Australian Government

Department of Education, Employment and Workplace Relations

LGACOM501B Develop and organise public education programs

Revision Number: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

LGACOM501B Develop and organise public education programs

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor	This unit covers providing education and information to the public on issues of public importance. The high public profile of council and the unique role councils can play in educating the public on matters of interest and concern are recognised. The unit is appropriate for those responsible for developing public education programs.

Application of the Unit

Application of the Unit	This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills   This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Determine requirements for provision of information to public**	1.1. Need for information is determined from review of common public inquiries, public compliance levels and new trends and issues.
	1.2. Information requirements are determined through discussion with clients, general public and relevant interest groups.
	1.3. Requirements of relevant legislation and council policy are identified and incorporated into information requirements.
	1.4. Specific educational objectives are determined from information needs of public.
	1.5. Specific target groups are identified for education.
2. **Determine appropriate medium to educate public**	2.1. Appropriate medium is determined for public education program.
	2.2. Educational medium is cost-effective and maximises access to target groups.
	2.3. Education medium allows clear and understandable communication of information to target groups.
3. **Provide education to public**	3.1. Accurate information is provided in a clear and relevant manner and in accordance with the learning needs of the target group.
	3.2. Target group is provided with opportunities to confirm understanding and seek clarification where required.
	3.3. Reliable documentation and publications suitable to target group and nature of issues are provided for ongoing reference where required.
	3.4. Details on council services are provided to assist in future service provision as required.
	3.5. Information on community, government and industry services available to the target group is provided where required.
4. **Review and evaluate education program**	4.1. Reliable feedback is sourced to enable effective evaluation of the educational program.
	4.2. Programs are evaluated to determine success in meeting educational objectives and overall effectiveness of program outcomes.
5. **Maintain records of public education programs**	5.1. Education program materials are filed and stored according to agreed procedures.
	5.2. Evaluation and feedback on programs are available for use in future program development.

ELEMENT	PERFORMANCE CRITERIA
	5.3. Records of education schedules and costings are up to date and accurate.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

- communication of information
- presentation of information
- research of public needs
- management of difficult situations
- problem solving
- time management
- organisational.

Required Knowledge

- subject matter to be presented
- adult education principles
- different educational mediums
- presentation techniques

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Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to: • develop and organise public education programs • use a range of information sources when determining information requirements • develop and impart accurate information to the public that complies with council and legislative requirements • organise and use suitable mediums.
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Relationship to other units(**prerequisite or co-requisite units**)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.

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EVIDENCE GUIDE

Resource implications	Access to a workplace or simulated case study that encompasses:
	• information on council services, policies, statutory obligations and requirements
	• developing mediums such as videotapes, brochures and displays.

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.   ***Bold italicised*** wording in the Performance Criteria is detailed below.

Need for information may arise from:	• new legislation • new council policy • current and emerging environmental and sustainability issues/policies • new council services • health considerations • customer needs and requirements • compliance requirements.
Information may include:	• services available • legislation • impacts on health, environment or safety.
Appropriate medium may include:	• brochures • fact sheets • displays • videotapes • public meetings.
Sources of information may include:	• council publications • council business papers • statutory authorities • state and federal governments • other councils • regional organisations of councils.

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Unit Sector(s)

Unit Sector   Common Units

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Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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