

# **Community Services Training Package (CHC98)**

## **Community Work** National Competency Standards

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## Preface

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This document contains specific national competency standards and qualifications relating to Community Work. The standards and qualifications form part of the Community Services Training Package. The Community Services Training Package has been developed by Community Services and Health Training Australia and funded by the Australian National Training Authority.

This document must be used in conjunction with the following documents:

- Assessment Guidelines
- Qualifications Framework
- Community Services Common Competency Standards

The Community Services Training Package integrates national competency standards, qualifications and assessment guidelines in the following areas:

- Aged Care Work
- Alcohol and Other Drugs Work
- Child Protection/Juvenile Justice/Statutory Supervision
- Children's Services
- Community Work
- Community Housing Work
- Disability Work
- Mental Health Work (non-clinical)
- Youth Work

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## Introduction

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### Background

The need to meet the vocational education and training needs of employees in the Community Work sector has been identified and welcomed as a national priority by Community Services and Health Training Australia and the Australian National Training Authority. Enhanced education and training is seen as critical to sustaining ongoing improvements in services to clients.

Industry needs for training development and delivery are articulated through Training Packages which include national competency standards, assessment guidelines and national qualifications.

### National competency standards

- skills, knowledge and attributes applied to complete a job role are called *competencies*
- the level at which the competency is performed is called the *standard*
- together these make up *competency standards*
- competency standards are relevant to actual workplaces around Australia; and
- are understandable and useable by the range of intended audiences

### National competency standards are not

- *curriculum documents*  
Competency Standards define the outcomes which may be achieved through training, but do not define the nature of the training, which may be formal or informal, on the job or by simulation and provided publicly or privately.
- *assessment strategies*  
The performance criteria of standards are a guide to assessors, but they do not infer assessment strategies or techniques. The range of variables and evidence guide of each unit provide additional information to enable contextualising of the assessment of units whilst maintaining consistency in outcomes.
- *lists of tasks*  
Competency standards encompass a much broader notion of work required than merely the ability to perform tasks. Competency includes the capacity to manage a number and variety of tasks, to manage contingencies and to perform effectively in a whole work role/work environment.
- *a definition of the “ideal” worker*  
Rather than expressing a wish list of desirable skills, competencies reflect actual work requirements, albeit in a changing work environment.
- *expression of competencies held by some workers or particular workplaces*  
National standards are based on work required at a particular level now and in the future, across the industry in different states/territories, regional areas and sizes of organisations.
- *service or program/organisation standards*  
Service, program or organisation standards can be linked to competency standards because in defining requirements of workers they indicate ways of measuring individual effectiveness.

## **Workers covered by these National Competency Standards**

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For the purpose of these standards, the definition of community workers has been made to allow a broad inclusion of community workers across a range of sectors, services, programs and provision. The scope definition specifies:

*Community workers are people who, for a significant proportion of their working time, with or for the benefit of the community, act deliberately to ensure that the social and community fabric exists and is accessible to individuals or groups in the community (either a geographic community or a community of interests). Responsibilities of community workers might include assisting the community to meet its own needs, enhancing the skills of individuals and/or groups within the community and developing and maintaining programs and strategies which focus on systemic change as well as individual change which is facilitated by groups and community processes.*

Examples of community workers include:

- the coordinators of neighbourhood houses and community centres
- Aboriginal field workers
- information officers in Citizens' Advice Bureaux and community resource centres
- community advocates
- community education officers
- women's centre and group workers
- ethnic community grant-in-aid workers
- community liaison officers
- employment/enterprise skills coordinators
- family support workers
- rural support workers
- local council community development workers
- community health workers
- environmental advocacy workers
- international aid agency workers
- people who work in the peak agencies representing community services and health

In general, the employment structure of community work is characterised by:

- small organisations
- flat management structures
- community (volunteer) management
- multi-skilled, flexible, broad band classifications or job descriptions
- limited experience with industrial awards and relations
- limited career options within organisations
- little formal supervision
- variable qualification requirements if any
- high proportion of women
- high proportion of income from government sources (public funding)
- high proportion of single worker, part-time and volunteer positions
- wide range of service specialisations

Other National Competency Standards cover those workers who primarily provide ancillary/support or indirect services such as administration/clerical, management support, training and policy development.

## **How were these Competency Standards developed?**

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These standards have been developed through extensive industry consultation. Sources of information included:

- existing competency standards
- consultations with clients
- consultations with workers
- workshops and advice provided by members of the project management committee and
- common units of competency for the Community Services Training Package.

## **Who managed the development of these standards?**

The project to develop the standards was initially managed by a committee comprising representatives from the Community Work sector. The standards are now managed by the Board of Community Services and Health Training Australia.



## How are National Competency Standards structured?

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To enable easy reading of the enclosed competency standards it is necessary to explain how they are set out, and how to understand them.

Competency standards have 5 parts:

1. *The unit of competency or skill*
2. *The elements or tasks that make up the competency*
3. *The performance criteria or outcome of what a worker actually does*
4. *The range of variables to help better understand the competency*
5. *The evidence guide to assess the competency or skill*

### UNIT TITLE

A key work outcome or competency is called a **Unit**.

Every unit describes the outcomes from the application of a complete set of skills and tasks that are needed to do part of a job. A fully competent person will be able to demonstrate all of the skills contained in a unit.

### UNIT DESCRIPTOR

This adds additional descriptive information to assist in achieving a common understanding from users of the standards, of what the unit of competency is about.

### ELEMENTS

**Elements** are lists of contributory *outcomes* which make up the unit. All the elements together fully describe the unit.

### PERFORMANCE CRITERIA

**Performance Criteria** specify the work activities and level of performance required of the worker. They are attached to elements of a unit but relate to the unit as a whole, and to the combinations of units in a package, at a particular level. They detail *how we can see the job is being performed correctly* and what the worker will *actually do* to achieve the outcome which the elements describe.

### RANGE OF VARIABLES

**Range Of Variables** specify *a range of situations* in which work may be performed.

### EVIDENCE GUIDE

Evidence Guide is a guide for assessors and developers of training. It provides additional information, such as *underpinning knowledge and skills* which a worker must have to achieve/demonstrate competency. It also provides assessors with a guide as to where and how the competency may be best assessed (eg. on the job or by simulation) and prerequisite units or combinations of units for assessment/training purposes.

## Packaging to a Qualification

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### Packaging units of competency to a qualification

Packaging links individual units of competency into groups. These groupings relate to levels of work, which are meaningful across the Community Work sector. Packaging provides a means of indicating to trainees, employers, trainers and assessors the combination of competencies required for the workplace.

A qualification is gained when a student/worker can demonstrate competence in all units that have been packaged together. In the Community Services Training Package, packaging incorporates:

- specialisation units of competency which apply to a specific sector within the industry at a range of AQF levels;
- common units of competency which apply across all sectors of the industry at a range of AQF levels; and
- optional units of competency.

### Community Work specialisation units of competency

These incorporate those skills which are special, different or specific to working with Community Work issues.

### Community services common units of competency

The common competencies are those units of competency which may occur in all community services. They are common competencies rather than core or fundamental competencies. Thus being common does not mean that they necessarily underpin or are prerequisites to other units of competency.

Some common competencies apply to all sectors in community services and these are identified as compulsory. Other common competencies apply across some but not all sectors of the industry and these may be identified as compulsory or elective by the industry sector. Common competencies enhance the portability of skills across the community services and health industries.

The community services common units have been grouped and each of the units has been linked to AQF levels as a guide to packaging. Groups of units of competency make up a package which is aligned to a qualification. The level of qualification is determined by the industry sector in relation to a total package of units of competency; the package comprising common units, specialisation units and optional units.

Each of the 13 common areas has a code:

Advocacy	AD
Administration	ADMIN
Community Development	CD
Case Management	CM
Casework Intervention	CWI
Communication	COM
Client Service	CS
Information Management	INF
Networking	NET
Organisational Management	ORG
Policy and Research	P&R
Working with Groups	GROUP

The community services common competencies are not included in this document. They are included in the document titled *Community Services Common National Competency Standards*.

**Optional units of competency**

To ensure that the flexibility required by individual organisations can be accommodated in the packaging of standards, additional units can be included as optional.

Optional units will generally include the following however specific requirements are indicated in each qualification:

- elective units
- compulsory units
- units from endorsed standards from other industries
- enterprise specific units

Both the common and the specialisation units of competency are divided into compulsory (required by all workers) and elective (required according to work functions) units. Thus units of competency may be;

- specialisation or common and
- compulsory or elective.

## Customisation and Flexibility

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The community services competency standards identify the knowledge and skills that are needed to deliver high quality services to meet community and individual/client needs. The standards have been drafted so they are relevant to different organisations and are flexible enough to address the needs of workplaces of varying size and function.

It is intended that the qualifications will be packaged to reflect specific structures, standards and modes of service delivery within individual organisations/enterprises. Further application for specific purposes can be achieved through customisation of units of competency.

The following advice sets the boundaries of change accepted within the qualifications framework and where extensions or additions may be made through customising units of competency.

Existing flexibility in the Training Package is delivered via:

- contextualisation of units
- application of the packaging rules
- incorporation of enterprise unit/s

Customisation may be via:

- additions to the units

Any customisation or contextualisation of units of competency must ensure the integrity of:

- industry skill requirements
- industry portability requirements
- the national competency standards system and the Australian Qualification Framework qualifications

### Contextualisation of units

The units of competency can be contextualised for specific uses as long as the original intent and integrity of the unit of competency is not compromised.

An organisation can contextualise individual units for its own purposes by using workplace relevant information. This may be achieved by changing terminology in the performance criteria, range of variables and the evidence guides (eg. to refer to particular legislation or work practices under which it conducts its business). These changes do not require endorsement as long as assessment against the unit meets the outcomes identified in it.

### Applying the packaging rules

The Community Services competency standards are drafted to have application across a full range of organisations, regardless of location, type or size. Existing flexibility allows particular organisations, enterprises and individuals to select competencies to suit their specific needs through application of the packaging rules. This includes:

- choosing electives from both the specialisation and common units of competency
- choosing optional units from the Community Services Training Package or other endorsed National Training Packages. When selecting optional units from other Training Packages any additional assessment requirements should be incorporated
- adding an enterprise unit according to the packaging rules for optional units

If training requirements are not met by existing qualification packaging then standards users may:

- record statements of attainment for individual competencies or groups of competencies
- consult State Training Authorities regarding qualifications outside the coverage of National Training Packages

- develop new national competency standards and qualifications (see below for further information regarding customisation for enterprises and the development of new standards and qualifications)

### **Customisation of units**

Expansion of units may include the addition of elements, performance criteria, range of variables items or evidence guide statements. Standards users should consider, when making substantial additions or expansion to units, whether utilisation of other units or the development of new units may be more appropriate.

Standards users should note that the addition of units and elements may increase resource requirements for assessment and training. One example where this may be an issue is the Federal Government's New Apprenticeships system where qualifications will be funded according to minimum requirements.

