



**Australian Government**

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

# **PSPCOM501A Prepare for community engagement**

**Revision Number: 3**

## PSPCOM501A Prepare for community engagement

### Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

### Unit Descriptor

This unit covers effective approaches to identifying and understanding the various communities targeted to be involved in engagement activities or programs. It includes development of an analytical framework, defining and assessing the composition of the target community, identifying community cultural systems and protocols and building a community profile.

In practice, community engagement overlaps with other generalist or specialist work activities such as acting ethically, providing leadership, developing client services, developing policy, undertaking research, facilitating change, etc.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

## **Employability Skills Information**

This unit contains employability skills.

## **Elements and Performance Criteria Pre-Content**

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. <b>Develop an analytical framework</b>	<p>1.1 The context within which community engagement may ethically be undertaken and the underpinning policy drivers are identified.</p> <p>1.2 Key stakeholders are identified and consulted to ensure the framework is culturally appropriate and addresses key <i>community</i> characteristics.</p> <p>1.3 The task and objectives are defined in accordance with organisational requirements for the engagement program.</p> <p>1.4 Resources are allocated to implement the framework according to the requirements of the task and budgetary constraints.</p> <p>1.5 The framework is developed to meet the requirement to assist in analysing and understanding the community.</p>
2. <b>Define the target community</b>	<p>2.1 <i>Research techniques</i> are identified in accordance with community engagement information requirements and community preferences.</p> <p>2.2 Information is gathered and analysed according to the requirements of the research strategy, and the target community(s) is defined with sufficient breadth and depth to meet community engagement program requirements .</p> <p>2.3 Community research is conducted and the community(s) is defined in accordance with public sector ethical standards in order to build community trust and confidence.</p>
3. <b>Assess community features</b>	<p>3.1 Community <i>diversity</i> is acknowledged and respected in accordance with public sector diversity guidelines and/or codes of practice.</p> <p>3.2 The community's formal and informal leadership structure is identified, and <i>protocols</i> and cultural practices are acknowledged and adhered to.</p> <p>3.3 Community makeup and structures are detailed, and relationships are established through formal and informal community networks in accordance with organisational policy and procedures.</p> <p>3.4 <i>Barriers</i> to involvement by the community in the engagement process are identified, and strategies to address them are developed in accordance with community engagement program requirements.</p> <p>3.5 Risks and issues in relation to engaging with the community are identified, and strategies are developed to address them in accordance with program requirements.</p>
4. <b>Build a community profile</b>	<p>4.1 An environmental scan is conducted to examine <i>demographic, social or economic indicators</i> or trends that may impact on community engagement, and the results included in the profile.</p> <p>4.2 The composition of the community and its leadership structures</p>

**ELEMENT****PERFORMANCE CRITERIA**

- are detailed in the profile.
- 4.3 The community's formal and informal networks and its formal and informal cultural practices are identified in the profile.
- 4.4 Barriers to community engagement and risks/issues, including *prior experiences* and recommendations for addressing them, are detailed in the profile.
- 4.5 The profile is validated with stakeholders in accordance with organisational policy and procedures.

## Required Skills and Knowledge

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

### Skill requirements

Look for evidence that confirms skills in:

- facilitating, consulting and networking with diverse communities using a range of communication styles to suit diverse audiences and purposes
- explaining complex and formal policies and concepts to a variety of audiences
- translating community engagement theory into practice
- responding to diversity, including gender and disability
- researching and analysing community information
- applying lateral thinking to provide solutions and overcome barriers to community engagement
- applying workplace safety procedures to community consultation
- detailing requirements, writing recommendations and preparing community profiles requiring complex language structures and precision of expression

### Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to community engagement
- community engagement theory, principles, practices and techniques
- principles of leadership in the context of community engagement
- principles of cultural awareness and cross-cultural communication
- power relationships
- community politics, dynamics eg stigma
- barriers to community engagement
- public sector values and codes of conduct
- principles of ethical conduct
- principles of social justice
- equal employment opportunity, equity and diversity principles
- workplace safety procedures relating to community consultation

## Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

### Units to be assessed together

- Pre-requisite units that must be achieved prior to this unit: Nil
- Co-requisite units that must be assessed with this unit: Nil
- Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPCOM502A Develop and implement community engagement strategies
  - PSPCOM503A Build and maintain community relationships
  - PSPETHC501B Promote the values and ethos of public service
  - PSPGOV504B Undertake research and analysis
  - PSPGOV507A Undertake negotiations
  - PSPGOV508A Manage conflict
  - PSPGOV511A Provide leadership
  - PSPGOV512A Use complex workplace communication strategies
  - PSPGOV514A Facilitate change
  - PSPLEGN501B Promote compliance with legislation in the public sector
  - PSPOHS501A Monitor and maintain workplace safety

### Overview of evidence requirements

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 the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- preparation for community engagement in a range of (3 or more) contexts (or occasions, over time)

### Resources required to carry out assessment

These resources include:

