



**Australian Government**

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

# **LGAGOVA606B Develop and maintain a community cultural plan**

**Release 2**

## LGAGOVA606B Develop and maintain a community cultural plan

### Modification History

LGAGOVA606B Release 2: Layout adjusted.

LGAGOVA606B Release 1: Primary release.

### Unit Descriptor

This unit covers developing, implementing, monitoring and reviewing the cultural plan of a local government area. It is appropriate for senior managers in the organisation.

### 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

Not applicable.

### Employability Skills Information

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 Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 <b>Develop a community cultural plan</b>	<p>1.1 The <i>cultural plan</i> is developed in consultation with relevant community members, council personnel and departments, and other organisations.</p> <p>1.2 The plan is advertised and feedback is incorporated in accordance with council policies, protocols and procedures.</p> <p>1.3 The plan is presented to senior management and council for endorsement.</p> <p>1.4 Amendments from senior management and/or council are included as appropriate.</p> <p>1.5 The plan is disseminated for implementation to relevant <i>council personnel</i>.</p>
2 <b>Implement a cultural plan</b>	<p>2.1 Action plan is developed to provide a clear and coherent direction for implementation.</p> <p>2.2 Systems and key performance indicators are developed and implemented.</p> <p>2.3 <i>Resources</i> required to effectively promote the cultural plan are identified and obtained.</p> <p>2.4 Resources are assessed and allocated.</p> <p>2.5 The cultural plan is implemented in accordance with council policies.</p>
3 <b>Monitor and review a cultural plan</b>	<p>3.1 Regular qualitative and quantitative data is collected and analysed to provide accurate measures of performance.</p> <p>3.2 Systems and structures are reviewed with a view to more effectively supporting the cultural plan.</p> <p>3.3 Problems are investigated and analysed to establish their causes and changes are implemented as required.</p> <p>3.4 Operational policies and procedures are changed to incorporate corrective action taken.</p> <p>3.5 <i>Networks</i> are maintained to assist in promoting the cultural plan and in monitoring changing requirements.</p> <p>3.6 The cultural plan is reviewed and adjusted as required to maintain viability in accordance with council's goals and objectives.</p>

## **Required Skills and Knowledge**

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

### **Required Skills**

- cross-cultural communication
- community research
- qualitative and quantitative data analysis
- community consultation
- program planning

### **Required Knowledge**

- legislation and regulations
- community cultural development
- philosophy and practice across several art forms
- community networks
- council policies, procedures and protocols

## Evidence Guide

<b>Overview of assessment requirements</b>	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.
<b>Critical aspects of evidence to be considered</b>	The demonstrated ability to: <ul style="list-style-type: none"><li>• develop a community cultural plan</li><li>• consult with other organizations and relevant community and council members to gain input to a cultural plan</li><li>• develop operational strategies to successfully manage the implementation of a cultural plan</li><li>• review the operations of a cultural plan and make appropriate adjustments to operations as required</li></ul>
<b>Context of assessment</b>	Competency is demonstrated by performance of all stated criteria, with particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope of the Range Statement. Assessment must take account of the endorsed Assessment Guidelines in the Local Government Training Package. Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment. Assessment should reinforce the integration of the key competencies for the particular AQF level. Refer to the key competency levels at the end of this unit.
<b>Relationship to other units (prerequisite or co-requisite units)</b>	To enable holistic assessment this unit may be assessed with other units that form part of the job role.
<b>Method of assessment</b>	The following assessment methods are suggested: <ul style="list-style-type: none"><li>• observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies</li><li>• written and/or oral questioning to assess knowledge and understanding</li><li>• completion of workplace documentation</li><li>• third-party reports from experienced practitioners</li><li>• completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor</li></ul>

**Evidence required for demonstration of consistent performance**

Evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations.

**Resource implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace including access to a workplace or simulated case study that encompasses resources such as copies of relevant legislation and council policies and procedures.

## 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.

***Cultural plan*** may include:

- group activities or games
- dress
- communication practices
- language
- types, styles and significance of artefacts
- music
- built and natural environment

***Council personnel*** may include:

- heritage planner
- town planner
- environmental officer
- community service delivery staff
- parks, gardens and road staff
- library staff
- supervisors and managers
- recreation planners

***Resources*** may include:

- information
- knowledge and skills
- equipment and materials
- facilities and buildings
- transport
- organisational structures
- networks
- access to decision makers
- management support
- personnel
- money

***Networks*** may include:

- personal contacts
- professional associations
- business or industry association contacts
- community groups
- formal, informal, individual, group and organisational contacts

## **Unit Sector(s)**

Administration Units