



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCGROUP302D Support group activities**

**Release: 1**

## **CHCGROUP302D Support group activities**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to participate in and provide general support for a range of informal and formal groups in a variety of settings

### **Application of the Unit**

#### **Application**

This unit may be applied to group work in a range of community service settings

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

1. Identify the purpose of the group

### PERFORMANCE CRITERIA

- 1.1 Identify and determine with members of the group, activities which meet the group purpose
- 1.2 Discuss and establish with all group members, rules for group behaviour
- 1.3 Identify, acknowledge and respect *individual differences* of workers and group members
- 1.4 Seek, identify and accommodate goals, needs and expectations of participants according to available *resources*

**ELEMENT****PERFORMANCE CRITERIA**

2. Establish relationship with the group
- 2.1 Define roles played by group members including the worker
  - 2.2 Encourage a suitable level of participation
  - 2.3 Inform group of resources available to meet group needs
  - 2.4 Assess capacity of the worker to respond to group's needs and communicate to the group, in an appropriate manner
  - 2.5 Identify and implement the most appropriate *support* to achieve the objectives of the activity
  - 2.6 Model *clear communication* to group members
  - 2.7 Encourage group members to use clear and appropriate communication
  - 2.8 Respect individual differences and needs in communication and interaction with group members
  - 2.9 Ensure communication and interactions with group are appropriate to aim and purpose of group
  - 2.10 Implement appropriate processes as necessary to address breaches of behaviour
  - 2.11 Encourage participants to agree on and abide by a set of appropriate guidelines
  - 2.12 Promote group achievements in a way which motivates and recognises participants' efforts
  - 2.13 Keep records of group interaction, where required, in a manner consistent with organisation's documentation requirements
3. Organise resources for *group activities*
- 3.1 Work to ensure adequate resourcing is available
  - 3.2 Communicate to group availability of resources and guidelines for use
  - 3.3 Encourage cooperative approach to the use of resources
  - 3.4 Complete *reports* on use of resources if required
  - 3.5 Ensure reports are completed to standard required by organisation

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Dynamics of groups and the different styles of group leadership and decision-making
- Effective communication techniques
- Conflict management
- Organisation's policies, principles and procedures
- Relevant organisation and community resources
- Building and maintaining relationships
- Relevant models such as stages of group development and stages of change model

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Support group activities for formal and informal groups
- Participate in a variety of group activity types identified in the Range Statement or in the workplace
- Provide support for appropriate target groups

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills including asking questions, clarifying issues/topics, providing information in the workplace setting:
  - language used may be English or community language, depending on the client group
- Apply written communication competence to complete reports required by the

## REQUIRED SKILLS AND KNOWLEDGE

organisation:

- complexity of reports may vary from completing an organisation proforma, to completing a unstructured report
- literacy support for completing reports may vary from the availability of support from a supervisor to no support available in the workplace
- reports may be written in English or community language depending on the organisation requirements
- Apply reading competence required to fulfil the job role:
  - this may vary from no competence required (if information on the availability of resources, materials etc for the group are conveyed verbally), to the ability to read work-related texts, which may include lists of available resources, names of group members, policy statements on use of equipment and resources etc
  - language in use may be English or community language depending on organisation

## Evidence Guide

### 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.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment may be conducted on one or more occasions but must include the normal range of client groups, group activities and types of groups in the workplace

## EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment of this unit include access to:
    - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Method of assessment:*
- Assessment may include observations, questioning or evidence gathered from the workplace

## Range Statement

### 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. 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.

*Group activities may be:*

- Formal or informal
- Structured
- Semi structured
- Unstructured

*Group activities may relate to:*

- Discussions
- Sporting and recreation activities
- Research, planning and management
- Informal and formal education
- Community action
- Special interest causes

*Resources will include:*

- Information/referrals
- Facilities
- Equipment/materials
- Administrative support
- Facilitation of meetings
- Worker skills/expertise

*Support will include:*

- Resources managed by the organisation
- Advice, information and facilitation
- Individual or group supervision



**RANGE STATEMENT**

*Individual differences may include differences in:*

- Beliefs
- Values
- Age
- Cultural background
- Physical abilities

*Clear communication will be:*

- Communication related to group purpose and aims
- Communication that respects individual differences and abilities of group members

*Reports may be:*

- Verbal or written according to organisation procedures

**Unit Sector(s)**

Not Applicable