### **Customisation and flexibility for enterprises**

Where enterprises have developed their own set of standards, there are a number of options for incorporating these into national qualifications:

- mapping the enterprise standards to the relevant qualification package. Where the enterprise standards match it may be that the organisation chooses to continue to use them for training (and other enterprise requirements such as human resources functions) but to gain a national qualification, assessment must be against the national standards
- adding enterprise specific content to the package according to the unit contextualisation options listed above
- application of the qualification packaging rules or adding units to the minimum number of units required for a qualification as shown above
- seeking endorsement as national enterprise specific standards (see below for information on the development of new standards)

## **New National Competency Standards and Qualifications**

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Development of new standards or qualifications may be initiated according to various industry priorities or influences including:

- enterprise specific requirements
- emerging or changing work practices
- work roles or functions not yet covered by the Training Package
- competencies covering a sector or area of work

Standards developers must adhere to guidelines for the development of national competency standards. National competency standards development must meet the following requirements:

- adherence to National Training Framework Committee quality criteria as well as up to date ANTA guidelines for Training Package developers
- compliance with the Community Services Training Package qualifications framework and assessment guidelines
- evidence of national support for standards development and/or evidence of national validation for standards that are already developed
- standards must be referred to Community Services and Health Training Australia for submission to the National Training Framework Committee

## Assessment against the Standards

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Assessment is a process which shows that an individual is competent (i.e. has the skills, knowledge and attitudes) to work at a particular level in the industry.

The Assessment Guidelines are available from Community Services and Health Training Australia on 02 9263 3589 or on our home page ([www.home.aone.net.au/cshta](http://www.home.aone.net.au/cshta)).

### **Relationship between assessment and a national qualification**

Under the Community Services Training Package, individuals will be assessed directly against the national competency standards in a manner consistent with the assessment guidelines to gain a national qualification.

### **Issuing qualifications under the Community Services Training Package**

Registered Training Organisations (RTOs) are the only organisations that can issue qualifications. They are registered by a State or Territory government to provide a range of services (including assessment and training) under the national training system.

Registered training organisations must:

- satisfy the requirements of the assessment guidelines for the Community Services Training Package
- use assessors with the qualifications outlined in the Community Services Assessment Guidelines
- follow the standards and qualifications framework for the Community Services Training Package
- be registered by a State or Territory government

### **Assessment in the Community Services Industry**

Work in the Community Services industry centres around skills in interacting with people, many of whom may be experiencing hardship, stress or long term disadvantage. A high level of competence in communication, collaboration and negotiation is usually required compared with other industries. The community services industry is also multicultural and has a high proportion of participants experiencing cultural disadvantage. It is a significant employer (paid and unpaid) of people from non-English speaking and Aboriginal and Torres Strait Islander backgrounds.

Assessment of competency cannot rely on a measurement approach only. Assessment evidence often needs to consider how the person brings together knowledge, an understanding of the work context, a decision about what to do, attitudes, values and ethics, as well as what the person actually does to perform the role.

### **Principles for assessment in Community Services**

Assessment under Community Services Training Package should be:

- valid
- authentic
- reliable
- consistent
- current
- sufficient
- flexible
- fair

**Assessor qualifications**

Registered training organisations must use assessors who possess the qualifications outlined in the assessment guidelines to conduct assessments under the Community Services Training Package.

**Choosing an appropriate training program for assessors in community services**

The assessment guidelines give some information to consider when selecting assessor training programs.

**Conducting assessments**

An assessment strategy for an individual or groups of individuals must be designed and implemented to address a range of issues. The requirements for conducting assessments are outlined in the assessment guidelines.

**The qualities to look for in a registered training organisation**

The assessment guidelines give some points to consider when selecting a registered training organisation.



## Australian Qualifications Framework (AQF) descriptors

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To determine the relevant AQF qualification, groupings or packages of units representing work functions in the community services industry are related to the descriptors of the levels of the AQF which indicate breadth and complexity of work.

The development of the national Competency Standards Framework for Community Services has paid due attention to all the variables which impact on AQF alignment:

- the *package* of units is aligned (not individual units ). This enables flexibility in packaging and customising
- packaging will reflect realistic outcomes required of individual work roles and focus on what makes work roles substantially different in outcomes (assuming it could be an interplay of all, or any of the variables identified in the AQF descriptors)
- differentiation of qualification levels in community services, in certain circumstances, is reliant on agreement of the industry parties. Where this is possible, it is specified in the relevant qualification
- a greater number of units with similar content (as far as complexity, breadth of knowledge and skills, and degree of judgment and autonomy) will not necessarily lead to higher qualification. Rather the package will need to reflect higher level competencies in the content and outcomes of the units in accordance with the AQF descriptors
- there can be a number of work levels covered within a single AQF descriptor, reflecting enterprise differences and negotiations

### *Certificate II*

- competency involves application of knowledge and skills to a range of tasks and roles
- defined range of contexts where the choice of actions required is usually clear, with limited scope in the choice
- competencies normally used within established routines, methods and procedures, in some cases involving discretion and judgement about possible actions
- competencies likely to be applied under routine guidance with intermittent checking, but may take the form of general guidance and considerable autonomy if working in teams
- responsibility for some roles may be involved if working in a team

### *Certificate III*

- competency involves the application of knowledge with depth in some areas and a broad range of skills
- a range of tasks and roles in a variety of contexts, with some complexity in the extent and choice of actions required
- competencies normally used within routines, methods and procedures where some discretion and judgement is required in selection of equipment, work organisation, services, actions and achieving outcomes within time constraints
- competencies likely to be applied under limited guidance with checking related to overall progress, but may take the form of broad guidance and autonomy if working in teams
- responsibility for the work of others and/or team coordination may be involved

### *Certificate IV*

- competency involves the application of knowledge with depth in some areas and a broad range of skills
- a wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- competencies are normally used within routines, methods and procedures where discretion and judgement is required, both for self and others, in planning and selection of equipment, work organisation, services, actions, and achieving outcomes within time constraints
- competencies are likely to be applied with only general guidance on progress and outcomes sought

- the work of others may be supervised, or teams guided or facilitated
- responsibility for and limited organisation of the work of others may be involved

#### *Diploma*

- competency involves the self-directed application of knowledge with substantial depth in some areas, and a range of technical and other skills to tasks, roles and functions in both varied and highly specific contexts
- competencies are normally used independently and both routinely and non-routinely
- judgement is required in planning and selecting appropriate equipment, services, techniques and work organisation for self and others
- competencies are likely to be applied under broad guidance
- the work of others may be supervised or teams guided
- responsibility for the planning and management of the work of others may be involved

#### *Advanced Diploma*

- competency involves the self-directed development of knowledge with substantial depth across a number of areas and/or mastery of a specialised area with a range of skills
- application is to major functions in either varied or highly specific contexts
- competencies are normally used independently and are substantially non-routine
- significant judgement is required in planning, design, technical or supervisory functions related to products, services, operations or processes
- competencies are likely to be applied under limited guidance in line with a broad plan, budget or strategy
- responsibility and defined accountability for the management and output of the work of others and for a defined function of functions may be involved

### **Australian national Training Authority Qualification Codes**

All national qualifications have been assigned a code for inclusion on ANTA's National Training Information Service. The following codes apply to qualifications for the Community Work:

CHC20499	Certificate II in Community Services (Community Work)
CHC30699	Certificate III in Community Services (Community Work)
CHC40699	Certificate IV in Community Services (Community Work)
CHC50699	Diploma of Community Services (Community Work)
CHC60699	Advanced Diploma of Community Services (Community Work)

## CHC20499 Certificate II in Community Services (Community Work)

### *Packaging to gain a national qualification*

Compulsory	5
Elective	5 (one must be a Community Work (CD) unit)
Optional	1
<b>Total number of units of competency</b>	<b>11</b>

### *Optional competencies*

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or high levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

### *Community Work specialisation*

Compulsory		Elective	
CHCCD12A	Undertake work in the community services industry	CHCCD7A	Support community resources

### *Common competencies*

Compulsory		Elective	
CHCORG1A	Follow the organisation's policies procedures and programs	CHCAD1A	Advocate for clients
CHCORG2A	Work with others	CHCADMIN1A	Undertake basic administrative duties
CHCORG4A	Follow the organisation's occupational health and safety policies	CHCCS5A	Identify and address specific client needs
CHCCOM1A	Communicate with people accessing the services of the organisation	CHCGROUP1A	Support the activities of existing groups
		CHCGROUP2A	Support group activities

### **Electives from Other Community Services Sectors**

CHCAC3A	Orientation to aged care work
CHCAOD1A	Introduction to the alcohol and other drugs sector
CHCCH1A	Orientation to work in the community housing sector
CHCDIS1A	Orientation to disability work
CHCMH1A	Orientation to work in the mental health sector
CHCPROT2A	Operate within a statutory environment
CHCYTH1A	Work effectively with young people

## CHC30699 Certificate III in Community Services (Community Work)

### *Packaging to gain a national qualification*

Compulsory	6
Elective	5 (one must be a Community Work (CD) unit)
Optional	1
<b>Total number of units of competency</b>	<b>12</b>

### *Optional competencies*

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or high levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

### *Community Work specialisation*

Compulsory		Elective	
CHCCD12A	Undertake work in the community services industry	CHCCD7A CHCCD14A	Support community resources Implement a community development strategy

### *Common competencies*

Compulsory		Elective	
CHCADMIN2A	Provide administrative support	CHCAD1A	Advocate for clients
CHCCOM2A	Communicate appropriately with clients and colleagues	CHCCM1A	Undertake case management
CHCINF1A	Process and provide information	CHCCS6A	Assess and deliver services to clients with complex needs
CHCORG3A	Participate in the work environment	CHCCW11A	Operate under a case work framework
CHCORG4A	Follow the organisation's occupational health and safety policies	CHCGROUP2A	Support group activities
		CHCNET1A	Participate in networks
		CHCP&R1A	Participate in policy development

### **Electives from Other Community Services Sectors**

CHCAC3A	Orientation to aged care work
CHCAOD2A	Orientation to the alcohol and other drugs sector
CHCCH1A	Orientation to work in the community housing sector
CHCDIS1A	Orientation to disability work
CHCMH1A	Orientation to work in the mental health sector
CHCPROT2A	Operate within a statutory environment
CHCYTH1A	Work effectively with young people

## CHC40699 Certificate IV in Community Services (Community Work)

### *Packaging to gain a national qualification*

Compulsory	8
Elective	4
Optional	1
<b>Total number of units of competency</b>	<b>13</b>

### *Optional competencies*

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or high levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

### *Community Work specialisation*

Compulsory		Elective	
CHCCD1A	Support community participation	CHCCD2A	Provide community education programs
CHCCD12A	Undertake work in the community services industry	CHCCD3A	Meet information needs of the community ##
		CHCCD4A	Develop and implement community programs
		CHCCD5A	Develop community resources ##
		CHCCD13A	Work within specific communities
		CHCCD14A	Implement a community development strategy ##

### *Common competencies*

Compulsory		Elective	
CHCADMIN3A	Undertake administrative work	CHCAD1A	Advocate for clients
CHCCOM3A	Utilise specialist communication skills	CHCCS6A	Assess and deliver services to clients with complex needs
CHCINF2A	Maintain organisation's information system	CHCGROUP3A	Plan and conduct group activities
CHCNET2A	Maintain effective networks	CHCP&R2A	Contribute to policy development
CHCORG4A	Follow the organisation's occupational health and safety policies	CHCP&R3A	Undertake research activities
CHCORG5A	Maintain an effective work environment	BSZ404A	Train small groups

