Australian Government

Department of Education, Employment and Workplace Relations

CSCINT405A Support group activities

Revision Number: 2

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CSCINT405A Support group activities

Modification History

CSCINT405A Second release: Layout adjusted. No changes to content.
CSCINT405A First release: Primary release.

Unit Descriptor

This unit of competency describes the outcomes required to participate in and provide general support for a range of formal and informal groups in a variety of settings and for a range of purposes. It covers staff members who work in secure custodial settings and those who work in community programs.

Application of the Unit

The unit may apply to the work of staff actively involved in the facilitating of group work as well as to supervising team members and other support occupations involved in the delivery, facilitation or support of group activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **_bold italicised_** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish relationship with group.	1.1 Check and confirm the ***purpose of the group***, its main activities and support for and interest in its activities.
	1.2 Clarify and negotiate agreement on the different roles and contributions of members of the group and the levels of support needed.1.3 Negotiate and get agreement on the rules of behaviour and ways in which the group will manage itself and apply rewards and penalties if agreed.
	1.4 Assess ***goals***, needs and expectations of individuals and relate these to the purpose of the group.
	1.5 Negotiate agreement on the conditions that apply to participation, outcomes and reporting.
	1.6 Use communication techniques with the group that are clear, honest, flexible and tolerant of differences.
	1.7 Demonstrate and encourage self-control, patience, trust, tolerance and respect for individual differences.
	1.8 Promote the purpose and benefits of participation in groups positively.
2 Assist group to achieve its purpose.	2.1 Analyse and organise ***resources*** needed to achieve the purpose and outcomes of the group according to policies, availability and cost-effectiveness.
	2.2 Allocate time and personal involvement needed to maintain support.
	2.3 Assess and organise specialist or external resources and support that will assist the group's purpose.
	2.4 Monitor the activities and progress of the group against the purpose and demand on resources.
	2.5 Advocate on behalf of the group within the organisation and with key people according to guidelines and group objectives.
	2.6 Provide reports on the purpose, activities and outcomes of the group that are accurate, generate a positive image and evaluate the role of the group in terms of the organisation's objectives.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- negotiating agreement with a group
- establishing and maintaining group rules and self-management
- establishing and maintaining the connection between the purpose of the group and the objectives of the organisation
- maintaining a friendly and professional relationship with formal and informal groups
- maintaining the purpose, focus and objectives of the group
- using a range of communication techniques to achieve cooperative participation and manage conflict
- determining the resources needed for general and specific group activities
- negotiating the allocation of resources with your organisation
- advocating on behalf of the group
- negotiating the availability of resources outside your organisation
- using strategies to maintain the focus of the group in its activities
- reviewing and evaluating the achievements of the group against its purpose
- reporting on the group to establish and confirm its relationship to the objectives of the organisation.

Required knowledge:

- organisation's policies, procedures, practices, guidelines and standards about:
    - contact with offenders
    - case management
    - programmed intervention
    - referral and specialist support
    - code of conduct
    - duty of care
    - confidentiality
    - freedom of information
    - reporting and offender files
    - use of resources with awareness of environmental and/or sustainable practices
- theories of human behaviour, including:
    - offending behaviour
    - behaviour and conflict management
    - mental health conditions
    - peer pressure and control
    - suicide and self-abuse

- role of cultural values in determining behaviour and relationships
- principles of communication, such as:
  - interviewing
  - report presentation
  - cross-cultural interaction
  - giving constructive feedback
  - interactive communication
  - use of non-verbal cues, such as body language
- sources of information, including:
  - offender information management system
  - internal recording and reporting system
  - specialist services
  - justice information
  - key people, including offender and family, colleagues and community support services.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment	Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- ability to support group activities at both formal and informal levels in a range of (two or more) contexts or occasions, over time.

Context of and specific resources for assessment	Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for supporting group work as part of a coordinated team, including coping with difficulties, irregularities and changes to routine
- copies of legislation, policies, procedures and guidelines relating to supporting group activities
- access to appropriate learning and assessment support when required.

Method of assessment	The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues.

Guidance information for	Assessment methods should reflect workplace demands, and

assessment	any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. |

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **_Bold italicised_** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Purpose of the group will depend on offender programs and activities supported by the organisation and could include:	• conditions for probation, parole, community release and alternative custodial sentences • part of an organisational strategy for reducing re-offending • part of an organisational strategy for behaviour change • development of mutual support systems • programs designed to address disadvantage, such as personal development, educational and employment programs • recreational and social programs and community services • those determined by case management plans • those conducted inside custodial environments • those conducted in community settings
The nature of individual and group ***goals*** will depend on offender management strategies and could include addressing:	• employment skills and qualifications • language and literacy skills • social skills • life skills • managing offending behaviour • self-help • mutual support • cultural identity and development • recreational, social and fitness
Evidence will be given of applying the following ***resources***:	• facilities • information • equipment • other people, specialists and advisers • administrative support • skills and expertise • transport • access to locations

Unit Sector(s)

Intervention.

Competency field

Not applicable.

Co-requisite units

Not applicable.