- community information, case studies or scenarios,

- including current journals, international case studies
- community engagement theory, principles, practices and techniques
- procedures and protocols for community engagement, including occupational health and safety
- policy and legislation related to community engagement
- public sector values and codes of conduct

**Where and how to assess evidence**

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 when preparing for community engagement, including coping with difficulties, irregularities and breakdowns in routine
- preparation for community engagement in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**

Evidence 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



## Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<p><b>The community</b> may include:</p>	<ul style="list-style-type: none"> <li>• individuals</li> <li>• communities of place</li> <li>• communities of geographical interest</li> <li>• communities of interest/interest groups</li> <li>• residents' and community groups</li> <li>• ethnic communities</li> <li>• non-government organisations</li> <li>• private sector organisations</li> <li>• public sector agencies</li> <li>• other levels of government</li> <li>• media organisations</li> </ul>
<p><b>Research techniques</b> may include:</p>	<ul style="list-style-type: none"> <li>• analysis of demographic, social and economic indicators</li> <li>• analysis of statistical data</li> <li>• attitude surveys</li> <li>• consultation sessions</li> <li>• environmental scanning</li> <li>• face-to-face interviews</li> <li>• focus groups</li> <li>• value creation workshops</li> <li>• observation</li> <li>• panel research</li> <li>• questionnaires</li> <li>• sampling</li> <li>• surveys</li> <li>• telephone interviews</li> </ul>
<p><b>Community diversity</b> may include differences in:</p>	<ul style="list-style-type: none"> <li>• age</li> <li>• cultural background</li> <li>• educational level</li> <li>• English language proficiency</li> <li>• ethnicity</li> <li>• expertise</li> <li>• family responsibilities</li> <li>• gender</li> <li>• interests</li> </ul>

	<ul style="list-style-type: none"><li>• interpersonal approach</li><li>• language</li><li>• length of residence</li><li>• life experience</li><li>• marital status</li><li>• mobility</li><li>• physical ability</li><li>• political orientation</li><li>• religious belief</li><li>• sexual orientation</li><li>• socio-economic background</li><li>• thinking/learning styles</li><li>• work experiences</li></ul>
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<p><b>Community protocols</b> may include:</p>	<ul style="list-style-type: none"> <li>• codes of conduct, both implicit and explicit</li> <li>• community structures, cultural norms and culturally appropriate conduct</li> </ul>
<p><b>Barriers to community engagement</b> may include:</p>	<ul style="list-style-type: none"> <li>• access constraints</li> <li>• community perception that nothing ever comes from engagement with government - 'talk fest'</li> <li>• cultural barriers</li> <li>• diversity variables listed previously</li> <li>• geographical isolation</li> <li>• inappropriate timing, venues and strategies</li> <li>• lack of awareness of the full range of government services</li> <li>• lack of clear branding in government communications</li> <li>• lack of confidence or trust in government</li> <li>• lack of follow-up within community engagement strategies</li> <li>• lack of information at the local level through local resources such as community newspapers</li> <li>• lack of interest in or commitment to the issues</li> <li>• lack of knowledge about the structure of government (at all three levels)</li> <li>• lack of openness/transparency</li> <li>• lack of understanding about an actual issue - building knowledge and literacy, knowing the scenarios</li> <li>• lack of understanding or clarity about the engagement process</li> <li>• language issues</li> <li>• limited access to effective information in first language</li> <li>• little access to traditional ethnic media channels such as print and radio or an integrated mix</li> <li>• mobility issues</li> <li>• over-reliance on or sole use of electronic media and Internet</li> <li>• poor integration of government information strategies</li> <li>• poor monitoring and feedback loops</li> <li>• poor past experiences with engagement processes</li> <li>• previous over-consultation</li> <li>• social capital gate keepers - residents who block broad participation</li> <li>• socio-economic levels</li> <li>• the difficulty of contacting the right area of government first time (no 'one number for government')</li> <li>• the terminology and style of copy used in government information</li> <li>• time constraints</li> <li>• unequal access to information, participation, influence on decision making</li> </ul>

<p><b>Demographic, social or economic indicators</b> may include:</p>	<ul style="list-style-type: none"> <li>• population</li> <li>• gender</li> <li>• age</li> <li>• workforce</li> <li>• income level</li> <li>• education</li> <li>• employment</li> <li>• ethnicity or cultural backgrounds</li> <li>• population mobility</li> <li>• geographical isolation</li> <li>• spatial disadvantage</li> </ul>
<p><b>Prior community engagement experiences</b> may include:</p>	<ul style="list-style-type: none"> <li>• over-consultation by a range of government and private sector representatives</li> <li>• feelings of not being listened to or respected throughout the process</li> <li>• not receiving appropriate or timely feedback</li> <li>• past consultation bias</li> <li>• lack of results/outcomes</li> </ul>

## Unit Sector(s)

Not applicable.

## Competency field

Community Engagement.