## recommended units for Community Development workers

## CHC50699 Diploma of Community Services (Community Work)

### *Packaging to gain a national qualification*

Compulsory	10
Elective	4
Optional	1
<b>Total number of units of competency</b>	<b>15</b>

### *Optional competencies*

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or high levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

### *Community Work specialisation*

Compulsory		Elective	
CHCCD4A	Develop and implement community programs	CHCCD2A	Provide community education programs
CHCCD9A	Support community leadership	CHCCD5A	Develop community resources
CHCCD12A	Undertake work in the community services industry	CHCCD6A	Establish and develop community organisations
		CHCCD8A	Support community action
		CHCCD11A	Provide advocacy and representation
		CHCCD13A	Work within specific communities
		CHCCD15A	Develop and implement a community development strategy
		##	
		CHCCD16A	Undertake systems advocacy

### Common competencies

Compulsory		Elective	
CHCADMIN3A	Undertake administrative work	CHCAD1A	Advocate for clients
CHCCOM3A	Utilise specialist communication skills	CHCADMIN4A	Manage the organisation's finances, accounts and resources
CHCCOM4A	Develop, implement and promote effective communication techniques	CHCCM3A	Develop, facilitate and monitor all aspects of case management
CHCINF5A	Meet statutory and organisational information requirements	CHCCS7A	Coordinate the assessment and delivery of services to clients with particular needs
CHCNET3A	Develop new networks	CHCGROUP3A	Plan and conduct group activities
CHCORG6A	Coordinate the work environment	CHCINF3A	Coordinate information systems
CHCORG17A	Implement and monitor occupational health and safety policies, procedures and programs	CHCP&R4A	Develop and implement policy
		CHCP&R5A	Manage research activities
<b>* These 3 competencies are co-requisite and count for one elective/option</b>		*BSZ401A	Plan assessment
		*BSZ402A	Conduct assessment
		*BSZ403A	Review assessment
<b>** These 4 competencies are co-requisite and count for one elective/option</b>		**BSZ405A	Plan and promote a training program
		**BSZ406A	Plan a series of training programs
		**BSZ407A	Deliver training sessions
		**BSZ408A	Review training

## recommended units for Community Development workers

## CHC60699 Advanced Diploma of Community Services (Community Work)

### Packaging to gain a national qualification

Compulsory	12
Elective	2
Optional	1
<b>Total number of units of competency</b>	<b>15</b>

### Optional competencies

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or high levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

### Community Work specialisation

Compulsory		Elective	
CHCCD10A	Provide leadership	CHCCD6A	Establish and develop community organisations
CHCCD12A	Undertake work in the community services industry	CHCCD11A	Provide advocacy and representation ##
		CHCCD15A	Develop and implement a community development strategy ##
		CHCCD16A	Undertake systems advocacy

### Common competencies

Compulsory		Elective	
CHCADMIN4A	Manage the organisation's finances, accounts and resources	CHCCM4A	Promote high quality case management
CHCCOM3A	Utilise specialist communication skills	CHCCM5A	Develop practice standards
CHCCOM4A	Develop, implement and promote effective communication techniques	CHCCS7A	Coordinate the assessment and delivery of services to clients with particular needs
CHCINF4A	Manage the organisation's information systems	CHCINF5A	Manage statutory and organisation information requirements
CHCORG7A	Manage workplace issues	CHCINF6A	Manage information strategically
CHCORG9A	Manage projects and strategies	CHCORG10A	Manage organisational change
CHCORG11A	Lead and develop others	CHCORG12A	Review organisational effectiveness
CHCORG14A	Manage a service organisation	CHCORG13A	Manage organisational strategic and business planning
CHCORG17A	Implement and monitor occupational health and safety policies, procedures and programs	CHCORG15A	Promote the organisation
CHCP&R6A	Coordinate policy development	CHCORG16A	Manage training
		CHCORG8A	Establish and manage new programs or services
		CHCP&R7A	Manage policy development
<div style="border: 1px solid black; padding: 5px; display: inline-block;">           * These 3 competencies are corequisite and count for one elective/option         </div>		*BSZ401A	Plan assessment
		*BSZ402A	Conduct assessment
		*BSZ403A	Review assessment

## recommended units for Community Development workers



## Units of Competency

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### Community Work Units and Elements

Code	Unit Title	Elements
CHCCD1A	Support community participation	<ol style="list-style-type: none"> <li>1. Work with individuals and the community to promote participation</li> <li>2. Support existing community activities</li> </ol>
CHCCD2A	Provide community education programs	<ol style="list-style-type: none"> <li>1. Develop the education program</li> <li>2. Deliver the education program</li> <li>3. Review the education program</li> </ol>
CHCCD3A	Meet information needs of the community	<ol style="list-style-type: none"> <li>1. Identify Information requirements</li> <li>2. Address Information requirements</li> </ol>
CHCCD4A	Develop and implement community programs	<ol style="list-style-type: none"> <li>1. Develop program parameters</li> <li>2. Design programs with the community</li> <li>3. Implement programs</li> <li>4. Evaluate programs</li> </ol>
CHCCD5A	Develop community resources	<ol style="list-style-type: none"> <li>1. Assess community resource requirements</li> <li>2. Develop and acquire resources</li> <li>3. Facilitate community access to resources</li> </ol>
CHCCD6A	Establish and develop community organisations	<ol style="list-style-type: none"> <li>1. Establish the need, purpose and philosophy for the organisation</li> <li>2. Review and develop organisational structures</li> <li>3. Meet legal requirements to establish or develop the organisation</li> <li>4. Market and promote the organisation changes</li> </ol>
CHCCD7A	Support community resources	<ol style="list-style-type: none"> <li>1. Develop an information base</li> <li>2. Establish relationship with key people</li> <li>3. Apply strategies for linking people</li> <li>4. Maintain community facilities and resources</li> </ol>
CHCCD8A	Support community action	<ol style="list-style-type: none"> <li>1. Respond to community needs</li> <li>2. Support identified community needs</li> <li>3. Evaluate effectiveness of community action</li> </ol>
CHCCD9A	Support community leadership	<ol style="list-style-type: none"> <li>1. Develop and maintain support mechanisms</li> <li>2. Promote community leadership</li> <li>3. Develop leadership skills</li> </ol>
CHCCD10A	Provide leadership	<ol style="list-style-type: none"> <li>1. Develop effective leadership role</li> <li>2. Provide direction</li> <li>3. Promote community work and maintain quality performance</li> </ol>
CHCCD11A	Provide advocacy and representation	<ol style="list-style-type: none"> <li>1. Establish the representative role and process</li> <li>2. Participate in decision making forums</li> <li>3. Negotiate outcomes and liaise with key people</li> <li>4. Evaluate effectiveness of strategies</li> </ol>
CHCCD12A	Undertake work in the community services industry	<ol style="list-style-type: none"> <li>1. Operate within a community development framework</li> <li>2. Meet duty of care and legal responsibilities</li> <li>3. Provide a non-discriminatory service</li> <li>4. Work to address individual issues</li> </ol>
CHCCD13A	Work within specific communities	<ol style="list-style-type: none"> <li>1. Define the issues of specific communities or groups</li> <li>2. Undertake relevant work within the context of specific communities or groups</li> <li>3. Evaluate work undertaken within specific communities</li> </ol>

CHCCD14A	Implement a community development strategy	<ol style="list-style-type: none"> <li>1. Work with individuals to identify issues</li> <li>2. Work with individuals and groups to establish cooperative processes</li> <li>3. Support group processes</li> </ol>
CHCCD15A	Develop and implement a community development strategy	<ol style="list-style-type: none"> <li>1. Establish and build group processes</li> <li>2. Facilitate and maintain public processes</li> <li>3. Implement organisational structures</li> </ol>
CHCCD16A	Undertake systems advocacy	<ol style="list-style-type: none"> <li>1. Obtain, analyse and document information relevant to the needs of people</li> <li>2. Work with stakeholders to develop strategies to address identified needs</li> <li>3. Advocate for and facilitate the implementation of strategies developed to address specific needs</li> </ol>

## Additional Information for Assessors

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This section includes additional information assessors may draw upon, depending on the context of particular workplaces or client groups.

The underpinning knowledge section of the Evidence Guide in specialisation units may contain an entry about specific knowledge relating to the following issues or groups:

- alcohol and other drugs
- cultural and linguistic diversity
- risk of self harm
- women
- men
- community education
- Aboriginal and Torres Strait Islanders
- mental health
- disability

Assessors may access the following aspects of underpinning knowledge as further information for determining competency in particular contexts.

*Underpinning knowledge for working with clients with alcohol and other drugs issues:*

- the relationship between alcohol and other drugs use and mental health
- agency policies and procedures for working with clients with alcohol and other drugs issues
- agency policies and procedures for working with agencies providing alcohol and other drugs services
- harm minimisation
- context of the alcohol and other drugs sector
- central philosophies of the alcohol and other drug sector

*Underpinning knowledge for working with people from culturally and linguistically diverse backgrounds:*

- particular cultural issues and history specific to client group
- cultural and language barriers to health
- how clients may be distressed by a culturally inappropriate environment
- location and protocols for accessing accredited interpreters
- a range of community multicultural organisations

*Underpinning knowledge for working with people at risk of self harm:*

- suicide risk awareness
- risk factors for suicide
- legal and ethical obligations regarding clients at risk of self harm
- suicide prevention services and resources
- depression

*Underpinning knowledge for working with gender issues and experiences of women and/or men:*

- particular life experiences of men and/or women and how this impacts on working with them
- help-seeking behaviours eg. self harm, aggression, violence
- violence including: sexual, domestic and other forms of abuse
- sexuality - issues concerning choice of partner and gender identity as well as issues such as homophobia
- particular health issues relating to women or men
- parental issues: grief issues such as loss of children at birth; through miscarriage; through fostering, adoption and custody
- depression

*Underpinning knowledge specific to community education:*

- community education programs
- life skills program
- strategies for community education delivery
- community education resources

*Underpinning knowledge for working with Aboriginal and Torres Strait Islander clients:*

- emotional and spiritual wellbeing
- cultural knowledge, understanding and experience
- Aboriginal ways of thinking, working and reflecting
- appreciation of Aboriginal diversity of culture and traditional values
- historical, cultural, political and economic realities
- cultural sensitivity
- cultural diffusion
- holistic view of health
- grief and loss
- separation

*Underpinning knowledge for working with clients with mental health issues:*

- the difference between major mental illnesses and a range of emotional issues including distress and anxiety
- how people suffer from mental illnesses as a result of particular drugs
- de-institutionalisation and social issues
- mental health agencies
- agency policies and procedures for working with other related agencies
- eating disorders
- self harm and suicide risk awareness and assessment

*Underpinning knowledge for working with people with disabilities:*

- understanding of stereotypes of people with disabilities
- relevant services available to people with disabilities
- principles of empowerment/disempowerment in relation to people with disabilities

# COMMUNITY WORK NATIONAL COMPETENCY STANDARDS

## Alignment with Mayer Key Competencies

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgements of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages processes</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and processes</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Unit Code	Unit Title	Collecting Information	Communication	Planning	Work with Others	Maths	Solve Problems	Use Technology
CHCCD1A	Support community participation	2	2	2	2	-	1	1
CHCCD2A	Provide community education programs	2	2	2	2	-	1	1
CHCCD3A	Meet information needs of the community	2	2	2	2	1	2	2
CHCCD4A	Develop and implement community programs	3	3	3	3	1	2	2
CHCCD5A	Develop community resources	3	3	3	3	2	3	3
CHCCD6A	Establish and develop community organisations	3	3	3	3	2	3	3
CHCCD7A	Support community resources	3	3	3	3	2	3	2
CHCCD8A	Support community action	3	3	3	3	2	3	2
CHCCD9A	Support community leadership	3	3	3	3	2	3	2
CHCCD10A	Provide leadership	3	3	3	3	2	3	2
CHCCD11A	Provide advocacy and representation	3	3	3	3	2	3	2
CHCCD12A	Undertake work in the community services industry	3	3	3	3	2	3	2
CHCCD13A	Work within specific communities	3	3	3	3	2	3	2
CHCCD14A	Implement a community development strategy	2	3	3	3	2	3	2
CHCCD15A	Develop and implement a community development strategy	3	3	3	3	2	3	2
CHCCD16A	Undertake systems advocacy	3	3	2	3	2	3	2

## CHCCD1A Support community participation

Providing a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns.

