



Australian Government

CHCGRP004 Deliver structured programs

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCGROUP410B

Application

This unit describes the skills and knowledge required to prepare for and deliver already established short, one-off, structured programs according to format and timing requirements. Programs will have a focus on assisting participants to find solutions to specific challenges through access to information and education relevant to these challenges.

This unit applies to any individual involved in planning and leading established, structured group educational sessions.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Conduct pre-program assessments

1.1 Review program information and discuss program objectives and format with potential group participants to assess program suitability

1.2 Identify and document special needs of potential group participants in pre-group assessment

1.3 Identify participant conditions potentially incompatible with program objectives

1.4 Select participants for group according to selection

ELEMENT	PERFORMANCE CRITERIA
	criteria and complete documentation accordingly
2. Confirm program process	2.1 Clearly communicate program objectives, learning outcomes and structure to participants 2.2 Establish and agree group process and participation guidelines with participants 2.3 Communicate boundaries and limitations of program 2.4 Identify and access resources required for program implementation
3. Implement program	3.1 Deliver program content according to the sequence and procedure identified 3.2 Manage pace of delivery to meet timeline requirements and overall objectives 3.3 Encourage group interaction and manage it to maintain relevancy and ensure equity of discussion amongst participants 3.4 Present material to accommodate relevant discussion and questions, while ensuring key information and processes are delivered within timing requirements 3.5 Use presentation tools and adult learning theories and models effectively 3.6 Provide communication and literacy support to participants as required to ensure equitable access to information 3.7 Summarise information and key learning throughout the program 3.8 Deliver program collaboratively with co-facilitator where required
4. Contain emotional responses	4.1 Ensure strong emotions expressed by participants are acknowledged and affirmed 4.2 Normalise and validate participant experience where appropriate and sensitively challenge where required 4.3 Refer participant to support services if required and encourage them to seek follow up support

ELEMENT**PERFORMANCE CRITERIA**

4.4 Refocus group participants on program process

5. Review achievement of program objectives

5.1 Assess participants' understanding of key concepts and achievement of learning objectives during delivery

5.2 Identify additional issues raised which are not addressed within the scope of the program and initiate referral or follow up action to address them

5.3 Conduct and document program evaluation according to program evaluation process and complete reporting in line with requirements

5.4 Gather and assess feedback on program to guide continuous improvement of delivery

5.5 Review effectiveness of implementation with co-facilitator or supervisor

5.6 Identify opportunities to improve program delivery

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCGRP004 Deliver structured programs

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- prepared for and delivered at least 3 different structured programs within identified resources and timeframes applying adult learning principles and all of the following:
 - demonstration/modelling
 - instruction
 - presentations/lectures
 - guided facilitation of individual and group learning activities
 - initiating and facilitating group discussions
 - brainstorming activities
 - time and process management skills
- used the following communication and interpersonal skills when facilitating group learning:
 - listening
 - questioning
 - effective non-verbal communication
 - empathetic responding
 - paraphrasing
 - summarising
 - negotiation
 - conflict resolution

- techniques for maintaining group cohesion
- debriefing
- addressed planning and facilitation issues to meet the diverse needs of individuals, including those related to:
 - age
 - culture
 - gender
 - education level
 - learning ability.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for group work, and how these are applied in organisations and individual practice:
 - codes of conduct
 - discrimination
 - duty of care
 - mandatory reporting
 - privacy, confidentiality and disclosure
 - records management
 - work role boundaries – responsibilities and limitations
 - work health and safety
- subject matter knowledge
- group selection processes
- content and requirements of the learning program and/or delivery plan
- learner group profile including characteristics and needs of individual learners in the group
- different delivery methods and techniques appropriate to face-to-face group delivery, including:
 - demonstration/modelling
 - instruction
 - presentations/lectures
 - guided facilitation of individual and group learning activities
 - initiating and facilitating group discussions
 - brainstorming activities
 - time and process management skills
- adult learning theory and models
- dynamics of groups and group behaviour

- behaviours in group participants which may indicate difficulties with content or processes
- program evaluation/revision techniques, including:
 - development of assessment criteria
 - developing simple questionnaires and feedback forms
 - administering evaluation forms
 - using questioning for evaluation purposes
- types of additional support that may be provided to groups, including:
 - information and resources (internal or external)
 - individualised services
 - referrals to further support
- own values, beliefs and experiences which may impact on work practice.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - structured programs for delivery
 - organisation policies and procedures
- modelling of industry operating conditions, including:
 - involvement of groups comprising at least 5 people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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