



Australian Government

Department of Education, Employment and Workplace Relations

CSCINT502A Use group processes to address offending behaviour

Revision Number: 1

CSCINT502A Use group processes to address offending behaviour

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to direct the activities, outcomes and processes of a group of offenders for the purpose of achieving the goals of programs designed to address offending behaviour and reduce re-offending.

This unit replaces and is equivalent to CSCINT005A Use group processes to address offending behaviour.

Application of the Unit

Application of the unit

Offender participation may be part of a mandatory sentence requirement or voluntary, and may be inside a secure centre or in the community.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Not applicable

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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 Assess offenders' needs and programs.	<p>1.1 Consult the <i>history and background</i> of referred offenders and assess their suitability for the program.</p> <p>1.2 Use information about offenders to allocate them to a group according to needs of the offenders and conditions of the programs.</p> <p>1.3 Identify the need for additional groups or programs and check with program purpose and resources.</p>

ELEMENT	PERFORMANCE CRITERIA
2 Design and coordinate a program of activities.	<p>2.1 Check current commitments in time and resources for flexibility and capacity to expand.</p> <p>2.2 Check the objectives, outcomes and processes of group programs for consistency with the organisation's policies and objectives and program outcomes.</p> <p>2.3 Plan a structured sequence of activities and timetable to achieve the objective of the group program within the resources available.</p> <p>2.4 Consult team members for feedback on the planned program and indications of support.</p> <p>2.5 Identify resources needed for the program and allocate according to priorities and availability.</p>
3 Manage process and outcomes of the group.	<p>3.1 Provide information to group in a language and style they will understand.</p> <p>3.2 Negotiate group rules and confirm agreement with group to encourage commitment, cooperation and active participation.</p> <p>3.3 Check the background of members of the group for indicators of concerns, patterns of behaviour, strengths and barriers and consider these in the approach taken.</p> <p>3.4 Encourage members of groups to take responsibility for agreement on objectives, targets and outcomes.</p> <p>3.5 Plan the location of the group meetings to promote comfort, trust, privacy, energy and focus.</p> <p>3.6 Direct the strengths and energy of the group to maintain positive direction, cooperation and achievements.</p> <p>3.7 Encourage active participation and appropriate responses and model positive behaviour through the selection of effective communication techniques.</p> <p>3.8 Monitor behaviour and mood of members for signals, and anticipate and provide appropriate responses.</p> <p>3.9 Provide clear and relevant information to the group at a suitable language and comprehension level.</p> <p>3.10 Analyse own values for their impact on own attitudes and interactions and to detect and avoid personalising issues, discrimination and stereotyping.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- using complex communication strategies to have a positive impact on group dynamics and process
- planning group-based programs strategically to achieve program outcomes
- creating an environment for motivation, cooperation and behaviour change
- using offender information for assessment of needs and issues
- assessing offending background and behaviour for potential for group intervention
- encouraging the expression of issues, concerns, problems and developments and the positive benefits of change
- using a wide range of complex communication strategies with a group
- analysing behaviour and experience for the cause of unacceptable behaviour and potential problems
- analysing and responding to group dynamics
- using a range of strategies to give direction and leadership, maintain motivation and purpose and achieve specified outcomes.

Required knowledge:

- principles of communication for specified outcomes, including:
- empathetic listening
- meaning and impact of body language
- effect of tone of voice
- use of reframing concepts
- eye contact
- interpreting hidden and complex messages
- use of paraphrasing
- giving feedback
- effects of open questions
- use of reflection, review and debriefing
- use of role play and scenarios in group work
- one-way and two-way communication
- facilitation of interaction and participation
- principles of group dynamics and interaction, including:
- effect of process

REQUIRED SKILLS AND KNOWLEDGE

- differentials in power
- empathy and identification
- engineering engagement
- trust building
- challenging
- principles of interviewing and counselling
- issues that relate to the common focus of the group, such as:
 - drug use and addiction
 - anger and violence
 - domestic violence
 - sexual offences
 - emotional and social development
 - sentencing conditions and requirements
 - principles of learning, behaviour and attitudinal change
 - understanding of own values and attitudes and their impact on own work and relationships.

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.

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.

EVIDENCE GUIDE

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 apply group processes to address offending behaviour 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 conducting group work with offenders to address offending behaviour issues as part of a coordinated team, including coping with difficulties, irregularities and changes to routine
- copies of legislation, policies, procedures and guidelines relating to using group processes to address offending behaviour
- 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.

EVIDENCE GUIDE

Guidance information for assessment

Assessment methods should reflect workplace demands, and 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.

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. ***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.

History and background may be gathered by examining information, including:

- offending history
- previously programmed intervention
- classification and review
- court and sentencing conditions
- need and risk assessment
- reports from specialists
- protective care history
- routine and specific reports
- review of sentence plan and conditions
- monitoring of behaviour and security supervision.

Unit Sector(s)

Unit sector

Intervention

Competency field

Competency field Not applicable

Co-requisite units

Co-requisite units Not applicable