Elements	Performance criteria
1. Work with individuals and the community to promote participation	<ul style="list-style-type: none"><li>• work is undertaken to identify key community issues to be addressed</li><li>• to address community issues planning is undertaken to ensure:<ul style="list-style-type: none"><li>◇ appropriate policies and strategies are developed</li><li>◇ adequate resourcing is identified</li><li>◇ key people are consulted</li><li>◇ identified needs are addressed</li><li>◇ processes are forward looking and pro-active</li></ul></li><li>• appropriate interpersonal and networking skills are used to enlist support from key people and groups</li><li>• opportunities are provided for community input to planning and provision of services</li><li>• community input and participation in services is guaranteed</li></ul>
2. Support existing community activities	<ul style="list-style-type: none"><li>• appropriate review of the relevance of existing community activities is undertaken, based on changing community needs</li><li>• relevant support and assistance is provided to existing community activities to obtain additional resources required for effective operation</li><li>• all work undertaken is in accordance with organisational policies and procedures</li><li>• support is provided to community groups to monitor and evaluate processes, progress and outcomes of activities</li><li>• all documentation on activities is kept in accordance with organisational policies and procedures</li><li>• appropriate support is provided to community groups to become self managing in the implementation of plans</li></ul>

### Range of variables

*Working with the community may include the following activities:*

- health promotion
- community development
- training and education

*Opportunities for consumers, community members and groups to participate may include:*

- systems within and outside the organisation
- activities at program, operative and management levels
- formal and informal systems
- focus groups on relevant issues
- inviting community participation on organisational committees e.g. quality assurance committees, ethics committees
- through publications
- group facilitation
- peer education/training
- seminars and workshops

*Key people may include:*

- advocacy groups
- policy and decision makers in the specific community
- individuals, groups or communities most likely to be affected by strategies or action plans
- community leaders
- people with formal and informal representative roles

*Strategies which the worker may develop may include:*

- development of new business, employment opportunities for individuals
- establishment of advocacy groups
- health promotion activities
- development of community facilities
- strategies to increase access to facilities, services or decision making
- providing direction, advice and information

*Information and resources may include:*

- equipment
- staff skills and time
- provision of facilities
- educational materials
- funding
- skills/administrative support
- physical, transport, venues, material, equipment
- developmental training
- financial

## **Evidence Guide**

*Critical aspects of assessment:*

- candidates will need to demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities

*Underpinning knowledge:*

- community development methods and their principles and practices
- impact of cultural or community attitudes on organisational planning
- funding sources and their policies and strategies for encouraging community input and participation
- organisational budget and funding allocation
- local, state and federal strategies/legislation
- health promotion (as per Ottawa Charter)
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health

*Underpinning skills:*

- research relating to the community
- policy development
- report writing
- ability to evaluate effectiveness of community based activities
- budgeting
- negotiation, liaison, networking
- marketing
- facilitation

*Resource implications:*

- demonstration of competency will include the ability to work with key people or stakeholders in the community. Assessors should allow for access to appropriate structures, people or organisations for assessment purposes

*Consistency in performance:*

- consistency in performance should consider the organisational and individual context within which work takes place

*Context of assessment:*

- this unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions



## CHCCD2A Provide community education programs

Working with the community to develop and provide education programs on relevant issues.

Elements	Performance criteria
1. Develop the education program	<ul style="list-style-type: none"><li>• program plan is developed in consultation with key people and organisations and identifies priorities and desired outcomes to address issues of concerns of target group/s</li><li>• appropriate human, financial and physical resources are identified and secured</li><li>• marketing materials are prepared and disseminated to target audience and others as appropriate</li></ul>
2. Deliver the education program	<ul style="list-style-type: none"><li>• strategies for delivery of the program are developed and implemented to ensure maximum effectiveness</li><li>• education/resource materials appropriate to the context, issue and audience are developed and distributed</li><li>• strategies are implemented to encourage full participation in the program and the expression of views and feelings about its process or content</li><li>• program adjustments are made as required to meet the needs of specific groups</li><li>• feedback on the education program or activity is sought from participants</li></ul>
3. Review the education program	<ul style="list-style-type: none"><li>• the education program is assessed against the planned goals and objectives in accordance with organisational policies and procedures</li><li>• outcomes of program evaluations are discussed with key people and organisations to determine future directions</li><li>• education program outcomes are documented, and where necessary acted on in accordance with organisational procedures</li></ul>

### Range of variables

*Education programs may include:*

- programs of varying scope and scale ranging from state wide initiatives, to specific activities:
  - ◊ a single event, such as an information stall in a shopping centre
  - ◊ a multi-session education and skill development program
  - ◊ a complex, large-scale series of activities that incorporates diverse but coordinated elements, such as a statewide education campaign involving mass media information.

*Key people and organisations may include:*

- target group
- other relevant organisations
- funding bodies
- community support groups
- the media

*Resources may include:*

- equipment
- staff skills
- time
- space
- venue
- educational materials
- funding

*Marketing materials must be:*

- culturally appropriate

*Assessment and evaluation of the education program may include:*

- use of feedback material
- discussions with stakeholders, organisations and other participants
- discussion with colleagues

## **Evidence Guide**

*Critical aspects of assessment:*

- matching education activities with community needs and priorities
- collaboration and consultation with key people and organisations
- delivering high quality innovative educational programs

*Underpinning knowledge:*

- needs assessment and analysis
- goals and objectives for programs selected
- resource availability for particular programs
- strategies and actions needed to achieve goals
- organisational policies and procedures for dealing with the media
- accountability requirements
- resources and support within the community
- government funding policies
- knowledge of local area
- relevant local, state and federal strategies
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health

*Underpinning skills:*

- liaison and networking
- communication
- research skills
- time management
- budgeting
- report writing
- evaluation
- presentation
- marketing and promotion
- negotiation

*Resource implications:*

- access to appropriate resources for developing, delivering and evaluating community education programs (or access to an appropriately simulated environment)

*Consistency in performance:*

- consistency in performance should consider the organisational and individual context within which work takes place

*Context of assessment*

- this unit may be assessed on the job using appropriate relevant materials and examples or through an appropriately simulated environment

## CHCCD3A Meet information needs of the community

Working with the community and individuals to identify and address their information needs.

Elements	Performance criteria
1. Identify information requirements	<ul style="list-style-type: none"><li>• appropriate mechanisms are employed to identify the information requirements of the community and specific groups</li><li>• current, accurate and comprehensive information is collected and maintained on a range of relevant issues/ services for the group to ensure the information needs will be met</li><li>• gaps or inadequacies in the information base are identified and strategies are implemented to address them</li></ul>
2. Address information requirements	<ul style="list-style-type: none"><li>• where possible, existing information sources are accessed to meet individual/community needs</li><li>• the adequacy of existing information sources and materials in meeting needs are routinely evaluated</li><li>• where the development of new information materials is needed, options are explored in consultation with users and stakeholders</li><li>• when planning the development of new information/materials, all aspects of implementation are addressed, including:<ul style="list-style-type: none"><li>◊ content, structure and relevance</li><li>◊ financial, technological and staffing resourcing</li><li>◊ staff training needs</li></ul></li><li>• strategies are implemented to continuously improve the effectiveness of information materials and systems</li></ul>

### Range of Variables

*Community may include:*

- current users of the organisation's services
- users referred by other organisations
- new target groups
- a geographic region
- special interest groups
- students and researchers
- workers in other organisations

*Information systems may refer to:*

- informal and formal arrangements with government departments and non-government organisations to obtain information
- subscriptions to publications
- material produced and provided by and about other organisations and services
- media
- electronic networking
- the range of different systems across sectors

*Financial and technological resources required for system may include:*

- directories and databases, manual and electronic
- manual and computerised filing software and hardware
- systems operated within the organisation
- systems operating in other organisations

### Evidence Guide

*Critical aspects of assessment:*

- assessing the organisation's information needs, analysing current capacity for them to be met, determining requirements for new materials and doing appropriate work to develop them
- using and maintaining a range of information storage systems

*Underpinning knowledge:*

- a range of systems that can be used to obtain information
- a range of systems that can be used to store and record information
- basic project management
- preparation, editing, publishing materials/information
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health

*Underpinning skills:*

- literacy adequate to handle and prepare complex written information
- use of relevant information system

*Resource implications:*

- access to a workplace or an appropriately simulated environment

*Consistency in performance:*

- consistency in performance should consider requirements of relevant information systems

*Context of assessment*

- this unit can be assessed in the workplace or in a relevant simulation

## CHCCD4A Develop and implement community programs

Developing community programs to ensure maximum participation.

