



Australian Government

Department of Education, Employment and Workplace Relations

CHCCD402A Develop and provide community education projects

Release: 1

CHCCD402A Develop and provide community education projects

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with the community to develop and provide education projects on relevant issues

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Develop an <i>education project</i> | 1.1 Develop project plan in consultation with <i>key people and organisations</i> that identifies priorities and desired outcomes to address issues of concerns of target group/s |
| | 1.2 Identify and secure appropriate human, financial and physical <i>resources</i> |
| | 1.3 Develop strategies and education/resource materials appropriate to the context, issue and audience |
| | 1.4 Prepare promotional materials and disseminate to target audience and others as appropriate |
| 2. Deliver the education project | 2.1 Implement strategies and distribute education/resource materials to ensure maximum effectiveness for delivery of the project |
| | 2.2 Implement strategies to encourage full participation in the project and the expression of views and feelings about its process or content |
| | 2.3 Make project adjustments as required to meet the needs of specific groups |
| | 2.4 Seek feedback on the education project or activity from participants |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------|---|
| 3. Review the education project | 3.1 Assess the education project against the planned goals and objectives in accordance with organisation policies and procedures |
| | 3.2 Discuss outcomes of project evaluations with key people and organisations to determine future directions |
| | 3.3 Document education project outcomes, and where necessary act on them in accordance with organisation procedures |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Needs assessment and analysis
- Goals and objectives for project selected
- Resource availability for particular projects
- Strategies and actions needed to achieve goals
- Accountability requirements
- Resources and support within the community
- Organisation policies and procedures

The candidate must also be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Organisation policies and procedures for dealing with the media

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Match education activities with community needs and priorities

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate collaboration and consultation with key people and organisations
- Deliver high quality innovative educational projects

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - liaison and networking
 - communication
 - research skills
 - time management
 - budgeting
 - report writing
 - evaluation
 - presentation
 - promotion
 - negotiation
 - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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, the Range Statement and the Assessment Guidelines for this Training Package.

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job using appropriate relevant materials and examples or through an appropriately simulated environment

EVIDENCE GUIDE

- Consistency in performance should consider the organisation and individual context within which work takes place

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to appropriate resources for developing, delivering and evaluating community education projects (or access to an appropriately simulated environment)

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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. Add any 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.

RANGE STATEMENT

Education project may include:

- Projects 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 project
- a complex, large scale series of activities that incorporates diverse but coordinated elements, such as a state-wide 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 project may include:

- Use of feedback material
- Discussions with stakeholders, organisations and other participants
- Discussion with colleagues

Unit Sector(s)

Not Applicable