



**Australian Government**

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

# **CHCCD618B Facilitate the development of community capacity to manage place**

**Release: 1**

## **CHCCD618B Facilitate the development of community capacity to manage place**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to identify, implement and review methods for improving community knowledge and involvement in place management practices using partnership building

### **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. Research and display the diversity of issues and factors that describe a 'place'

### PERFORMANCE CRITERIA

- 1.1 Gather and collate demographic data on community
- 1.2 Identify current and future community support needs
- 1.3 Identify current and future demand on community resources
- 1.4 Analyse data to identify the composition, characteristics and planning issues of the local / regional community
- 1.5 Display information compiled from these activities is and communicate to stakeholders to support future recommendations/actions

**ELEMENT****PERFORMANCE CRITERIA**

2. Identify community need for information, skills and opportunities for involvement in place management
  - 2.1 Identify, research and collate relevant information to assist in the assessment of current community knowledge, skills and opportunities to determine scope of community involvement in a project
  - 2.2 Establish *links with community interest groups*, government and non-government organisations and agencies and the broader community to scope the community need and skill level and partnership opportunities
  - 2.3 Utilise various mechanisms to engage the community in a working partnership with the agency
  - 2.4 Identify gaps between community expectations and current place management practices/activities
  - 2.5 Identify necessary modifications or improvements to existing place management practices/activities to meet community expectations
  - 2.6 Identify new locations/places which require the implementation of place management practices/activities in the community
  
3. Identify and assess effectiveness of methods to create and increase community awareness of the agency's role and purpose in managing place
  - 3.1 Collate and analyse data on the effectiveness of various consultative methods in the context of known community data and place planning objectives
  - 3.2 Develop criteria for determining the range and effectiveness of consultative methods and apply to determine relative opportunities for community consultation
  - 3.3 Apply specialist knowledge and skills to determine the most suitable methods for the identified community and place

**ELEMENT**

## 4. Develop a place plan

**PERFORMANCE CRITERIA**

4.1 Develop the plan in consultation with the broad community, businesses, other government and non-government agencies and organisations

4.2 Advertise/exhibit the plan and incorporate feedback in accordance with agency policies, protocols and procedures

4.3 Present the plan to key decision-makers for endorsement

4.4 Incorporate amendments from key stakeholders as required

4.5 Disseminate the plan to *relevant agency or departmental personnel* who will be involved in implementation

4.6 Return the plan to the community for celebration and acknowledgment of completion

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 5. Manage and review implementation of place plan | 5.1 Develop qualitative and quantitative performance measuring processes to be confirmed by the community  |
|   | 5.2 In consultation with the community, regularly collect, analyse and display qualitative and quantitative data to provide accurate measures of implementation performance and progress |
|   | 5.3 Use information obtained during performance monitoring, both within and outside of the place, to modify and/or further develop the plans implementation program as appropriate       |
|   | 5.4 Ensure the community maintains interest and sense of ownership in implementation of plan   |

## 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:

- Comprehensive, appropriate demographic and cultural resource information
- Strategies for involving a diverse community in planning and activities
- Community cultural development philosophy and practice across several art forms
- Community networks
- Council policies, procedures and protocols

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply comprehensive, appropriate demographic and cultural resource information
- Develop and implement strategies for involving a diverse community in planning and activities
- Provide evidence of review processes

## REQUIRED SKILLS AND KNOWLEDGE

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:
  - cross-cultural communication
  - community research
  - qualitative and quantitative data analysis
  - community consultation
  - program 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
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities 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:
    - workplace or simulated case study that encompasses consultation with community groups
    - cultural resources and relevant personnel
- 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.

*Culture includes:*

- Group activities/games
- Dress
- Communication practices
- Language
- Types, styles and significance of artefacts
- Music
- Built and natural environment

*Relevant agency or departmental personnel may include:*

- Heritage planner
- Town planner
- Environmental officer
- Community service delivery staff
- Parks, gardens and road staff
- Library staff
- Supervisors
- Managers
- Recreation planners

**RANGE STATEMENT***Cultural resources include:*

- Community history
- Items in the built and natural environment
- Private and public artistic products
- Cultural practices and facilities
- Ethnic groups
- Age groupings
- Clubs
- Gender groupings

*Methods for raising awareness include:*

- Use of existing systems from other organisations/communities
- Use of expert consultants with relevant skills
- Action learning strategies
- Workshops
- Advertising
- Signage
- Printed materials
- Mass media
- Public education

*Links with community interest groups include:*

- Formal committees of Council
- Working parties
- Workshops
- Meetings

**Unit Sector(s)**

Not Applicable