Elements	Performance criteria
1. Develop program parameters	<ul style="list-style-type: none"><li>• issues of wide community concern are analysed to develop an agency position and to ascertain the need for new program(s)</li><li>• appropriate work is undertaken to ascertain support, capacity for a coordinated effort and factors which will effect provision of services</li><li>• research is undertaken to identify key people, issues to be addressed, possible strategies and options for action</li><li>• appropriate planning and liaison is undertaken including developing concept plans in consultation with relevant communities and stakeholders</li></ul>
2. Design programs with the community	<ul style="list-style-type: none"><li>• a program plan is developed which reflects identified parameters and incorporates an evaluation of a range of program options</li><li>• consultation is undertaken to determine preferred program options particularly in areas of high need or with targeted communities</li><li>• help from participating agencies is sought for implementation arrangements</li><li>• resources are identified and sought</li></ul>
3. Implement programs	<ul style="list-style-type: none"><li>• where appropriate, pilots are conducted, evaluated and adjustments are made to ensure the program achieves its objectives</li><li>• programs are implemented in accordance with the development plan</li><li>• promotion and marketing strategies are developed and implemented</li><li>• systems and resources for administrative support of community programs are developed and maintained</li><li>• target group is encouraged to participate fully in the program</li></ul>
4. Evaluate programs	<ul style="list-style-type: none"><li>• program design and outcomes are evaluated according to criteria and specifications identified in the program plan</li><li>• results of evaluation are used for revision and ongoing development</li><li>• interested and/or relevant people are involved in program evaluation</li></ul>

### Range of variables

*Community may be:*

- individuals and groups defined by organisation programs and services
- other agencies providing services to individuals and groups
- people with specified needs and interests
- people using the organisation's services/programs
- geographic

*Community programs may include:*

- community development activities and strategies
- education and information programs

*Stakeholders may include:*

- residents within a community
- businesses within or related to a community
- advocacy and special interest groups
- decision makers and community leaders
- individuals, groups and communities affected by issues or strategies
- owners or managers of resources required
- grants/funding agencies
- government and non-government organisations
- peak bodies
- colleagues and collaborators

*Implementation strategies may include:*

- community/public education, awareness raising
- lobbying and advocacy
- development of new services, opportunities
- developing the capacity of individuals, groups and communities to meet their own needs and objectives
- non violent direct action
- participatory action research
- development of new businesses or employment opportunities
- health promotion, development of healthy communities/attitudes and environmental causes of ill health
- development of community resources and facilities
- development of recreation/entertainment
- adjustments to existing programs/services to make them more accessible to young people
- strategies to increase access to facilities, services
- decision making including cost, physical, information
- public processes

*Resources may include:*

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

*Evaluation of program options may include:*

- projected outcomes to achieve objectives
- cost efficiency and effectiveness
- relevance to high needs and priorities
- scope and coverage
- capacity to evaluate
- availability of resources/skills
- consistency of philosophy
- ethical considerations
- impact on organisation/other services/programs
- personnel/industrial/employment implications

- legislative/statutory/accountability implications

*Promotion and marketing strategies may include:*

- letters (by FAX, mail, or any other means of transmission)
- newsletters/journals
- internal organisation communication (eg. internal memos, minutes of meetings)
- artwork, graphics
- reports, discussion papers, briefing papers
- brochures, fliers and written advertisements
- posters
- audio and audio-visual productions
- performing arts presentations
- verbal/public presentations
- meetings, seminars, workshops and forums
- print or telecommunications media

*Consultation strategies may include:*

- meetings, seminars, workshops or other forums
- interviews (formal and informal)
- written surveys (questionnaires, letters, submissions)
- suggestion boxes
- alternative communication such as graffiti walls
- networks
- professional associations
- call for submissions

## **Evidence Guide**

*Critical aspects of assessment:*

- effective management of community programs through the application of current accepted best practice

*Underpinning knowledge:*

- the cultures, concerns, beliefs and aspirations of the community in question
- the impact of cultural or community attitudes on appropriate roles, relationships and approaches of the worker
- the impact of cultural and community attitudes within that community
- the implications of differences in attitudes and values
- community development as a social change strategy
- decision making structures and processes at organisation, community, regional and system level
- relevant legislation and public policies
- social, community and youth issues
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health



*Underpinning skills:*

- research and consultation
- application of a range of community development approaches
- coordination of people, processes and information
- analysis of data, information and relationships
- advocacy
- provision of support to a diverse range of people/organisations
- conflict resolution/negotiation and mediation
- cross cultural communication and negotiation
- verbal and written communication
- analysis of complex issues
- literacy adequate to prepare a range of resource material appropriate to the target group
- working with and through community leaders

*Resource implications:*

- access to an appropriate workplace or an environment that effectively simulates workplace and community conditions

*Consistency in performance:*

- consistency in performance should consider specific program and community requirements

*Context of assessment*

- this unit can be assessed in the community or in a simulation which related closely to the experience of the workplace and the community

## CHCCD5A Develop community resources

Working with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups.

Elements	Performance criteria
1. Assess community resource requirements	<ul style="list-style-type: none"><li>resource requirements are identified through consultation with networks and key people and organisations</li><li>existing community resources available are researched and assessed for their capacity to meet needs of the group</li><li>strategies are developed to address gaps in available resources</li><li>priorities are determined according to organisational policy and procedures</li></ul>
2. Develop and acquire resources	<ul style="list-style-type: none"><li>strategies for the provision of resources are developed to assist in meeting organisational objectives within funding considerations</li><li>resources are developed in consultation with key people</li><li>all relevant organisational processes and procedures are followed to ensure endorsement and guarantee implementation</li></ul>
3. Facilitate community access to resources	<ul style="list-style-type: none"><li>availability of resources are publicised to target group, key people and organisations to encourage participation in activities</li><li>resources are made available to all users as required in accordance with organisational procedures</li><li>resources are reviewed regularly to ensure usefulness and currency</li></ul>

### Range of variables

*Key people and organisations may include:*

- government and non-government organisations
- the service's networks
- staff
- committee of management
- specialist organisations

*Sources for addressing resource gaps may include:*

- external grants
- commercial fund-raising
- internal allocations
- other services/agencies
- donations
- exchanges
- sharing

*Strategies for addressing resource gaps may include:*

- grant submissions
- commercial enterprise
- fee for service
- internal reallocation
- internal cross subsidies

- sponsorship/donations
- exchanges/sharing/pooling

*Resources may include:*

- information
- education
- databases
- library (paper-based or electronic)
- finances
- equipment and materials
- skills and expertise
- capital assets
- technology

## **Evidence Guide**

*Critical aspects of assessment:*

- ability to identify community needs and match a range of appropriate resources to meet those needs
- capacity to operate within specific communities or across a number of groups

*Underpinning knowledge*

- a range of systems that can be used to obtain, store and record information
- a range of resource media
- organisational strategic plan
- organisational resourcing policies and procedures
- key people and organisations
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health

*Underpinning skills*

- basic project management
- networking
- information management
- information presentation
- negotiation techniques
- design and preparation of materials including relevant information technology

*Resource implications:*

- access to an appropriate workplace or community or accurately simulated environment

*Consistency in performance:*

- consistency in performance may be based on evidence from previous demonstration of competency, however assessors should consider particular community resource development needs if assessment occurs in the workplace

*Context of assessment*

- this unit should be assessed on the job or through simulation

## CHCCD6A Establish and develop community organisations

Work with the community to establish new organisations and networks.

Elements	Performance criteria
1. Establish the need, purpose and philosophy for the organisation	<ul style="list-style-type: none"> <li>the need, purpose and philosophy for establishment of a new organisation is identified and assessed in consultation with relevant stakeholders for the organisation</li> <li>negotiations are carried out 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</li> <li>all establishment work is based on defined community development method</li> <li>goals and objectives consistent with the purpose and philosophy of the organisation are clarified and negotiated with key stakeholders</li> </ul>
2. Review and develop organisational structures	<ul style="list-style-type: none"> <li>the proposed purpose, scope, impact and process for change are identified and assessed, for incorporation in planning</li> <li>appropriate reporting on all aspects of the proposed plan is prepared and submitted for approval by the decision makers</li> <li>appropriate consultation is undertaken to ensure all stakeholders play a major role throughout the restructure process</li> <li>relevant organisations and stakeholders are consulted about proposed structural changes and, where appropriate, arrangements are made for consultation throughout the process</li> <li>the strengths and weaknesses of a range of potential forms and models of organisations are assessed</li> <li>an appropriate structure consistent with the purpose, philosophy and roles of the organisation, and which meets industrial, legal and policy requirements is developed</li> <li>appropriate mechanisms are established to oversight the task</li> <li>ongoing advice is provided to decision makers as required on all aspects of the proposed changes and implementation strategy</li> <li>restructure is implemented in line with the approved strategy</li> </ul>
3. Meet legal requirements to establish or develop the organisation	<ul style="list-style-type: none"> <li>legal requirements to establish the organisation are identified and adhered to</li> <li>records required to meet legal requirements are prepared, authorised and handled appropriately</li> </ul>
4. Market and promote the organisation changes	<ul style="list-style-type: none"> <li>the benefits of the new organisation or organisational changes are promoted to stakeholders, target groups and within the organisation to ensure maximum effectiveness</li> <li>appropriate evaluation and monitoring processes are implemented to ensure maximum effectiveness of the changes</li> </ul>

## Range of Variables

*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

*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:*

- organisation constitution, policies, guidelines and procedures
- legislation relating to occupational health and safety, access and equity, equal opportunities, industrial relations, corporate affairs and incorporation
- 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

## **Evidence Guide**

*Critical aspects of assessment:*

- effective collaboration with communities and key stakeholders to achieve an agreed outcome
- establishment and development of community organisations based on identified community needs, community development methodologies and in accordance with current accepted best practice

*Underpinning knowledge:*

- consultation and research methodologies
- community development principles
- organisational 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 (see additional information on page 24):
  - ◇ alcohol and other drugs
  - ◇ cultural and linguistic diversity
  - ◇ risk of self harm
  - ◇ women
  - ◇ men
  - ◇ community education
  - ◇ Aboriginal and Torres Strait Islanders
  - ◇ mental health

*Underpinning skills:*

- research and analysis
- negotiation
- complex communication skills including submission writing
- strategic organisational planning
- publicity, marketing, public relations and promotion
- networking
- financial analysis and management
- program review and planning

*Resource implications:*

- access to an appropriate workplace or community or to an appropriately simulated environment

*Consistency in performance:*

- consistency in performance should be based on requirements for the establishment and development of community organisations in specific circumstances

*Context of assessment:*

- this unit should be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

## CHCCD7A Support community resources

This unit applies to the work performed in providing and maintaining support to community groups.

