



Australian Government

Department of Education, Employment and Workplace Relations

CHCGROUP410B Deliver a structured program

Release: 1

CHCGROUP410B Deliver a structured program

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to deliver a short, one off, structured program according to the format and timing requirements of the program

Application of the Unit

Application

This unit applies to the delivery of a program where the material and processes to be covered are clearly identified and must be achieved within a given timeframe

The program will have a focus on assisting participants to find solutions to specific challenges through access to information and education relevant to these challenges

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

PERFORMANCE CRITERIA

1. Conduct pre-program assessments

- 1.1 Discuss program objectives and format with potential group participants to assess the program's suitability for them
- 1.2 Identify *special needs* of potential group participants in *pre-group assessment*
- 1.3 Identify *conditions potentially incompatible with program objectives*
- 1.4 Select participants for group according to *selection criteria*
- 1.5 Communicate participant acceptance and confirm with client

2. Confirm program process

- 2.1 Clearly communicate program objectives, learning outcomes and structure to participants
- 2.2 Establish 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

ELEMENT**PERFORMANCE CRITERIA****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
- 4.4 Refocus group participants on program process

ELEMENT**PERFORMANCE CRITERIA****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 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

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:

- Group selection processes
- Relevant subject matter of the delivery
- The 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
- Adult learning theory and models
- Behaviours in group participants which may indicate difficulties with content or

REQUIRED SKILLS AND KNOWLEDGE

processes

- Conflict resolution and mediation
- Evaluation/revision techniques, for example:
 - development of assessment criteria
 - developing simple questionnaires and feedback forms
 - administering evaluation forms
 - using questioning for evaluation purposes
- Specific resources and support services available for group participants including those with special needs
- Organisation and program requirements for evaluation and reporting

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively facilitate a group including being able to:
 - facilitate discussion and group interaction
 - maintain group cohesion
 - handle difficult situations
 - manage group activities
 - manage conflict
 - observe and interpret behaviour that puts others at risk
- Apply adult learning theory and techniques
- Apply different delivery and facilitation methods/ techniques, such as:
 - demonstration/modelling
 - instruction
 - presentations/lectures
 - guided facilitation of individual and group learning activities/group work/case studies
 - initiating and facilitating group discussions
 - brainstorming activities
 - enabling and supporting effective learner participation
- Use time and process management skills within a group facilitation context
- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Maintain records appropriate to the group
- Work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of group members

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate awareness of self, own values, beliefs and experiences which may impact on work practice
- Engage in critical reflection and self-evaluation of work practice
- Respond appropriately to group dynamics
- Protect self whilst leading/ facilitating the group
- Respond to strong emotional expression in the group

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 in the application of the planning, delivery and review of short, structured programs within identified resources including timeframes
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to deliver short, structured programs to groups

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 include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - demonstration of competency within the working environment through the facilitation of short structured groups selected through appropriate application of a selection process
 - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
 - observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
 - where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit is to be assessed after or in conjunction with the following related unit of competency:

- CHCGROUP403D Plan and conduct group activities

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.

Special needs may include:

- Those associated with:
 - potential for self-harm
 - disability
 - literacy level
 - travel
 - childcare
 - cultural influences or protocols

Pre-group assessment may include but is not limited to:

- Phone interview
- One-on-one discussions
- Referral information

Conditions potentially incompatible with program objectives may include:

- Mental illness
- Domestic and family violence issues
- Drug and alcohol abuse
- Incompatibility with selection criteria
- Language, literacy, numeracy and education abilities prevent effective engagement with program and achievement of program outcomes

RANGE STATEMENT

Selection criteria may include

- Location
- Life circumstances or situations
- Relevance to target issues
- Age
- Gender
- Ability to commit to group process
- Suitability for intervention focus

Boundaries and limitations of program may include:

- That the program is designed to touch on many issues but not cover them in depth and is not designed to:
 - provide counselling
 - act as a support group
 - act as a forum for story telling
 - deal with advocacy issues

Presentation tools may include:

- Overhead projector
- Whiteboard
- Flip paper
- Butcher's paper
- Powerpoint presentations
- Case studies, scenarios
- Pictures, photographs, diagrams

RANGE STATEMENT

Support services may include but is not limited to:

- Other professionals within own service
- Other programs offered by own or other services
- Self-help/support groups
- Counselling services
- Alcohol and other drug support services
- Mental health support services
- Domestic and family violence support services
- Financial assistance and counselling services
- Child Support Agency
- Family Magistrate Service
- Centrelink/Family Assistance Office
- Mediation centres
- Australian Taxation Office
- Family Court of Australia
- Phone support services, e.g. Mensline
- Family relationship centres
- Other agencies providing support and counselling
- Websites for example MENDS and Parenting Children
- Stepfamily Association of Australia

Unit Sector(s)

Not Applicable