



Australian Government

AHCPER511 Facilitate participatory planning and learning activities

Release: 1

AHCPER511 Facilitate participatory planning and learning activities

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to facilitate participatory planning and learning activities. It requires the ability to devise strategies for facilitating participatory planning and learning and to carry out, report on and review participatory planning and learning. Facilitating participatory planning and learning activities requires knowledge of permaculture principles and practices, a range of participatory planning and learning activities, codes of conduct and ethical behaviour and group presentation methodology.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate broad knowledge in an area of work with depth in areas of specialisation. They undertake functions with initiative and judgement and take personal responsibility and exercise autonomy in undertaking complex work. They have accountability for the work of others (teams) within broad parameters, analyse and synthesise information as well as analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the	Performance criteria describe the performance needed to

Element	Performance criteria
essential outcomes.	demonstrate achievement of the element.
1. Devise strategies for facilitation of participatory planning and learning	1.1 Identify and assess a range of participatory planning and learning facilitation strategies 1.2 Identify and profile client group 1.3 Clarify planning and learning objectives and outcomes 1.4 Assess resources required to conduct participatory planning and learning 1.5 Identify appropriate venue or learning environment for client group and activities 1.6 Select participatory planning and learning strategies which enable and encourage relevant groups or people to be involved 1.7 Prepare and circulate program and logistical details to interested parties 1.8 Review legislative and organisation requirements to ensure strategies meet all criteria
2. Carry out participatory planning and learning activities	2.1 Prepare learning activities information which is clear and appropriate to the needs of participants and other parties involved 2.2 Brief all participants and people involved in facilitating participatory planning and learning activities on the processes of delivery 2.3 Provide information to participants and other people involved at an appropriate time and place 2.4 Implement access and equity requirements in the participatory planning and learning activities 2.5 Carry out community participatory planning and learning activities to ensure compliance with designated timeframe 2.6 Carry out participatory planning and learning activities in a manner that ensures participation in decision-making, considers needs of participants and canvasses all points of view
3. Report on and review participatory planning and learning	3.1 Collect and collate feedback from participants to facilitate analysis 3.2 Incorporate appropriate suggestions for improvements to the activities into future participatory planning and learning activities plans 3.3 Provide summaries of responses and adopted amendments to interested parties 3.4 Direct other issues raised during participatory planning and learning to relevant people for response and follow up 3.5 Prepare an accurate report on participatory planning and learning activities

Element	Performance criteria
	3.6 Review and evaluate the overall effectiveness of participatory planning and learning activities

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - equivalent to QLD125COM11B.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

Assessment Requirements for AHCPER511 Facilitate participatory planning and learning activities

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- devise strategies for facilitating participatory planning and learning
- facilitate group processes in an engaging and inclusive way
- conduct participatory planning and learning activities
- communicate with people of a wide diversity of ages and socio-economic or cultural groups
- review and report-on participatory planning and learning
- coordinate and brief team members
- problem-solve and build group dynamics

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices
- learning styles and methodologies, including accelerated and experiential learning
- strategies for facilitation of participatory planning and learning
- participatory planning and learning activities and processes, such as:
 - team building – ice breakers, trust games, creative and social activities, goal-setting, celebration and cultural activities
 - creative expression – wild design, mime, performing and visual arts, story telling
 - problem solving – brainstorming, mind mapping, random-input processes, PMI, SWOT, Six Thinking Hats, theming and chunking, affinity matrix, modelling
 - experiential – visualisation, affirmation, role play, cultural mapping, 6 senses, modelling, simulations, educational and experiential games
 - information gathering – group and individual research and observation activities, sharing information, questioning, resource and skills mapping, surveys, field trips

- Negotiation – open forum, active listening, prioritisation, consensus building, win-win.
- *Dynamic Groups, Dynamic Learning*TM facilitation skills and methodology (Robin Clayfield)
- conflict resolution and strategies to deal with strong personalities
- codes of conduct and ethical behaviour
- group presentation methodology

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

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