



Australian Government

Department of Education, Employment and Workplace Relations

CHCGROUP2C Support group activities

Release: 1

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Modification History

Not applicable.

Unit Descriptor

Participating in and providing general support for a range of informal and formal groups in a variety of settings.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

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Element	Performance Criteria
1 Identify the purpose of the group	1.1 Activities which meet the purpose of the group are identified and determined with the members of the group. 1.2 Rules for group behaviour are discussed and established with all group members. 1.3 Individual differences of workers and group members are identified, acknowledged and respected. 1.4 The goals, needs and expectations of the participants is sought, received and accommodated according to available resources.
2 Establish relationship with the group	2.1 Roles played by group members including the worker are defined. 2.2 A suitable level of participation is encouraged. 2.3 Group is informed of resources available to meet group's needs. 2.4 The capacity of the worker to respond to group's needs is assessed and communicated to the group, in an appropriate manner. 2.5 The most appropriate support to achieve the objectives of the activity is selected and implemented. 2.6 Clear communication is modelled to group members. 2.7 Group members are encouraged to use clear and appropriate communication. 2.8 Communication and interactions with group members respects individual differences and needs. 2.9 Communication and interactions with group are appropriate to aim and purpose of group. 2.1 Appropriate processes are implemented as

- 0 necessary to address breaches of behaviour.
- 2.1 Participants are encouraged to agree on and abide
1 by a set of appropriate guidelines.
- 2.1 The group's achievements are promoted in a way
2 which motivates and recognises participants' efforts.
- 2.1 Where required, records of group interaction are
3 kept in a manner consistent with organisation's documentation requirements.
- 3 Organise resources for group activities
 - 3.1 Work is undertaken to ensure adequate resourcing is available.
 - 3.2 Availability of resources and guidelines for use are communicated to group.
 - 3.3 A co-operative approach to the use of resources is encouraged.
 - 3.4 Reports on the use of resources are completed if required.
 - 3.5 Reports are completed to standard required by organization.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical aspects of assessment:

Support group activities for formal and informal groups

Participate in for a variety of group activity types identified in the Range Statement or in the workplace

Provide support for appropriate target groups

Essential knowledge:

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 organisational and community resources

Building and maintaining relationships

Relevant models such as stages of group development and stages of change model

Essential skills:

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.

Written communication competence to complete reports required by the organisation. The complexity of reports may vary from completing an organisational 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 organisational requirements.

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.

Resource implications:

Access to appropriate workplace where assessment can be conducted or simulated of realistic workplace setting for assessment.

Consistency in performance:

Assessment may include observations, questioning and evidence gathered from the workplace environment

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

Context of assessment:

This units is most appropriately assessed in the workplace and under the normal range of workplace conditions.

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Range Statement

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

Individual differences may include differences in:

Beliefs

Values

Age

Cultural background

Physical abilities

Appropriate 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 organisational procedures

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Unit Sector(s)

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