- Recognise the conscious and unconscious aspects that occur when facilitating groups

Learners will be required to participate in and facilitate group work under the supervision of experienced group leaders before undertaking their own group work.

Learners will be required to discuss examples of their own work with others during group supervision sessions and will be expected to reflect on both their own and others work throughout.

The underpinning theoretical and conceptual knowledge for this qualification runs throughout all the units, with learners building on their experience and gaining in confidence as they move through the units and practice group facilitation, firstly in a supported environment and then moving on to their own practice.

Experienced tutors will deliver the underpinning theoretical and conceptual knowledge in a practical setting, allowing learners to apply knowledge and understanding practically within group situations.

Delivery methods for all units will include:

- Practical group work sessions
- Discussion of example group situations and theoretical knowledge
- Self-evaluation of own practice and areas for improvement
- Feedback to other group members on group dynamics and performance

Delivery will focus on a learner centred approach in which the learner will build up a varied portfolio of evidence which will typically include:

- Written evidence including self-reflection, observation of practice or description and analysis of group facilitation
- Discussions with group members or tutors on own role within a group and group activities
- Video evidence (where appropriate) of group interactions
- Video of self-reflection or diary of activities

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## Section 4

# Assessment & Quality Assurance

### 4.1 Our Approach

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The following guidance is provided to support centres and learners in understanding this qualification's requirements for assessment and how the assessment processes will be monitored.

### 4.2 Assessment Requirements

This qualification is assessed through a portfolio of evidence. The learner must meet all assessment criteria in the unit before they can be awarded that unit.

We encourage a holistic approach to assessment where appropriate, this means using assessment tasks which can cover elements of more than one unit.

Assessment methods used for this qualification will include:

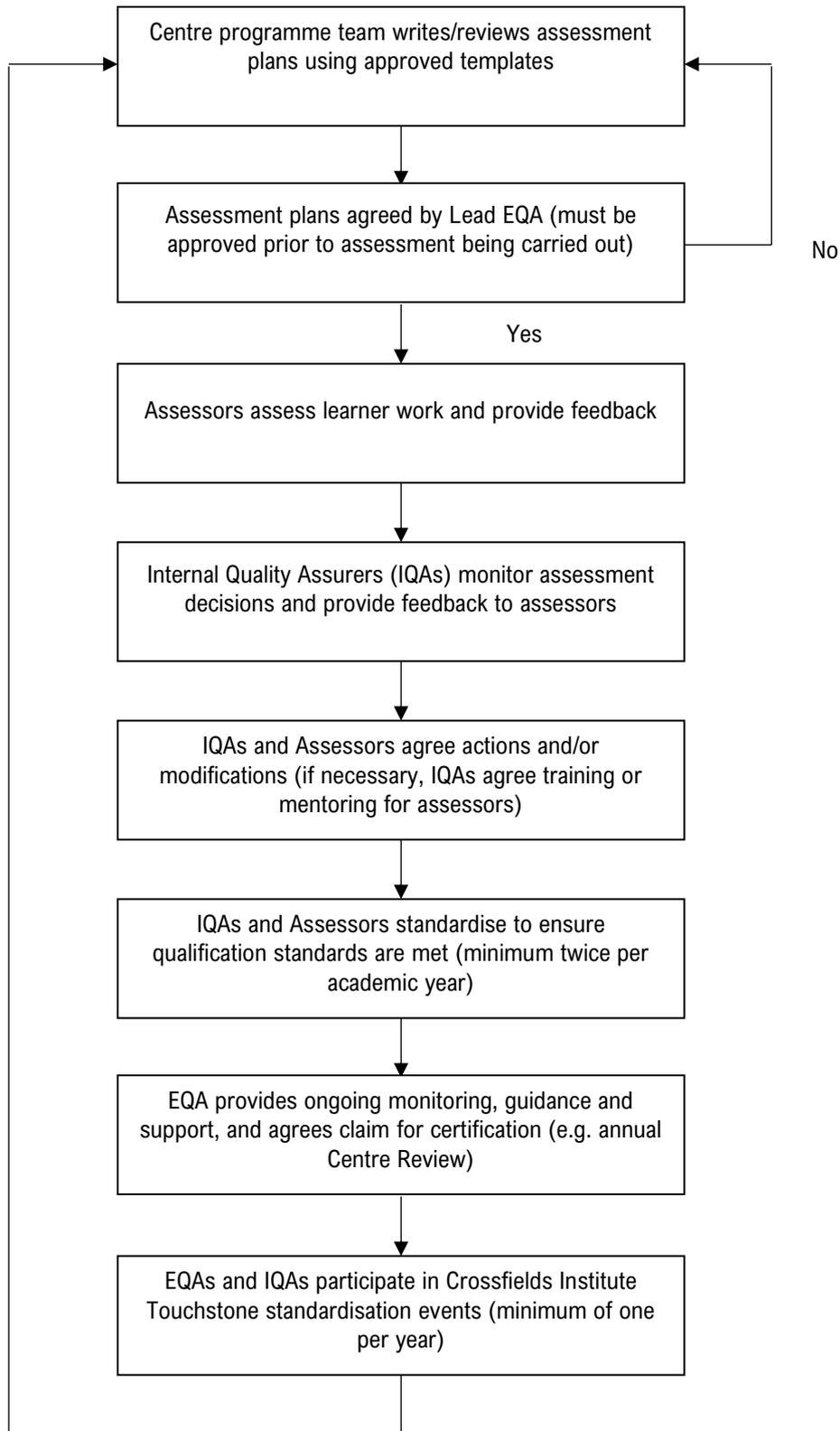
- Written Work Products
  - Written assignments
  - Reports
  - Reflective journal
- Tutor Observation
  - Presentations – individual and group
  - Group discussions and activities
- Witness testimony

