CHCCD413D Work within specific communities

Release: 1

CHCCD413D Work within specific communities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with individuals or groups in specific communities

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. Define the *issues of specific communities* or groups	1.1 Identify the details of individual and group issues of the specific community through appropriate research and consultation
	1.2 Identify the values and structures of the community as they impact on individuals and groups
	1.3 Identify, by appropriate research and consultation, preferred means of dealing with individuals and groups from specific communities
2. Undertake relevant *work* in the *context* of specific communities or groups	2.1 Use the values, issues and structures within specific communities to define the ways of working
	2.2 Identify relevant community structures and utilise to maximise outcomes for individuals and groups
	2.3 Ensure work within communities is consistent with defined job role and agreed protocols
	2.4 Utilise interpersonal skills which are consistent with community practices and standards

ELEMENT	PERFORMANCE CRITERIA
3. Evaluate work undertaken within specific communities	3.1 Undertake appropriate evaluation of work in consultation with relevant community stakeholders
	3.2 Monitor work within communities to ensure reflection of relevant *values and structures*
	3.3 Undertake evaluation in a manner that ensures responsiveness to community needs and issues

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:

- Composition of specific community and group structures, practices and values
- Specific communication protocols and practices
- Social, political, cultural, historical issues that affect or are relevant to specific communities and groups
- Relevant networks, people, stakeholders
- Culture and diversity
- Models of society
- Critique of socialisation theory
- Family, power
- Understanding of deviance
- Identity theories
- Specific knowledge areas may include aging, youth women, health, housing, environment, multiculturalism, family violence etc

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken

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:

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of skills in:
  - consultation
  - facilitation
  - research, including data collection/analysis and recording, and effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
  - high level interpersonal relationship

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 may be assessed on the job using appropriate relevant materials and examples or through simulation - The candidate must be able to demonstrate competence in working with at least one group or community over a number of assessment situations and through a number of assessment tools, including: - observation - reports from supervisors or other key people, and - confirmation from key community leaders

Community Services and Health Industry Skills Council

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 a workplace or to an environment that accurately simulates the workplace
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.

Issues of specific communities may relate to:	• Cultural and linguistic diversity • Risk of self-harm • Mental health • Gender • Sexuality • Age • General health • Alcohol and other drugs abuse • Disability • Location e.g. urban, rural and remote • Income • Family systems • Religion
Work may relate to:	• Specific groups, issues or communities e.g. health issues of young people from particular cultural backgrounds and/or geographic areas • Research activities • Policy development • Advocacy • Referrals • Project development and implementation • Project design and implementation

RANGE STATEMENT

Context of work may include:	• Social, political and economic issues impacting upon specific communities and groups • Models of community development • Legislative and statutory frameworks
Values and structures may include:	• Cultural preference and mores of specific groups e.g. religious/spiritual observances • Language • Family relationships • Status/protocol • Ceremonies/celebrations • Prohibitions/taboos

Unit Sector(s)

Not Applicable