



Australian Government

Department of Education, Employment and Workplace Relations

BSBATSIC511A Plan and conduct a community meeting

Revision Number: 1

BSBATSIC511A Plan and conduct a community meeting

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and conduct community meetings that the board initiates or facilitates. Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.
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Application of the Unit

Application of the unit	This unit applies to individuals who need to communicate with community members in their role of monitoring and guiding the activities of the organisation.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Negotiate the basis of a meeting and plan the event	1.1.Undertake consultation on the purpose, location, date and time of the proposed meeting with appropriate people 1.2.Develop a broad agenda and list of invited guests in consultation with appropriate people 1.3. Communicate details of the meeting to the community, invited guests and other key people and groups 1.4.Plan transport and other arrangements to maximise attendance 1.5.Address the requirements of people with special needs to ensure equity and access
2. Conduct the meeting	2.1.Follow community procedures for choosing a chairperson for the meeting 2.2.Follow the agenda and relevant meeting protocols 2.3.Acknowledge all points of view through appropriate meeting processes of discussion and documentation 2.4.Encourage full participation 2.5.Seek consensus in decision making 2.6.Manage difficult situations appropriately
3. Record decisions	3.1.Clearly outline meeting decisions being voted on to those present 3.2.Clarify recommended actions resulting from decisions with participants 3.3.Identify people and organisations responsible for actions 3.4.Record decisions and recommended actions
4. Communicate outcomes	4.1.Share meeting outcomes with board, members and relevant others 4.2.Encourage participants to use their networks to communicate information provided and decisions made at the meeting 4.3.Follow up people and organisations identified as responsible for actions to ensure they understand what is required 4.4.Report outcomes to participating Elders, community members and organisations through established channels

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, teamwork and negotiation skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- leadership and networking skills to encourage participation and ensure meeting effectiveness
- negotiation and conflict-management skills to handle differences of opinion
- planning skills to increase participation and ensure protocols are followed
- facilitation and public-speaking skills to manage the meeting, present ideas and communicate effectively with the audience

Required knowledge

- community consultation methods
- concept of community control of organisations and how it may impact on the conduct of community meetings
- consensus decision-making principles
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that might impact on the conduct of community meetings
- decision-making strategies
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on the conduct of community meetings
- organisational policies and procedures relevant to community meetings
- provisions of federal, state or territory legislation and funding body requirements that influence decisionmaking
- relevant community bodies that might be included in community meetings
- relevant protocols and cultural responsibilities in relation to conducting community meetings

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- plan a community meeting to ensure participation of appropriate people
- conduct a community meeting that provides participants with an opportunity to share views
- put in place processes to inform appropriate people about what occurred at the meeting and the outcomes of proposed action.

Context of and specific resources for assessment

Assessment must ensure:

- participation in an actual or simulated community meeting
- access to examples of issues raised at community meetings
- meeting participants
- knowledge and performance are assessed over time to confirm consistency in performance.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in a community meeting or simulated community meeting
- direct questioning combined with reflection of practical performance by the candidate
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations and group discussions
- oral or written questioning to assess knowledge
- observation of performance in role plays
- analysis of feedback from other board members, staff, community or other stakeholders regarding performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is

EVIDENCE GUIDE

recommended, for example:

- BSBATSIL512A Be a leader in the community.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Appropriate people</i> may include:	• Elders • managers • members • staff • traditional owners.
<i>Invited guests</i> may include:	• Elders • government representatives • land councils • members • representatives of local businesses • representatives of other Aboriginal and Torres Strait Islander organisations or communities • staff • traditional owners.
<i>Communication</i> may include:	• email • facsimile • notices • networks • posters • telephone • word of mouth.
<i>Special needs</i> may relate to:	• arrangements for people with disabilities • child care • cultural brokers • interpreters • transport.
<i>Protocols</i> may include:	• agenda formats • introductions, welcomes and acknowledgements • land, gender and clan issues • meeting procedures • minute taking

RANGE STATEMENT	
	• order of speakers.
Meeting processes may include:	• decision-making processes • forms of discussion • gender groups • language.
Difficult situations may include:	• conflict • impasse in decision making • organisational problems.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, licensing and risk - ATSI governance
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Co-requisite units

Co-requisite units		