Exemplars of assessment tasks are included in Appendix 2.

### 4.3 Quality Assurance Process

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:



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## 4.4 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

## 4.5 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

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## Section 5: Policies and Procedures

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

### Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at [www.crossfieldsinstitute.com/resources](http://www.crossfieldsinstitute.com/resources). Learners should ensure they also refer to the policies and procedures of the centre with which they are registered.

# Appendix 1: Resource and book list

## Recommended Reading

<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher/journal reference</b>
Barsky, A.E.	2011	Conflict resolution for the helping professions: negotiation, mediation, advocacy, facilitation, and restorative justice, Third edn.	Oxford University Press, New York.
Bion, W.R.	1989	Experiences in groups, and other papers.	Tavistock/Routledge, London.
Canham, H.	2002	Group and gang states of mind.	Journal of Child Psychotherapy, 28(2) pp. 113-127
Coppock, C. and Dwivedi, KN.	1993	Group work in school.	In Dwivedi, K.N. 1993, Group work with children and adolescents: a handbook, Jessica Kingsley.
Thorpe, S (ed).	Various	Group Facilitation: A Research & Applications Journal.	Journal various dates
Heron, J	1993	Group facilitation: theories and models for practice.	Kogan Page
Hinshelwood, R.D.	1987	What happens in groups: psychoanalysis, the individual and the community.	Free Association Books.
Ingley-Cook, G. & Dobel-Ober, D.	2013	Innovations in Practice: group work with children who are in care or who are adopted: lessons learnt.	Child and Adolescent Mental Health, vol. 18, no. 4, pp. 251-254.

Obholzer, A, and Zagier Roberts, V. (eds)	1994	The Unconscious at work: individual and organisational stress in the human services.	Routledge, London.
Reid, S.	1993	The group as a healing whole - group psychotherapy with children and adolescents.	Archives of disease in Childhood 69(2): 244–250.
Lanyado, M. & Horne, A.	2009	The handbook of child and adolescent psychotherapy: psychoanalytic approaches, 2nd edn.	Routledge, London
Schuman, S. & International Association of Facilitators	2005	The IAF handbook of group facilitation: best practices from the leading organization in facilitation.	Jossey-Bass, San Francisco, Calif
Stokes, J.	1994	Problems in multidisciplinary teams: the unconscious at work.	Journal of Social Work Practice, 8(2).
Tuckman, B.	1965	Developmental sequence in small groups.	Group Facilitation: A Research & Applications Journal, No. 3 (Spring 2001)
Velsor, P.V.	2004	Training for Successful Group Work with Children: What and How To Teach.	The Journal for Specialists in Group Work, vol. 29, no. 1, pp. 137-146.
Wardale, D. 2013,	2013	Towards a model of effective group facilitation.	Leadership & Organization Development Journal, vol. 34, no. 2, pp. 112-129.
Wolan, T., Delaney, M.A. & Weller, A.	2015	Group Work with Children who have Experienced Trauma using a Sensorimotor Framework.	Children Australia, vol. 40, no. 3, pp. 205-208.

## Appendix 2: Exemplar Assessment Plan

The following table gives examples of tasks which could be used to meet each of the learning outcomes.