Element	Performance criteria
1. Develop an information base	<ul style="list-style-type: none"><li>• relevant information about the community, its organisations and services is collected and stored according to the organisational practices so ongoing work is facilitated</li><li>• a current directory of community resources is maintained so it is useable and accessible</li></ul>
2. Establish relationship with key people	<ul style="list-style-type: none"><li>• appropriate contact is established and maintained with key people using a range of communication strategies to ensure that the outcomes from work in the community is maximised</li><li>• the roles and responsibilities of key people and services are defined so that work is effective and coordinated</li></ul>
3. Apply strategies for linking people	<ul style="list-style-type: none"><li>• appropriate work is undertaken to create opportunities to develop supportive connections between key people including arranging and conducting meetings</li><li>• obstacles to effective contact between people are identified and appropriate strategies are developed to overcome these</li><li>• appropriate levels of ongoing support is provided to promote community interaction</li></ul>
4. Maintain community facilities and resources	<ul style="list-style-type: none"><li>• all relevant records are maintained and made available as required to facilitate community interaction</li><li>• appropriate work is undertaken to ensure that maintenance of community resources is carried out according to organisational procedures and budget allocations</li><li>• appropriate action is taken to ensure public and communal areas are accessible and meet community needs</li></ul>

### Range of Variables:

*Community may include:*

- individuals and groups defined by organisation programs and services
- other agencies providing services to individuals and groups
- people with specified needs and interests
- people using the organisation's services/programs

*Relevant information about the community may include:*

- composition and social/cultural profile
- cultural characteristics
- scope defined by organisation's objectives and priorities
- size
- nature and history of issues and interests
- range and nature of other services
- existing practice, process and protocol



*Information about the community may include:*

- data base of key people
- details of other services/agencies
- networks, support systems, groups
- resources
- protocols for communication

*Key people may include:*

- people with an interest in the purpose of the organisation
- designated groups in the community
- community leaders, representatives
- other providers
- people using the services of the organisation
- specialist providers

*Communication strategies may include:*

- attending meetings, groups, shift handover etc.
- phone contact
- sharing information
- information newsletter

*Resources may include:*

- premises, grounds, accommodation, workplaces
- purpose -designed and provided for the community or workplace
- exclusive use, ownership or shared
- equipment and materials
- information
- personnel
- financial

*Organisation's procedures may include:*

- formally documented policies, guidelines, delegations, philosophy
- direction through supervision
- management decisions, directives
- information, data collection, proforma, reporting requirements
- formal and informal negotiated agreements

## **Evidence Guide:**

*Critical aspects of assessment:*

- provision of a range of types of support to communities according to organisational procedures
- ability to communicate with a range of people in the community
- ability to maintain and access effective networks which contribute to the achievement of objectives
- capacity to motivate individuals and groups to work cooperatively to address common concerns

#### *Underpinning knowledge*

- nature of the community and significant relationships and resources including cultural
- organisation's policies and program/service objectives
- relevant agencies programs and criteria
- communication strategies
- principles of social organisation and structures
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health

#### *Underpinning skills:*

- oral communication competence required. Assessors should look for the ability to ask questions, listen to information, and seek clarification. Language used may be English or a community language
- reading competence required if worker is using pamphlets or written information, to determine if an organisation or service is relevant to a particular group. Information may be written in English or a community language
- writing skills will be needed if organisations require a written list of community facilities and resources. Assessors should look at documentation that is required by the organisation. Reports and documentation may be required in English or a community language depending on the group. (Note: some organisations may require computer skills if documentation is electronically stored)

#### *Resource implications:*

- access to a workplace or community or an environment that effectively simulates workplace or community conditions.

#### *Consistency in performance may include workers ability to:*

- describe, with supportive evidence, the nature and structure of the designated community
- describe the structure of the designated community in terms of general concepts of social organisation and structures
- identify organisation's policies and relevant guidelines
- identify the objectives, priorities and criteria of the organisation and the services and programs provided
- demonstrate a range of strategies for making contact with and linking people consistent with meeting organisation's objectives
- define own role as worker within the community
- use of available technology for record-keeping

#### *Context of assessment:*

- worker can be assessed on the job or by simulation. Community is designated by organisation policy

## CHCCD8A Support community action

Supporting the community to represent their own needs through social and public action.

Elements	Performance criteria
1. Respond to community needs	<ul style="list-style-type: none"><li>• appropriate opportunities are planned and implemented so that people in the community can promote their issues</li><li>• a range of forms of consultation and research methods are identified and clarified</li><li>• strategies for meeting community needs are identified, developed and agreed with key people</li></ul>
2. Support identified community needs	<ul style="list-style-type: none"><li>• a range of mechanisms and actions to address community needs are assessed for relevance and appropriateness to meet community needs</li><li>• resources required are calculated and assessed for availability and appropriateness and where possible, provided</li><li>• appropriate work is undertaken to ensure that resourcing to meet community needs is provided and made available</li></ul>
3. Evaluate effectiveness of community action	<ul style="list-style-type: none"><li>• the effectiveness of activities is evaluated using accepted strategies and mechanisms</li><li>• progress of strategies are reviewed with key people and required changes are negotiated and implemented</li><li>• outcomes of evaluations are documented and reported to key people</li></ul>

### Range of Variables:

*Actions for the support of community needs may include:*

- strategies to change, promote or protect existing social structures, services, resources
- initiatives by the community and undertaken by the community and/or agencies
- initiatives undertaken by the organisation and supported by the community and/or agencies
- routinely planned and specific/occasional actions
- general and specially targeted
- social action
- promotion

*Mechanisms may include:*

- structures
- processes/protocol
- consultation, participation, accountability
- review, evaluation
- existing and specially created
- community development strategies

*Resources may include:*

- those of the organisation
- those acquired from other agencies
- system support/administration/policy
- material/financial/facilities/equipment
- developmental/information/training
- information technology

## **Evidence Guide:**

### *Critical aspects of assessment:*

- supporting communities to identify their rights and represent their own needs through social and public action
- motivating individuals and groups to work cooperatively

### *Underpinning knowledge:*

- social structures and systems in the community
- complex cultural awareness
- components of strategic planning
- decision making systems and leadership
- organisation's guidelines
- community development principles relevant to social action and public processes
- current social policy and its implementation programs
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health

### *Underpinning skills:*

- evaluation methods
- research methods
- marketing and promotion
- negotiation

### *Resource implications:*

- access to a workplace or community or an appropriately simulated environment

### *Consistency in performance:*

- consistency in performance should consider specific needs of the community and how community action can support these needs

### *Context of assessment:*

- this unit can be assessed in the workplace, in the community or in relevant simulations

## CHCCD9A Support community leadership

Designing, providing and promoting a supporting structure and environment to enable effective and viable leadership to be provided within the community.

Elements	Performance criteria
1. Develop and maintain support mechanisms	<ul style="list-style-type: none"><li>• a range of support mechanisms are designed to enable the identification of the role, responsibilities, context and accountability of community leadership</li><li>• factors which might have an impact on the effectiveness of community leadership are identified and addressed</li><li>• resources required to support community leadership development are included in resource allocations</li></ul>
2. Promote community leadership	<ul style="list-style-type: none"><li>• opportunities to routinely promote the importance of community leadership are created and responded to</li><li>• the defined role and importance of community leadership is reflected in the development of organisational structures, processes and practice</li></ul>
3. Develop leadership skills	<ul style="list-style-type: none"><li>• learning programs designed to develop leadership skills are designed and provided</li><li>• a range of activities are implemented to assist the development of community leadership</li><li>• individuals are provided with structured and supported opportunities to experience leadership</li><li>• the expertise, skills and contributions of the community to leadership are identified and acknowledged</li></ul>

### Range of variables

*Community leadership may include:*

- individuals acting in a formal representative role
- elected management committees
- formally constituted groups/steering committees/reference groups
- key people with recognised influence

*Support mechanisms may include:*

- structures within the organisation
- resources
- information/training development
- recruitment and selection of leaders and managers
- networks
- groups
- practice frameworks
- individual and ongoing support
- procedures for identifying potential community leaders

*Organisational structures may include:*

- management
- consultations
- accountability
- decision making
- advisory systems
- policy, guidelines, objectives and principles
- resources

## Evidence Guide

### *Critical aspects of assessment:*

- identification and development of opportunities for leadership within the community
- providing support for leadership structures and the development of individuals

### *Underpinning knowledge:*

- community development principles and strategies
- concepts of effective leadership
- structure and nature of the community
- organisational systems, guidelines and practice
- significant cultural awareness, practices and protocol
- availability of skills development training
- support mechanisms and structures in the range of relevant communities and cultural contexts
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◇ alcohol and other drugs
  - ◇ cultural and linguistic diversity
  - ◇ risk of self harm
  - ◇ women
  - ◇ men
  - ◇ community education
  - ◇ Aboriginal and Torres Strait Islanders
  - ◇ mental health

### *Underpinning skills:*

- negotiation, liaison, networking
- facilitation

### *Resource implications:*

- access to a workplace or community or to an effectively simulated environment

### *Consistency in performance:*

- consistency in performance should consider the range of situations in which workers will be supporting community leadership

### *Context of assessment:*

- this unit will be best assessed in the workplace or in a environment that simulates the normal range of workplace conditions

## CHCCD10A Provide leadership

Applying a leadership role determined and supported by the community. The leadership role includes providing direction and promotion of community services, processes and outcomes and influencing effective industry practice.

Element	Performance criteria
1. Develop effective leadership role	<ul style="list-style-type: none"><li>the role, responsibilities and parameters for exercising influence are identified and negotiated with key people in the organisation and community to ensure support</li><li>authority and accountability are established according to organisation's guidelines and community requirements</li><li>factors which will have an impact on leadership style and role are assessed and addressed in the development of individual and organisational practice</li></ul>
2. Provide direction	<ul style="list-style-type: none"><li>consultation structures are developed and maintained to provide support for coordinated planning and decision making</li><li>strategic alliances with key people are developed and maintained to maximise personal and organisational effectiveness</li><li>effective communication and interpersonal skills are routinely modeled and promoted</li><li>appropriate continuous improvement processes are implemented to ensure ongoing effectiveness of work</li></ul>
3. Promote community work and maintain quality performance	<ul style="list-style-type: none"><li>the factors which influence the effectiveness of performance are researched and analysed</li><li>strategies for promoting the effectiveness of community work are developed and implemented</li><li>strategies for developing and maintaining quality performance are researched and established</li><li>performance standards and requirements are developed, negotiated, promoted and used to guide organisational and personal work delivery</li><li>implementation of changes in practices, policies and procedures is negotiated and promoted to gain support</li></ul>

### Range of Variables:

*Factors which may have an impact on community work will include:*

- composition and nature of the community
- roles, relationships, obligations, accountability and protocol
- organisation policy and principles
- resources
- other agencies, networks, services
- government role and policies
- attitudes, values, beliefs

*Review of community work may include:*

- internal evaluation
- internal and external research
- specifically commissioned research

*Leadership may include:*

- direct and indirect influence on attitudes, decisions and action

- formal and informal roles and positions
- individual and group roles and positions

*Factors influencing effective community services may include:*

- policy
  - ◊ organisation
  - ◊ service
  - ◊ public
  - ◊ government
  - ◊ social
- performance standards
- service standards
- resources
- culture
- skills
- competence
- training/education/development
- career structures
- industrial structures
- social/community/political/economic change
- coordination/leadership
- image/morale
- flexibility/adaptability

*Strategies for promoting effectiveness of community work may include:*

- evidence gathering
- presentation in relevant forums and to key people

*Strategies for maintaining quality performance may include:*

- the development and maintenance of relevant industry and practice standards
- appropriate utilisation of existing community structures and processes

*Requirements for the development of performance and assessment strategies may include:*

- use of existing standards such as:
  - ◊ organisational
  - ◊ sector
  - ◊ industry
  - ◊ national
  - ◊ enterprise
  - ◊ individual
- curriculum/teaching/education provision
- assessment models/tools
- appraisal/recognition of prior learning
- appeals mechanisms
- recognition/accreditation
- research/publications/promotion/information

### **Evidence Guide:**

*Critical aspects of assessment:*

- high level leadership to communities to enable achievement of common goals
- influencing effective practice in community work and/or the community services industries



#### *Underpinning knowledge*

- models of leadership
- strategic planning
- characteristics, relationships, influence and accountability in the community
- complex cultural awareness and practice
- policies and theories of community services
- policies and theories of productivity and human services
- nature and structure of the community services industry
- training and education policy systems and provision
- relevant industrial relations policy, structures and practice
- relevant legislation
- research methodologies
- organisation's guidelines
- social/political/organisation systems and structures
- government programs and policies
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health

#### *Underpinning skills:*

- leadership-based on specified objectives and community factors
- strategic planning designed to achieve identified community outcomes
- analysis of community relationships
- high level skills affecting organisations, industry and the broadest community, including:
  - ◊ evaluation
  - ◊ communication
  - ◊ negotiation
  - ◊ analysis
  - ◊ developmental practice

#### *Resource implications:*

- access to appropriate workplace or community or to an environment capable of accurately simulating these

#### *Consistency in performance:*

- consistency in performance should relate to outcomes required by community leadership

#### *Context of assessment:*

- this unit can be assessed in the workplace, in the community or in relevant simulation

## CHCCD11A Provide advocacy and representation

Representing the interests of the community and/or the community services industry. Representation will include the development of community representative and industry participative roles and positions in decision making forums.

