



Australian Government

Department of Education, Employment and Workplace Relations

BSBATSIC411C Communicate with the community

Revision Number: 1

BSBATSIC411C Communicate with the community

Modification History

Not applicable.

Unit Descriptor

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| Unit descriptor | <p>This unit describes the performance outcomes, skills and knowledge required for board members to work in partnership with the community, including other organisations, in order to meet community needs and involve people in the organisation and its activities.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p> |
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Application of the Unit

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| Application of the unit | <p>This unit applies to individuals who need to communicate with the community in their role as a member of a board of governance of an Aboriginal and Torres Strait Islander organisation.</p> |
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

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| Prerequisite units | | |
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Employability Skills Information

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| Employability skills | This unit contains employability skills. |
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Elements and Performance Criteria Pre-Content

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| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
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Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
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| 1. Collect information from the community | 1.1. Convene a <i>community forum</i> 1.2. Use formal and informal community networks to share information 1.3. Encourage, respect and record community contributions 1.4. Follow organisational policies and procedures for confidential information |
| 2. Provide information to the community about the organisation's activities and board decisions | 2.1. Provide information to the community about the organisation's activities according to established <i>protocols</i> 2.2. <i>Advise the community</i> regularly of board decisions and the reasons behind them |
| 3. Identify issues jointly with the community | 3.1. Raise and discuss issues of importance with the community 3.2. Invite <i>individuals and groups</i> affected by issues to participate in community forums 3.3. Gather background information through relevant networks |
| 4. Identify options with the community | 4.1. Discuss and evaluate options for action with the community 4.2. Identify preferred options 4.3. Convey information on issues and preferred options to the board 4.4. Convey the board's response to the community |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teamwork skills to:
 - work cooperatively with community members, other board members, staff and key stakeholders
 - ensure the views of all relevant members of the community are heard and treated with respect
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- evaluation and decision-making skills to review and assess information
- facilitation skills to assist the community to voice opinions and evaluate options
- networking skills to encourage participation in meetings and keep the community informed
- problem-solving skills to identify and manage potential areas of conflict
- skills required to convey information to the board and the community

Required knowledge

- community consultation methods
- concept of community control of organisations and how it may impact on the need to communicate with the community
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that can impact on methods of communication with the community
- effective communication strategies for sharing information with individuals and groups
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on communication methods
- information gathering, analysis and presentation methods
- organisational policies and procedures in relation to communicating with community and maintaining confidentiality of information
- relevant protocols and cultural responsibilities when communicating with community

Evidence Guide

| EVIDENCE GUIDE | |
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| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. | |
| Overview of assessment | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> effectively communicate with the community gather information from community consultations present information in an appropriate format for the community. |
| Context of and specific resources for assessment | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to examples of issues considered by boards of governance, including community feedback access to examples of relevant documents knowledge and performance are assessed over time to confirm consistency in performance participation on an actual or simulated board. |
| Method of assessment | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> analysis of feedback from the community and stakeholders about performance analysis of responses to case studies and scenarios demonstration of techniques direct questioning combined with reflection of on-the-job board performance by the candidate observation of performance on a board or simulated board observation of performance at a community meeting or simulated community meeting observation of performance in role plays observation of presentations and group discussions oral or written questioning to assess knowledge. |
| Guidance information for assessment | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBATSIM416A Oversee organisational planning BSBRES401A Analyse and present research |

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| EVIDENCE GUIDE | |
| | information. |

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, if used in the performance criteria, is detailed below. 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) may also be included.

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| <p><i>Community forums:</i></p> | <ul style="list-style-type: none"> • may include: <ul style="list-style-type: none"> • community meetings • focus groups • open house • social events • workshops • may involve: <ul style="list-style-type: none"> • external stakeholders • particular groups within the community • specific or specialised expertise • the whole community. |
| <p><i>Protocols</i> for information sharing may relate to:</p> | <ul style="list-style-type: none"> • confidentiality and privacy • gender issues • land matters. |
| <p>Methods of <i>advising the community</i> may include:</p> | <ul style="list-style-type: none"> • community meetings • community noticeboards • consultations • forums • networks • newsletters, notices and other documents presented in a way that will be understood by the community • open board meetings • open days • site visits. |
| <p><i>Individuals and groups</i> may include:</p> | <ul style="list-style-type: none"> • Elders • traditional owners • government departments • individuals and groups representing other organisations and networks within the community • women |

RANGE STATEMENT

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| | <ul style="list-style-type: none">• young people. |
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Unit Sector(s)

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| Unit sector | |
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Competency field

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| Competency field | Regulation, licensing and risk - ATSI governance |
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Co-requisite units

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| Co-requisite units | | |
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