CHCCD606C Establish and develop community organisations

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with the community to establish new organisations and networks

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. Establish the need, purpose and philosophy for the organisation	1.1 Identify and assess the need, purpose and philosophy for establishment of a new organisation in consultation with relevant *stakeholders* for the organisation
	1.2 Carry out negotiations in a way which generates support for the needs and rights of the target group and which takes account of the relevant viewpoints and perspectives
	1.3 Base all establishment work on defined community development method
	1.4 Clarify and negotiate goals and objectives with key stakeholders, consistent with the purpose and philosophy of the organisation

ELEMENT	PERFORMANCE CRITERIA
2. Review and develop organisation structures	2.1 Identify and assess the proposed purpose, scope, impact and process for change, for incorporation in planning
	2.2 Prepare appropriate reporting on all aspects of the proposed plan and submit for approval by the decision-makers
	2.3 Undertake appropriate consultation to ensure all stakeholders play a major role throughout the restructure process
	2.4 Consult relevant *organisations* and *stakeholders* about proposed structural changes and, where appropriate, arrange for consultation throughout the process
	2.5 Assess the strengths and weaknesses of a range of potential forms and models of *organisations*
	2.6 Develop an appropriate structure which is consistent with the purpose, philosophy and roles of the organisation and which meet industrial, legal and policy requirements
	2.7 Establish appropriate mechanisms to oversight the task
	2.8 Provide ongoing advice to decision-makers as required on all aspects of the proposed changes and implementation strategy
	2.9 Implement restructure in line with the approved strategy
3. Meet legal requirements to establish or develop the organisation	3.1 Identify and adhere to legal requirements to establish the organisation
	3.2 Ensure records required to meet legal requirements are prepared, authorised and handled appropriately

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ELEMENT	PERFORMANCE CRITERIA
4. Market and promote the organisation changes	4.1 Promote the benefits of the new organisation or organisation changes to stakeholders, target groups and within the organisation to ensure maximum effectiveness
	4.2 Implement appropriate evaluation and monitoring processes to ensure maximum effectiveness of the changes

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:

- Consultation and research methodologies
- Community development principles
- Organisation design and management principles
- Community services and health networks and stakeholders
- Funding sources
- Principles of project management
- 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

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate effective collaboration with communities and key stakeholders to achieve an agreed outcome
- Establish and develop community organisations based on identified community needs, community development methodologies and in accordance with 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:

- Apply complex communication skills including submission writing
- Demonstrate application of skills in:
    - research and analysis
    - negotiation
    - strategic organisation planning
    - publicity, marketing, public relations and promotion
    - networking
    - financial analysis and management
    - program review and planning

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 in the workplace or in a simulated workplace under the normal range of workplace conditions

EVIDENCE GUIDE

	•	Consistency in performance should be based on requirements for the establishment and development of community organisations in specific circumstances
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 to an appropriately simulated environment

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.

RANGE STATEMENT

Stakeholders may include:	• Individuals • Families and care givers • Members of the local community (including residents, businesses, workers, representatives such as councillors or politicians) • Community groups (including services, interest groups, cultural groups, churches, clubs and associations) • Government at local, state and national levels in both parliamentary, representative and bureaucratic officer levels • Government departments, agencies and service (including human services public utilities, police) • Political parties • Other community services including workers, management and networks of services) • Unions • Employers and employer groups • Relevant peak bodies and networks • Education and training providers • Experts on the subject, issue, situation or service
Organisations may include:	• Specific organisations, services or programs • Government or non government organisations • Units or branches within larger organisations • Community services/organisations which provide services to young people as one of their target groups
Resources may include:	• Funding • Paid/unpaid workers • Specialists • Referral networks • Venues, facilities, equipment

RANGE STATEMENT

Submissions seeking resources may be:	• Direct negotiation with sources • Written • Competitive tenders • Expressions of interest
Funding sources may include:	• Government (local, state and federal) • Philanthropic agencies • Private business and sponsorship • Bequests, donations and other private grants • Money raised by fundraising events • Sale of resources • Fees for services
Activities, programs, projects and strategies are implemented within requirements and guidelines established by:	• Legislation relating to occupational health and safety, access and equity, equal opportunities, industrial relations, corporate affairs and incorporation • Organisation constitution, policies, guidelines and procedures • Contracts • Relevant legislation • Duty of care, codes of professional conduct/ethics
Communication media for promotion purposes may include:	• Informal word of mouth networking • Public presentations • Conferences, forums and seminars • Letters • Fliers, brochures and other written advertisements • Reports and discussion papers • Posters and other artwork • Audio visual advertisements/presentations/interviews • Performing arts pieces • Media interviews, press release

Unit Sector(s)

Not Applicable