Element	Performance criteria
1. Establish the representative role and process	<ul style="list-style-type: none"><li>• role, processes and conditions of representation are identified in consultation with individuals and key groups</li><li>• the support of key people is sought</li><li>• requirements for reporting are determined and implemented</li></ul>
2. Participate in decision making forums	<ul style="list-style-type: none"><li>• relevant interests and concerns to be pursued are identified in accordance with organisational priorities</li><li>• work is undertaken to provide a framework for pursuing promotion of relevant interests</li><li>• opportunities to reflect, promote and represent relevant interests are created and responded to routinely within work role</li><li>• the potential impact of the development and decisions is calculated and assessed in terms of objectives and priorities</li><li>• progress and other reports and feedback are provided to key people according to organisation requirements</li></ul>
3. Negotiate outcomes and liaise with key people	<ul style="list-style-type: none"><li>• appropriate strategic alliances are identified and developed</li><li>• collaborative planning and action is promoted and supported</li><li>• potential areas of conflict are identified and strategies implemented to address them</li><li>• purpose and objectives are clearly determined and promoted</li><li>• appropriate work is undertaken with organising committees and board of management to maximise effectiveness</li></ul>
4. Evaluate effectiveness of strategies	<ul style="list-style-type: none"><li>• actual work outcomes are analysed and reported against agreed objectives</li><li>• adjustments to strategy are implemented according to the evaluation</li></ul>

### Range of Variables:

*Representative roles may include:*

- advancing the interests of the community through decision making forums
- action taken to influence decision making processes

- developing and promoting the interests of the community services industry in a wide range of public forums where industry may include:
  - ◊ organisations
  - ◊ programs
  - ◊ services
  - ◊ agencies
  - ◊ industrial representatives
  - ◊ consumers
  - ◊ researchers
  - ◊ training/education

*Conditions of representation may include:*

- authorisation, accountability and protocol
- consultation and delegations
- resources
- terms of reference
- scope, scale and parameters
- role of key people
- existing community structures, systems, networks, processes
- development of an industry position
- requirements of industry mechanisms including:
  - ◊ formal and informal networks
  - ◊ advisory/steering/reference committees
  - ◊ publications
  - ◊ conferences/seminars
  - ◊ training
  - ◊ education
  - ◊ formal representative positions

*Support may be sought for:*

- development of consultation and accountability structures
- development of industry positions

*Key people may include:*

- experts
- policy/decision makers
- resource managers
- media
- researchers
- trainers
- teachers
- community leaders

*Developments may include:*

- social/political/economic/industrial changes
- within and outside the organisation structures
- government policy
- ideology
- education

- research findings
- community change

*Opportunities may include:*

- events
- publicity
- committee membership
- public presentations
- media
- policy development
- special meetings/delegations

### **Evidence Guide:**

*Critical aspects of assessment:*

- effective representation of individual and group concerns and interests within the organisation, the community and the community services industry
- participation in a range of decision making forums

*Underpinning knowledge*

- social/economic/industrial policy and related theory
- industry and government processes
- community consultation and decision making processes
- power structures and relationships in the community
- community development models
- nature and structure of the community services industry
- social/economic/industrial legislation
- processes and structures relevant to organisational goals and objectives or work role
- industry culture
- models of negotiation
- research methods
- models of management/leadership
- complex cultural awareness
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health

*Underpinning skills:*

- research
- negotiation
- presentation
- complex communication
- strategic planning and outcomes measurement
- consultation
- leadership/management

*Resource implications:*

- access to an appropriate workplace or community or to an environment where an accurate simulation can be undertaken for assessment purposes

*Consistency in performance:*

- consistency in performance should consider the range of situations under which workers will provide advocacy and representation

*Context of assessment:*

- this unit can be assessed in the workplace, in the community or in relevant simulation

## CHCCD12A Undertake work in the community services industry

The foundation unit for working in the industry.

Elements	Performance criteria
1. Operate within a community development framework	<ul style="list-style-type: none"> <li>• all work undertaken reflects a current working knowledge and understanding of community development philosophies and principles</li> <li>• all work reflects a commitment to empowering individuals to resolve their issues through enhancing skills, accessing appropriate support and working with others in the community who share concerns and issues</li> <li>• all work is based on a demonstrated understanding of the interrelationships of the needs and rights of the individual, the family, the community and society</li> <li>• all work reflects a demonstrated understanding of the impact of current and changing social, political and economic contexts</li> </ul>
2. Meet duty of care and legal responsibilities	<ul style="list-style-type: none"> <li>• all work undertaken in the industry reflects understanding and compliance with relevant local, national and international statutory and legislative obligations</li> <li>• all work undertaken in the industry reflects an application of: <ul style="list-style-type: none"> <li>◇ accepted industry standards of ethical practice</li> <li>◇ the principles of social justice, human rights, anti discrimination and confidentiality</li> <li>◇ practices to address cross cultural issues</li> <li>◇ relevant occupational health and safety and equal employment opportunity principles and practices</li> <li>◇ practices which protect confidentiality</li> </ul> </li> </ul>
3. Provide a non-discriminatory service	<ul style="list-style-type: none"> <li>• all work reflects the application of processes which aim to minimise the impact of own personal biases and experiences</li> <li>• all work reflects respect and understanding of individual differences</li> <li>• all work reflects recognition of the positive contribution of diversity in the community</li> <li>• work processes are adapted as appropriate to meet the specific cultural and linguistic needs of individuals</li> </ul>
4. Work to address individual issues	<ul style="list-style-type: none"> <li>• appropriate interpersonal skills are employed to provide a first point of contact where individual stories are heard and understood</li> <li>• the capacity of the organisation to address identified individual issues is assessed</li> <li>• appropriate referrals are provided both within and outside the organisation to ensure individual issues will be addressed</li> <li>• relevant facilitation skills are employed to assist individuals to identify the most appropriate course of action to ensure their issues are addressed</li> <li>• all work reflects knowledge and understanding of the impact of applying different methods to address individual issues</li> </ul>

## Range of Variables

*Work in the industry includes:*

- voluntary and paid work

*Relevant legislative and statutory obligations include those relating to:*

- human and civil rights
- workplace practices

*Ethical practices include those relating to:*

- professional relationships
- financial management
- information collection, storage and dissemination
- operation of community and other organisations

*Areas of difference and diversity include:*

- language
- culture and cultural practices relating to:
  - ◊ religion/spiritual observances
  - ◊ family relationships
  - ◊ status/protocol
  - ◊ ceremonies/celebrations
  - ◊ prohibition/taboos
- social, economic, physical and health issues

*Models of work include:*

- preventative
- developmental
- remedial
- promotional
- educative

*Appropriate course of action include:*

- a public response/meeting
- group action
- conducting a specific project
- development of a program
- establishment of organisational arrangements

## Evidence Guide

*Critical aspects of assessment:*

- candidate must demonstrate the application of community development theories and practices to all aspects of work
- being able to elicit a story from individuals, to test common understandings and to facilitate agreement on actions to be followed based on information and assistance provided by the worker

*Underpinning knowledge:*

- the historical, social, legislative, statutory, political, economic and cultural context of work in the industry
- philosophy and accepted practices of work area
- own biases and personal history related to work area
- strategies for addressing individual differences
- legal and organisational requirements relating to duty of care, confidentiality and ethical practices
- principles and practices of a community development work
- work models
- depending on the work role, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health

*Underpinning skills:*

- communication and interpersonal skills relevant to work area
- use of appropriate personal authority and influence to enhance work role
- analysis and assessment
- relevant literacy standards and skills to meet reporting requirements of work area
- reflective listening
- referral

*Resource implications:*

- access to a workplace or to an environment that accurately simulates the workplace

*Consistency in performance:*

- consistency in performance should consider the worker's role and responsibilities in the workplace

*Context of assessment:*

- this unit is best assessed in the workplace or in an environment that can accurately simulate the workplace



## CHCCD13A Work within specific communities

Working with individuals or groups in specific communities.

Elements	Performance criteria
1. Define the issues of specific communities or groups	<ul style="list-style-type: none"><li>the details of individual and group issues of the specific community are identified through appropriate research and consultation</li><li>the values and structures of the community as they impact on individuals and groups are identified</li><li>preferred means of dealing with individuals and groups from specific communities are identified by appropriate research and consultation</li></ul>
2. Undertake relevant work in the context of specific communities or groups	<ul style="list-style-type: none"><li>the values, issues and structures within specific communities are used to define the ways of working</li><li>relevant community structures are identified and utilised to maximise outcomes for individuals and groups</li><li>work within communities is consistent with defined job role and organisational policies and procedures</li><li>interpersonal skills are utilised which are consistent with community practices and standards</li></ul>
3. Evaluate work undertaken within specific communities	<ul style="list-style-type: none"><li>appropriate evaluation of work is undertaken in consultation with relevant community stakeholders</li><li>work within communities is monitored to ensure reflection of relevant values and structures</li><li>evaluation ensures responsiveness to community needs and issues</li></ul>

### Range of Variables

*Issues within specific communities may relate to:*

- cultural and linguistic diversity
- risk of self harm
- mental health
- gender
- sexuality
- age
- general health
- alcohol and other drugs abuse
- disability
- location eg. urban, rural and remote
- income
- family systems
- religion

*Work may relate to:*

- specific groups, issues or communities eg. health issues of young people from particular cultural backgrounds and/or geographic areas
- research activities
- policy development
- advocacy
- referrals
- project development and implementation
- project design and implementation

*Context of work may include:*

- social, political and economic issues impacting upon specific communities and groups
- models of community development
- organisational policies and procedures
- legislative and statutory frameworks

*Values and structures may include:*

- cultural preference and mores of specific groups eg: religious/spiritual observances
- language
- family relationships
- status/protocol
- ceremonies/celebrations
- prohibitions/taboos

## **Evidence Guide**

*Critical Aspects of assessment*

- the candidate must demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken

*Underpinning knowledge:*

- composition of specific community and group structures, practices and values
- specific communication protocols and practices
- social, political, cultural, historical issues that affect or are relevant to specific communities and groups
- organisational procedures for working with specific communities
- relevant networks, people, stakeholders

*Underpinning skills:*

- consultation
- facilitation
- research
- high level interpersonal

*Resource implications:*

- access to a workplace or to an environment that accurately simulates the workplace

*Consistency in performance*

- the candidate must be able to demonstrate competence in working with at least one group or community over a number of assessment situations and through a number of assessment tools including observation, reports from supervisors or other key people and confirmation from key community leaders

*Context of assessment*

- this unit may be assessed on the job using appropriate relevant materials and examples or through simulation

## CHCCD14A Implement a community development strategy

Working with individuals and in the community to facilitate public awareness and resolution of issues.

