



Australian Government

Department of Education, Employment and Workplace Relations

CHCCD514A Implement community development strategies

Release: 1

CHCCD514A Implement community development strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with individuals, groups and the community to identify issues and develop cooperative processes to facilitate change

Application of the Unit

Application

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

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 groups to identify issues

PERFORMANCE CRITERIA

- 1.1 Use appropriate interpersonal skills with individuals and groups to ensure that their story is heard and understood and to test that there is common understanding
- 1.2 Respond to individual and group concerns in a manner which shows respect and a commitment to assist in their resolution
- 1.3 Provide appropriate *referrals* to assist in the resolution of issues
- 1.4 Identify and address barriers to moving private concerns into public action

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Work with groups to establish cooperative processes | 2.1 Identify relevant models of work that may address group <i>issues and needs</i> |
| | 2.2 Identify and establish mechanisms and actions to address group issues and needs |
| | 2.3 Organise a range of <i>opportunities to facilitate community participation</i> |
| | 2.4 Establish common goals and coordinate <i>strategies</i> for a cooperative group process |
| | 2.5 Engage key stakeholders in planning, implementing and evaluating <i>strategies</i> for community empowerment and action |
| | 2.6 Address organisation's reporting requirements |
|
 | |
| 3. <i>Support</i> group processes and skills development | 3.1 Identify and access available <i>resources</i> to facilitate successful group and community work <i>strategies</i> and activities |
| | 3.2 Assist in facilitation of effective group meetings and enhance outcomes |
| | 3.3 <i>Support</i> and maintain group processes to facilitate achievement of identified outcomes by the group |
| | 3.4 Monitor effectiveness of group processes and provide information to the group to enable improvement and change as required |
|
 | |
| 4. Reflect on practice | 4.1 Reflect on own practice |
| | 4.2 Regularly participate in a review mechanism as a commitment to upgrading skills and knowledge |
| | 4.3 Work with group to regularly undertake review mechanisms |
| | 4.4 Work with group to reflect on group practice and processes |

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 theory, principles and practices
- The community profile
- Funding sources and their policies and strategies for encouraging community input and participation
- Relevant local, state and federal strategies/legislation
- Community processes and protocols
- Conflict management
- Media engagement
- Meeting procedures
- Governance issues
- Representation, lobbying and advocacy
- Power and conflict management
- Leadership in community
- Networking
- Data collection and analysis
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
 - alcohol and other drugs (AOD)
 - cultural and linguistic diversity
 - risk of self-harm
 - women
 - men
 - community education
 - Aboriginal and Torres Strait Islander people
 - mental health

REQUIRED SKILLS AND KNOWLEDGE

- LGBTI
- young people
- families and children

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate capacity to identify individual concerns and translate them into public issues by facilitating individual awareness of issues which may be common to the group and to assist establishment of access to group processes
- Develop and maintain public processes to address common issues
- Work with key people or stakeholders in the community

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:

- Motivate, enthuse and activate
- Demonstrate application of skills in:
 - research, including data collection/analysis and recording, and effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
 - project/program evaluation
 - budgeting
 - negotiation, liaison, networking
 - group facilitation
 - applying OHS requirements in the work role

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

EVIDENCE GUIDE

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

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 purposes

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.

Referrals may be:

- Both inside and outside the organisation
- To other workers, service providers or organisations
- To specialist services

RANGE STATEMENT

- Issues and needs may include:*
- Employment
 - Housing
 - Financial support
 - Access to education and training
 - Health
 - Child care
 - Community issues such as domestic violence, aged care, disability services, etc
- Operational arrangements include:*
- Legal framework for operation
 - Funding arrangements
 - Models for operation
 - Decision-making arrangements
 - Baby sitting
 - Vouchers
 - Location
 - Advertising/promotion
- Opportunities to facilitate community participation include:*
- Activities at service delivery, program, operative and management levels
 - Formal and informal systems
 - Promotion
 - Support meeting
 - Focus groups on relevant issues
 - Community meetings
- 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
 - Community elders
 - Council members
 - Elected representatives (politicians)

RANGE STATEMENT

Group processes and models include:

- Community action

Community development outcomes may include:

- New or improved service delivery
- Community projects
- Community planning
- Consultative and planning committees
- Enhanced social capital
- Enhanced community skills
- Enhanced community capacity
- Community facilities
- Policy changes
- Other relevant needs identified by the community or the group

Support includes:

- Media
- Meeting procedures
- Representation, lobbying and advocacy
- Power and conflict management
- Motivate, enthuse and activate
- Leadership in community
- Networking
- Data collection and analysis
- Gaining resources

Strategies may include:

- Establishment of advocacy groups
- Promotion activities
- Lobbying
- Developing alliances
- Collaboration and cooperation
- Community awareness raising
- Submissions to social planning
- Political action and campaigns
- Participatory/collaborative research and development
- Other strategies as appropriate

RANGE STATEMENT

Resources may include:

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

Unit Sector(s)

Not Applicable