



Australian Government

Department of Education, Employment and Workplace Relations

CHCCD615A Develop and implement community development strategies

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work in the community to facilitate public awareness and resolution of a range of issues of public concern

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

1. Establish and build community based group processes

PERFORMANCE CRITERIA

- 1.1 Use appropriate interpersonal skills to ensure that stories are heard and understood and to test there is common understanding
- 1.2 Respond to individual and group concerns in a manner which shows respect and identifies the public concern
- 1.3 Support individuals to identify others who may share their concerns
- 1.4 Employ relevant facilitation skills to assist people to identify when community development processes may not be the appropriate mechanism to address their issue and to provide appropriate referrals
- 1.5 Identify and address barriers to moving private concerns into public community action
- 1.6 Facilitate identification and development of community development strategies for proceeding with community actions
- 1.7 Identify structures and networks relevant to proposed community actions

ELEMENT**PERFORMANCE CRITERIA**

2. Research and analyse structures and systems relevant to the public concern
 - 2.1 Identify the structures and systems which have created and maintain *issues* within the public arena
 - 2.2 Assist the group to develop strategies to seek positive change to these structures and systems
 - 2.3 Implement strategies to seek positive change
 - 2.4 Evaluate and review strategies in light of change achieved.

3. Facilitate processes to support community action
 - 3.1 Undertake all work in a timely manner
 - 3.2 Assist groups to implement appropriate mechanisms and actions which will address the range of *issues*
 - 3.3 Contribute to the development of policies and processes which will facilitate resolution of group concerns in the public arena
 - 3.4 Routinely use effective interpersonal skills to motivate the group to work cooperatively
 - 3.5 Undertake appropriate work to develop and implement *operational arrangements* which will facilitate group processes
 - 3.6 Provide appropriate level of support within the defined work role to develop and maintain group processes and facilitate achievement of *identified outcomes*
 - 3.7 Provide appropriate support to ensure there is ongoing evaluation of group processes
 - 3.8 Assist the group to access additional assistance and *resources* as required
 - 3.9 Develop and apply a strategy for managing a number of community development activities

ELEMENT**PERFORMANCE CRITERIA**

4. Develop and maintain relevant networks

- 4.1 Identify and prioritise networking needs and established new networks as required to meet community and group needs and organisation objectives
- 4.2 Develop and maintain strategic alliances with key individuals and groups covering a range of *issues* relevant to work role
- 4.3 Incorporate significant cultural practices, needs and traditions into the networking strategy and its development
- 4.4 Implement strategies to develop effective new networks in consultation with *key people* and in accordance with organisation objectives
- 4.5 Make available information about new network to others as appropriate
- 4.6 Develop and implement processes for engaging relevant community members to collect and disseminate information as appropriate to ensure effective operation of the network

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 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

REQUIRED SKILLS AND KNOWLEDGE

- 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
- LGBTI
- Family and children
- Young people
- Community education
- Aboriginal and Torres Strait Islander people
- Mental health
- Social Policy and the State
- Information dissemination
- Public speaking
- Using the mass media
- Ethics
- Negotiation skills
- Mechanisms of social action and social change

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate capacity to work strategically in a number of areas to ensure individual concerns are translated into public issues
- Develop and maintain public processes to address common issues
- Work with a wide range of 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:

- Demonstrate application of skills in:
 - research
 - project/program evaluation
 - budgeting
 - negotiation
 - liaison

REQUIRED SKILLS AND KNOWLEDGE

- networking
- group facilitation

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 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

EVIDENCE GUIDE

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

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

Issues may include:

- Employment
- Housing
- Financial/income support
- Access to education and training
- Health
- Crime prevention
- Social isolation
- Planning public access
- Child care
- Civil and human rights
- Transport and mobility
- Recreation, arts and culture
- Environmental protection

Responses include:

- Establishment of alternative systems and structures
- Working within local bureaucracies
- Advocacy

Operational arrangements include:

- Legal framework for operation
- Funding arrangements
- Models for operation
- Decision-making arrangements
- Baby sitting
- Vouchers
- Location
- Advertising/promotion

Community work methods include:

- Community action
- Advocacy
- Development of self help processes
- Development of infrastructure in the community
- Development of community support
- Development of community programs
- Brokering of institutional systems change

RANGE STATEMENT

- Identified 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
- Opportunities for groups to participate include:*
- Sector development structures
 - Activities at service delivery, program, operative and management levels
 - Formal and informal systems
 - Promotion
 - Support meeting
 - Focus groups on relevant issues
- Key people may include:*
- Advocacy groups
 - Policy and decision-makers in the community
 - Community leaders
 - People with formal and informal representative roles
- 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

Unit Sector(s)

Not Applicable