Elements	Performance criteria
1. Work with individuals to identify issues	<ul style="list-style-type: none"> <li>appropriate interpersonal skills are used routinely with individuals to ensure that their story is heard and understood and to test that there is common understanding</li> <li>responses to individual concerns are responded to in a manner which shows respect and a commitment to assist in the resolution of individual concerns</li> <li>appropriate referrals are provided to assist resolution of other personal issues</li> <li>appropriate facilitation is provided to seek agreement on how to proceed so individual issues will be resolved</li> <li>barriers to moving private concerns into public action are identified and addressed</li> </ul>
2. Work with individuals and groups to establish cooperative processes	<ul style="list-style-type: none"> <li>assessment is undertaken of relevant models of work to ensure individual and group needs will be met</li> <li>appropriate work is undertaken to identify and establish mechanisms and actions to address common issues</li> <li>a range of opportunities is organised to gain community participation including through organisation of public meetings</li> <li>appropriate work is undertaken with the group to facilitate the development of common goals and coordinated strategies so their issues will be addressed</li> <li>a range of appropriate interpersonal skills are employed to motivate the group to work cooperatively</li> <li>work is undertaken to involve key people in planning, implementing and evaluating strategies for community involvement</li> <li>advice and information is provided to the group as required to ensure they are fully informed about relevant issues and opportunities</li> <li>all reporting requirements are met in accordance with organisational procedures</li> </ul>
3. Support group processes	<ul style="list-style-type: none"> <li>available resources are identified and accessed to ensure success of group /community meetings and other cooperative processes</li> <li>appropriate work is undertaken to implement operational arrangements which will facilitate groups meetings and enhance outcomes</li> <li>appropriate levels of support within the defined work role is provided to maintain group processes and to facilitate achievement of identified outcomes by the group</li> <li>work is undertaken to ensure that feedback on the effectiveness of group processes is collected and provided to the group to enable improvement and change as required</li> <li>assistance is provided to the group to access additional assistance and resources as required</li> </ul>

## Range of variables

*Referrals may be:*

- both inside and outside the organisation
- to other workers, service providers or organisations
- to specialist services

*Issues and concerns may include:*

- employment
- housing
- financial support
- access to education and training
- health
- child care
- community issues such as domestic violence, aged care, disability services, etc

*Operational arrangements include:*

- legal framework for operation
- funding arrangements
- models for operation
- decision making arrangements
- baby sitting
- vouchers
- location
- location
- advertising/promotion

*Opportunities for groups to participate include:*

- activities at service delivery, program, operative and management levels
- formal and informal systems
- promotion
- support meeting
- focus groups on relevant issues
- community meetings

*Key people may include:*

- advocacy groups
- policy and decision makers in the specific community
- individuals, groups or communities most likely to be affected by strategies or action plans
- community leaders
- people with formal and informal representative roles
- community elders
- council members

*Strategies may include:*

- establishment of advocacy groups
- promotion activities
- development of community facilities
- increasing access to facilities, services or decision making
- lobbying

*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
- personnel

## **Evidence Guide**

*Critical aspects of assessment:*

- capacity to identify individual concerns and translate them into public issues by facilitating individual awareness of issues which may be common to the group and to assist establishment of access to group processes
- development and maintenance of public processes to address common issues
- ability to work with key people or stakeholders in the community

*Underpinning knowledge:*

- community development principles and practices
- the community profile
- structure, processes and characteristics of the organisation
- funding sources and their policies and strategies for encouraging community input and participation
- relevant local, state and federal strategies/legislation
- community processes and protocols
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health

*Underpinning skills:*

- research
- project/program evaluation
- budgeting
- negotiation, liaison, networking
- group facilitation

*Resource implications:*

- assessors should allow for access to appropriate structures, people or organisations for assessment purposes

*Consistency in performance:*

- the individual and organisational context within which the work takes place should be considered

*Context of assessment:*

- this unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

## CHCCD15A Develop and implement a community development strategy

Working with a range of individuals and in the community to facilitate public awareness and resolution of a range of issues.

Elements	Performance criteria
1. Establish and build group processes	<ul style="list-style-type: none"> <li>• appropriate interpersonal skills are used to initiate and foster relationships to ensure that individual stories are heard and understood and to test there is common understanding</li> <li>• individual concerns on a range of issues are responded to in a manner which engages support and cooperation</li> <li>• facilitation is provided to enable identification of appropriate strategies and for linkages to be made to enable community action to resolve issues</li> <li>• strategies for proceeding with community action are identified and developed</li> <li>• guidance is provided to the group about relevant community development methods which will address their concerns and issues</li> <li>• an appropriate community development method is selected and applied</li> </ul>
2. Facilitate and maintain public processes	<ul style="list-style-type: none"> <li>• all necessary work is undertaken in a timely manner to develop and maintain strategic alliances with key individuals and groups covering a range of issues relevant to work role</li> <li>• opportunities are pursued routinely to maximise access to community groups and processes so that individual concerns may be readily moved to the public arena</li> <li>• a range of opportunities is identified and accessed for involvement in a range of community forums and decision making processes</li> </ul>
3. Implement organisational structures	<ul style="list-style-type: none"> <li>• assistance is provided to groups to implement appropriate mechanisms and actions which will address the range of issues</li> <li>• appropriate work is undertaken to contribute to the development of policies and processes which will facilitate resolution of group concerns in the public arena</li> <li>• effective interpersonal skills are employed routinely to motivate the group to work cooperatively</li> <li>• appropriate work is undertaken to develop and implement operational arrangements which will facilitate group processes</li> <li>• appropriate level of support within the defined work role is provided to develop and maintain group processes and facilitate achievement of identified outcomes</li> <li>• appropriate support is provided to ensure there is ongoing evaluation of group processes</li> <li>• assistance is provided to the group to access additional assistance and resources as required</li> <li>• a strategy for managing a number of community development activities is developed and applied</li> </ul>

## Range of variables

*Issues and concerns may include:*

- employment
- housing
- financial/income support
- access to education and training
- health
- crime prevention
- social isolation
- planning public access
- child care

*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

*Opportunities for groups to participate include:*

- 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
- personnel

## **Evidence Guide**

*Critical aspects of assessment:*

- capacity to work strategically in a number of areas to ensure individual concerns are translated into public issues
- development and maintenance of public processes to address common issues
- ability to work with a wide range of key people or stakeholders in the community

*Underpinning knowledge:*

- community development principles and practices
- the community profile
- structure, processes and characteristics of the organisation
- funding sources and their policies and strategies for encouraging community input and participation
- relevant local, state and federal strategies/legislation
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
  - ◊ alcohol and other drugs
  - ◊ cultural and linguistic diversity
  - ◊ risk of self harm
  - ◊ women
  - ◊ men
  - ◊ community education
  - ◊ Aboriginal and Torres Strait Islanders
  - ◊ mental health

*Underpinning skills:*

- research
- project/program evaluation
- budgeting
- negotiation, liaison, networking
- group facilitation

*Resource implications:*

- assessors should allow for access to appropriate structures, people or organisations for assessment purposes

*Consistency in performance:*

- should consider the organisational and individual context within which the work takes place

*Context of assessment:*

- this unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions



## CHCCD16A Undertake systems advocacy

Advocating to ensure that the rights and needs of individuals are maintained within the broader rights and needs of the general community.

Elements	Performance criteria
1. Obtain, analyse and document information relevant to the needs of people	<ul style="list-style-type: none"><li>• relevant documented information about particular issues are obtained and analysed</li><li>• relevant statistical and research data are obtained and analysed</li><li>• consultations are conducted with relevant stakeholders to identify and describe issues of concern and gain support</li><li>• relevant information is synthesised into forms appropriate for communicating with, and providing to, relevant agencies and stakeholders</li></ul>
2. Work with stakeholders to develop strategies to address identified needs	<ul style="list-style-type: none"><li>• close working relationships/networks with relevant stakeholders are developed and maintained</li><li>• formal meetings, working groups and other activities are organised to develop policy statements, action plans, projects, and programs to address identified needs</li><li>• meetings, working groups and other activities aimed at developing relevant strategies and decision making are participated in</li><li>• strategic/action/project plans are prepared in forms that are appropriate to the needs and roles of relevant stakeholder organisations</li></ul>
3. Advocate for and facilitate the implementation of strategies developed to address specific needs	<ul style="list-style-type: none"><li>• relevant opportunities for communicating formally and informally about the needs of individuals are identified and pursued</li><li>• submissions for resources to implement identified projects, action plans, etc are prepared</li><li>• relevant government policy development is contributed to as required</li><li>• consumers and other stakeholders are worked with to implement relevant projects and action plans and programs</li><li>• opportunities are pursued and comments provided on policy documents, legislation, project plans and other relevant documents regarding the needs of target groups</li></ul>

### Range of variables

*Relevant agencies/stakeholders include:*

- consumers and consumer organisations
- carers and carer organisations

- services providers
- general health and welfare services
- government departments and agencies
- non-government organisations
- media
- politicians
- commercial enterprises

*Activities may be:*

- informal
- formal

*Strategies may include:*

- public meetings and public profiling
- questionnaires and interviews
- monitoring trends in the general community/media
- development of policy/issues papers
- media management and public relations
- lobbying

## **Evidence Guide**

*Critical aspects of assessment:*

- ability to apply high level skills when advocating or representing specific issues within broad social, political and community structures

*Underpinning knowledge:*

- structural, political and other social factors which
- people affected by mental health problems
- broad knowledge of relevant issues including mental illness, and disability
- internal structure of the mental health system and its relationship within the broader context of health services, welfare services and government
- relevant policies at national, state and local level
- relevant agencies and services which may assist in promoting and advocating
- political lobbying processes
- use of media for advocacy purposes
- key stakeholders and how to access them
- understanding of the balance between the rights of the general community and the individual rights of people
- relevant regulatory, legislative and legal requirements
- knowledge specific to working with people from culturally and linguistically diverse backgrounds
- knowledge specific to working with people at risk of self harm
- knowledge specific to the following areas:
  - ◊ working with clients with alcohol and other drugs issues
  - ◊ working with women
  - ◊ working with men
  - ◊ working with children and young people
  - ◊ working with aged clients

- ◇ working with corrective services clients
- ◇ working with Aboriginal and Torres Strait Islander clients
- ◇ community education

*Underpinning high level skills:*

- written and oral communication
- research and analysis
- policy development
- consultation and networking
- strategic planning
- negotiation and mediation
- lobbying
- representation such as public speaking, presenting at formal meetings and writing

*Resource implications:*

- access to a workplace or to an appropriately simulated environment where assessment can occur

*Consistency in performance:*

- consistency in performance should consider specific workplace and advocacy practices and requirements

*Context of assessment:*

- this unit is best assessed on the job or in a simulated workplace under the normal range of conditions