



**Australian Government**

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

# **CHCCD505D Develop community resources**

**Release: 1**

## **CHCCD505D Develop community resources**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to work with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups

### **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. Assess community resource requirements

- 1.1 Identify resource requirements through consultation with networks and *key people and organisations*
- 1.2 Research existing available *community resources* and assess their capacity to meet needs of the group
- 1.3 Develop *strategies to address gaps in available resources*

2. Develop and acquire resources

- 2.1 Develop strategies for the provision of resources to assist in meeting organisation objectives within funding considerations
- 2.2 Develop resources in consultation with key people
- 2.3 Follow all relevant processes and procedures to ensure endorsement and guarantee implementation

**ELEMENT****PERFORMANCE CRITERIA**

3. Facilitate community access to resources

3.1 Publicise availability of resources to target group, *key people and organisations* to encourage participation in activities

3.2 Make resources available to all users as required in accordance with organisation procedures

3.3 Review resources regularly to ensure usefulness and currency

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### *Essential knowledge:*

It is critical that the candidate demonstrate knowledge of:

- A range of systems that can be used to obtain, store and record information
- A range of resource media
- Resourcing policies and procedures
- Key people and organisations

The candidate must be also able to demonstrate relevant 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, such as knowledge of:

- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs
  - cultural and linguistic diversity
  - risk of self-harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Identify community needs and match a range of appropriate resources to meet those needs
- Demonstrate capacity to operate within specific communities or across a number of groups

In addition, the candidate must be able to effectively do the task outlined in elements and

## REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Design and prepare materials including relevant information technology
- Demonstrate application of skills in:
  - basic project management
  - networking
  - information management in line with occupational health and safety (OHS) requirements
  - information presentation
  - maintaining documentation as required

## 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 should be assessed on the job or through simulation
- Consistency in performance may be based on evidence from previous demonstration of competency, however assessors should consider particular community resource development needs if assessment occurs in the workplace

## 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 an appropriate workplace or community or accurately simulated environment
- 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.

*Key people and organisations may include:*

- Government and non government organisations
- The service's networks
- Staff
- Committee of management
- Specialist organisations

*Sources for addressing resource gaps may include:*

- External grants
- Commercial fund raising
- Internal allocations
- Other services/agencies
- Donations
- Exchanges
- Sharing

*Strategies to address gaps in available resources may include:*

- Grant submissions
- Commercial enterprise
- Fee for service
- Internal reallocation
- Internal cross subsidies
- Sponsorship/donations
- Exchanges/sharing/pooling



**RANGE STATEMENT**

*Community resources may include:*

- Information
- Education
- Databases
- Library (paper based or electronic)
- Finances
- Equipment and materials
- Skills and expertise
- Capital assets
- Technology

**Unit Sector(s)**

Not Applicable