



Australian Government

Department of Education, Employment and Workplace Relations

CHCCD404E Develop and implement community programs

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD404D Develop and implement community programs	CHCCD404E Develop and implement community programs	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop community programs to ensure maximum participation

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

PERFORMANCE CRITERIA

- | | |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop program parameters | 1.1 Analyse issues of wide community concern to develop an agency position and to ascertain the need for new program /s |
| | 1.2 Undertake appropriate work to ascertain support, capacity for a coordinated effort and factors which will effect provision of services |
| | 1.3 Undertake research to identify key people, issues to be addressed, possible <i>strategies and options for action</i> |
| | 1.4 Undertake appropriate planning and liaison including developing concept plans in consultation with relevant communities and <i>stakeholders</i> |
| 2. Design programs with the <i>community</i> | 2.1 Develop a program plan which reflects identified parameters and incorporates an <i>evaluation of a range of program options</i> |
| | 2.2 Undertake consultation to determine preferred program options particularly in areas of high need or with targeted communities |
| | 2.3 Seek help from participating agencies for implementation arrangements |
| | 2.4 Identify and seek <i>resources</i> |

ELEMENT**PERFORMANCE CRITERIA****3. Implement programs**

3.1 Where appropriate, conduct and evaluate pilots and make adjustments to ensure the program achieves its objectives

3.2 Implement programs in accordance with the development plan

3.3 Develop and implement *promotion and marketing strategies*

3.4 Develop and maintain systems and resources for administrative support of *community programs*

3.5 Encourage target group to participate fully in the program

4. Evaluate programs

4.1 Evaluate program design and outcomes according to criteria and specifications identified in the program plan

4.2 Use results of evaluation for revision and ongoing development

4.3 Involve interested and/or relevant people in program evaluation

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:

- The cultures, concerns, beliefs and aspirations of the community in question
- The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the worker
- The impact of cultural and community attitudes within that community
- The implications of differences in attitudes and values
- Community development as a social change strategy
- Decision-making structures and processes at organisation, community, regional and system level
- Relevant legislation and public policies
- Social, community and youth issues
- Nature of community development work
- Definitions of community
- 'Community' as ideological tool
- Personal values and community development
- Emergence of community development
- Contemporary community development practice
- Social movements
- Sociology
- Social theories
- Social inequality
- Sociology of class
- Sociology of gender
- Contemporary economics and politics and their impact on community development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate effective management of community programs through the application of

REQUIRED SKILLS AND KNOWLEDGE

current accepted best practice

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:

- Undertake research and consultation
- Apply a range of community development approaches
- Coordinate people, processes and information
- Analyse data, information and relationships
- Provide support to a diverse range of people/organisations
- Analyse complex issues
- Work with and through community leaders
- Demonstrate application of skills in:
 - advocacy
 - conflict resolution/negotiation and mediation
 - cross cultural communication and negotiation
 - verbal and written communication
 - literacy adequate to prepare a range of resource material appropriate to the target group
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

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 can be assessed in the community or in a simulation which related closely to the experience of the workplace and the community
- Consistency in performance should consider specific program and community requirements

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 an environment that effectively simulates workplace and community conditions

EVIDENCE GUIDE

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.

Community may be:

- Individuals and groups defined by organisation programs and services
- Other agencies providing services to the designated individuals and groups
- People with specified needs and interests
- People using the organisation's services/programs
- Geographic

Community programs may include:

- Community development activities and strategies
- Education and information projects

RANGE STATEMENT

Stakeholders may include:

- Residents within a community
- Businesses within or related to a community
- Advocacy and special interest groups
- Decision-makers and community leaders
- Individuals, groups and communities affected by issues or strategies
- Owners or managers of resources required
- Grants/funding agencies
- Government and non government organisations
- Peak bodies
- Colleagues and collaborators

Strategies and options for action may include:

- Community/public education, awareness raising
- Lobbying and advocacy
- Development of new services, opportunities
- Developing the capacity of individuals, groups and communities to meet their own needs and objectives
- Non violent direct action
- Participatory action research
- Development of new businesses or employment opportunities
- Health promotion, development of healthy communities/attitudes and environmental causes of ill health
- Development of community resources and facilities
- Development of recreational/entertainment
- Adjustments to existing programs/services to make them more accessible to young people
- Strategies to increase access to facilities, services
- Decision-making including cost, physical, information
- Public processes

RANGE STATEMENT

Resources may include:

- Information
- Knowledge/skills
- Equipment and materials
- Facilities, buildings, transport
- Organisation structures, networks
- Sector/regional networks
- Access to decision-makers
- Management support
- Personnel
- Money

Evaluation of a range of program options may include:

- Projected outcomes to achieve objectives
- Cost efficiency and effectiveness
- Relevance to high needs and priorities
- Scope and coverage
- Capacity to evaluate
- Availability of resources/skills
- Consistency of philosophy
- Ethical considerations
- Impact on organisation/other services/programs
- Personnel/industrial/employment implications
- Legislative/statutory/accountability implications

Promotion and marketing strategies may include:

- Letters (by fax, mail, or any other means of transmission)
- Newsletters/journals
- Internal organisation communication (e.g. Internal memos, minutes of meetings)
- Artwork, graphics
- Reports, discussion papers, briefing papers
- Brochures, fliers and written advertisements
- Posters
- Audio and audio visual productions
- Performing arts presentations
- Verbal/public presentations
- Meetings, seminars, workshops and forums
- Print or telecommunications media

RANGE STATEMENT

Consultation strategies may include:

- Meetings, seminars, workshops or other forums
- Interviews (formal and informal)
- Written surveys (questionnaires, letters, submissions)
- Suggestion boxes
- Alternative communication such as graffiti walls
- Networks
- Professional associations
- Call for submissions

Unit Sector(s)

Not Applicable