<b>Unit</b>	<b>Learning Outcomes</b>  <i>On successful completion, the learner will be able to:</i>	<b>Example Assessment Tasks</b>  <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	<b>Date due for Completion</b>
<b>Unit 1</b>  <b>The Individual and the Group</b>	1. Describe the principles of psychodynamic thinking and how it applies to working in groups	To create an end of course poster to present to peer group to describe how you have understood and applied psychodynamic theory to your direct work.  This will be followed by 15min discussion with peers and tutors.	
	2. Describe the principles of Bion's basic assumption groups	Participation in a group discussion relating to this theory model. Students should prepare for the discussion with notes/extracts from their reflective journals relating to their practice. Course tutors will lead the discussion with prompting questions and maintain records for each student. Where required these can be followed up with individual discussions/interviews between tutor and student.	
	3. Contribute to a group session and apply	Participation in group discussions, assessed	

<b>Unit</b>	<b>Learning Outcomes</b>  <i>On successful completion, the learner will be able to:</i>	<b>Example Assessment Tasks</b>  <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	<b>Date due for Completion</b>
	understanding of group dynamics	through observation by tutors with verbal feedback provided to students throughout course.	
	4. Contribute to group discussion and collaboration	Participation in group discussions, assessed by tutors with feedback throughout course.	
	5. Reflect on their own practice in group working	Participation in group discussions, assessed by tutors with feedback throughout course.  Maintain a reflective log throughout the duration of the course and submit relevant extracts for assessment.	
<b>Unit 2</b>  <b>Working with Children and Young People in Groups</b>	1. Describe how concepts of psychodynamic thinking can support facilitators in group situations.	End of course poster / presentation to peer group and subsequent discussion with peers and tutors.	
	2. Compare and contrast group roles and group dynamics in group working with peers and with children	1500-,2000 written account drawing on students' theoretical understanding and extracts from their reflective journal. (links to Unit 3 learning outcomes 2,3 & 4)	

<b>Unit</b>	<b>Learning Outcomes</b>  <i>On successful completion, the learner will be able to:</i>	<b>Example Assessment Tasks</b>  <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	<b>Date due for Completion</b>
	3. Reflect on how children interact in group situations	<p>Maintain a reflective log throughout the duration of the course and submit relevant extracts for assessment.</p> <p>Presentation of own work to the student group for discussion/analysis.</p>	
	4. Reflect on facilitation of group interactions and goals	<p>Maintain a reflective log throughout the duration of the course and submit relevant extracts for assessment to tutors for feedback.</p> <p>Presentation of own work with groups to the student group for discussion/analysis.</p> <p>Observation by assessors of facilitation of group work during the course. Where this is not possible arrangements should be made for opportunities to provide a reflective account of the facilitation of the groups.</p>	
	5. Reflect on their own practice in working with children in groups	Participation in group discussions, assessed by tutors with feedback throughout course.	

<b>Unit</b>	<b>Learning Outcomes</b>  <i>On successful completion, the learner will be able to:</i>	<b>Example Assessment Tasks</b>  <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	<b>Date due for Completion</b>
		Maintain a reflective log throughout the duration of the course and submit relevant extracts for assessment.	
<b>Unit 3</b> <b>The Group Lifecycle</b>	1. Describe the key factors to consider in designing groups	End of course poster / presentation to peer group and subsequent discussion with peers and tutors.	
	2. Discuss how to set up and run a group session	2500 word written account drawing on students' theoretical understanding and extracts from their reflective journal. (links to Unit 2 element 2)	
	3. Identify where to get help and support with group interactions	1500-2000 word written account drawing on students theoretical understand and extracts from their reflective journal. (links to Unit 2 element 2)	
	4. Assess the effectiveness of a range of groups	1500-2000 word written account drawing on students theoretical understand and extracts from their reflective journal. (links to Unit 2 element 2)	

<b>Unit</b>	<b>Learning Outcomes</b>  <i>On successful completion, the learner will be able to:</i>	<b>Example Assessment Tasks</b>  <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	<b>Date due for Completion</b>
	5. Contribute to group reflection	Participation in group discussions, assessed by tutors with feedback throughout course.	
<b>Unit 4</b>  <b>Techniques for Group Work</b>	1. Carry out research into a range of group working techniques	Independent study – students to undertake research and bring learning back to the student group via 15min presentation	
	2. Explore a range of techniques for managing groups	Independent study – students to undertake research and bring learning back to the student group via a tutor observed 15min presentation to peers	
	3. Identify techniques used through contributing to formal and informal group sessions	Independent study – students to undertake research and bring learning back to the student group via 15min presentation	
	4. Reflect on the group work undertaken and own use of techniques	Participation in group discussions, assessed by tutors with feedback throughout course.  Maintain a reflective log throughout the duration of the course and submit relevant extracts for assessment.	