



Australian Government

Department of Education, Employment and Workplace Relations

CHCCD401D Support community participation

Release: 1

CHCCD401D Support community participation

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

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

1. Work with individuals and the community to promote participation

PERFORMANCE CRITERIA

- 1.1 Undertake work to identify key community issues to be addressed
- 1.2 Undertake planning to address community issues to ensure:
 - appropriate policies and *strategies* are developed
 - adequate resourcing is identified
 - *key people* are consulted
 - identified needs are addressed
- 1.3 Ensure processes are forward looking and proactive
- 1.4 Use appropriate interpersonal and networking skills to enlist support from *key people* and groups
- 1.5 Provide *opportunities* for community input to planning provision of services
- 1.6 Guarantee community input and participation in services

ELEMENT**PERFORMANCE CRITERIA****2. Support existing community activities**

- 2.1 Undertake appropriate review of the relevance of existing community activities, based on changing community needs
- 2.2 Provide relevant support and assistance to existing community activities to obtain additional resources required for effective operation
- 2.3 Provide support to community groups to monitor and evaluate processes, progress and outcomes of activities
- 2.4 Provide appropriate support to community groups to become self managing in the implementation of plans

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:

- Community development methods and their principles and practices
- Funding sources and their policies and strategies for encouraging community input and participation
- budget and funding allocation
- Local, state and federal strategies/legislation
- Health promotion (as per Ottawa Charter)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities

REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able 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 the ability to:

- Work with key people or stakeholders in the community
- Demonstrate application of skills in:
 - research relating to the community
 - policy development
 - report writing, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
 - evaluating effectiveness of community based activities
 - budgeting
 - negotiation, liaison, networking
 - marketing
 - facilitation

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
- This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

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 appropriate structures, people or organisations for assessment of ability to work with key people or stakeholders in the community
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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

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.

Working with the community may include activities associated with:

- Health promotion
- Community service delivery
- Community projects
- Community development
- Community action
- Community planning
- Consultative and planning committees
- Sector development structures

Opportunities for community members and groups to participate may include:

- Systems within and outside the organisation
- Activities at program, operative and management levels
- Formal and informal systems
- Focus groups on relevant issues
- Inviting community participation on organisation committees e.g. quality assurance committees, ethics committees
- Through publications
- Group facilitation
- Peer education/training
- Seminars and workshops

RANGE STATEMENT

Key people may include:

- Advocacy groups
- Policy and decision-makers in the specific community
- Individuals, groups or communities most likely to be affected by strategies or action plans
- Community leaders
- People with formal and informal representative roles

Strategies which the worker may develop may include:

- Development of new business, employment opportunities for individuals
- Establishment of advocacy groups
- Health promotion activities
- Development of community facilities
- Strategies to increase access to facilities, services or decision-making
- Providing direction, advice and information

Information and resources may include:

- Equipment
- Staff skills and time
- Provision of facilities
- Educational materials
- Funding
- Skills/administrative support
- Physical, transport, venues, material, equipment
- Developmental training
- Financial

Unit Sector(s)

Not Applicable