



Australian Government

Department of Education, Employment and Workplace Relations

CHCCD508D Support community action

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD508C Support community action	CHCCD508D Support community action	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to support the community to represent their own needs through social and public action

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. Respond to community needs | 1.1 Plan and implement appropriate opportunities so that people in the community can promote their issues |
| | 1.2 Identify and clarify a range of forms of consultation and research methods |
| | 1.3 Identify, develop and agree with key people strategies for meeting community needs |
| 2. Support identified community needs | 2.1 Assess relevance and appropriateness of a range of <i>mechanisms</i> and <i>actions</i> to address community needs |
| | 2.2 Calculate and assess <i>resources</i> required for availability and appropriateness and where possible, provide these resources |
| | 2.4 Undertake appropriate work to ensure that resourcing to meet community needs is provided and made available |
| 3. Evaluate effectiveness of community action | 3.1 Evaluate the effectiveness of activities using accepted strategies and <i>mechanisms</i> |
| | 3.2 Review progress of strategies with key people and negotiate and implement required changes |
| | 3.3 Document outcomes of evaluations and report to key people |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

The candidate must 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

These include knowledge of:

- Social structures and systems in the community
- Complex cultural awareness
- Components of strategic planning
- Decision-making systems and leadership
- 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 alcohol and other drugs (AOD):
 - cultural and linguistic diversity
 - risk of self-harm
 - women
 - men
 - community education
 - Aboriginal and Torres Strait Islander people
 - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

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

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:

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of skills in:
 - applying evaluation methods
 - applying research methods
 - marketing and promotion
 - negotiation
 - effective use of relevant information technology in line with work health and safety (WHS) 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 can be assessed in the workplace, in the community or in relevant simulations
- Consistency in performance should consider specific needs of the community and how community action can support these needs

EVIDENCE GUIDE

- 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 a workplace or community or an appropriately simulated environment
- 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.

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

Unit Sector(s)

Not Applicable