



Australian Government

Department of Education, Employment and Workplace Relations

FPICOT5208A Build and maintain community relationships

Release: 1

FPICOT5208A Build and maintain community relationships

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit describes the outcomes required to build and maintain community relationships. It includes setting parameters for relationships/partnerships, providing information relating to community engagement, and building community engagement capacity General workplace legislative and regulatory requirements apply to this unit; however there are no specific licensing or certification requirements at the time of publication
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Application of the Unit

Application of the unit	The unit involves building and maintaining community relationships in a variety of work settings, including: • forest environment • saw mill • wood chip mill • veneer mill • board/plywood mill • timber treatment plants • downstream processing of timber • forest products production • forest sales and service • horticulture environment The skills and knowledge required for competent workplace performance are to be used within the scope of the person's job and authority
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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. Set parameters for community relationships or partnerships	1.1. Applicable occupational health and safety (OHS), environmental, legislative and organisational requirements relevant to building and maintaining community relationships are identified and followed 1.2. Contextual framework is developed to assist in analysing and setting parameters for relationships or partnerships in line with organisational policy and procedures 1.3. Parameters and purpose for the relationships or partnerships are established and agreed 1.4. Benefits and constraints for both parties are recognised and agreed in line with organisational policy and procedures 1.5. Dynamics within and across relationships or partnerships are managed 1.6. Resources are allocated in line with organisational requirements
2. Provide information relating to community engagement	2.1. Current community understandings of the organisation are assessed 2.2. Rights and responsibilities of individuals and communities to be involved in organisational processes and decision making are communicated using language and material to suit the audience and occasion 2.3. Opportunities for community involvement in organisational processes and decision making are communicated in ways suited to the diversity of the community
3. Build community engagement capacity	3.1. Skill and knowledge requirements of individuals and communities to engage with an organisation are developed using a range of strategies appropriate to individual and community needs 3.2. Opportunities for individuals and communities to develop their capacity to engage with an organisation are identified collaboratively 3.3. Informal and formal community networks are tapped into to strengthen local capital and to ensure ongoing capacity 3.4. Barriers to community engagement are identified and solutions formulated and implemented in line with organisational policy, procedures and

ELEMENT	PERFORMANCE CRITERIA
	community context 3.5.Mechanisms for communities to raise their own issues with an organisation are implemented in line with organisational policy, procedures and community context 3.6.Strategies to build community capacity are resourced and promoted in line with organisational policy and procedures
4. Document and report on community relationships or partnerships	4.1.Outcomes of community relationships or partnerships are reported to relevant stakeholders 4.2.Feedback on how the outcomes have informed planning or decision making is provided to all participants 4.3.Community engagement capacity is reviewed in light of outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Technical skills sufficient to apply workplace safety procedures to building and maintaining community relationships
- Communication skills and interpersonal techniques sufficient to interact appropriately with a variety of community partners to explain complex and formal policies; establish and foster transparent, trusting relationships or partnerships with individuals and communities; work with diverse communities using a range of communication styles to suit different audiences and purposes
- Literacy skills sufficient to detail requirements; write recommendations and prepare community engagement reports requiring complex language structures and precision of expression; prepare community engagement information requiring the presentation of complex information, using simple language structures and precision of expression
- Numeracy skills sufficient to estimate, measure and calculate time required to complete a task
- Problem solving skills sufficient to mediate, negotiate and attempt to obtain consensus between parties; apply lateral thinking to provide solutions and overcome barriers to community engagement
- Planning and organising skills sufficient to facilitate community engagement,

REQUIRED SKILLS AND KNOWLEDGE

including relationship building, networking, negotiation, conflict management and risk management; maintain multiple and potentially conflicting relationships or partnerships

Required knowledge

- Applicable commonwealth, state or territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes for building and maintaining community relationships
- Organisational requirements, policies and procedures for building and maintaining community relationships
- Community engagement theory, principles, practices and techniques
- Community development principles and practices
- Leadership principles and the management of expectations in the context of community engagement
- Local factors affecting community development and consultation processes
- Strategies for community consultation
- Processes of individual advocacy and group advocacy
- Cultural awareness
- Characteristics contributing to community diversity
- Organisational policies related to communication and the media
- Workplace safety procedures relating to community engagement activities
- Established communication channels and protocols
- Problem identification and resolution strategies
- Procedures for recording and reporting workplace information

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

A person who demonstrates competency in this unit must be able to provide evidence that they can build and maintain community relationships

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

The evidence required to demonstrate competency in this unit must be relevant to, and satisfy all the requirements of, the elements of this unit and include demonstration of:

- following applicable commonwealth, state or territory legislative and regulatory requirements and codes of practice relevant to building and maintaining community relationships
- following organisational policies and procedures relevant to building and maintaining community relationships
- planning a consultation strategy to build and maintain community relationships
- developing and practising key consultation skills to engage the community
- implementing strategies to build the capacity of the community
- engaging the community in the decision making process by informing, involving and consulting
- capturing community input on forest, wood, paper and timber industry issues
- building and maintaining community relationships in a range of contexts

Context of and specific resources for assessment

- Competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of required knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to follow relevant regulatory or Australian Standards requirements
- The following resources should be made available:

EVIDENCE GUIDE	
	• workplace location or simulated workplace • materials and equipment relevant to undertaking work applicable to this unit • specifications and work instructions • community information, case studies or scenarios, including current journals and international case studies • community engagement theory, principles, practices and techniques • procedures and protocols for community engagement, including OHS • policy and legislation related to community engagement
Method of assessment	• Assessment must satisfy the endorsed Assessment Guidelines of the FPI11 Training Package • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of required knowledge • Assessment must be by direct observation of tasks, with questioning on required knowledge and it must also reinforce the integration of employability skills • Assessment methods must confirm the ability to access and correctly interpret and apply the required knowledge • Assessment may be applied under project-related conditions (real or simulated) and require evidence of process • Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances • Assessment may be in conjunction with assessment of other units of competency • The assessment environment should not disadvantage the candidate • Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English • Where the participant has a disability, reasonable adjustment may be applied during assessment • Language and literacy demands of the assessment

EVIDENCE GUIDE

task should not be higher than those of the work role

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.

OHS requirements:

are to be in line with applicable commonwealth, state or territory legislation and regulations, and organisational safety policies and procedures, and may include:

- personal protective equipment and clothing
- safety equipment
- first aid equipment
- fire fighting equipment
- hazard and risk control
- fatigue management
- elimination of hazardous materials and substances
- safe forest practices, including required actions relating to forest fire
- manual handling including shifting, lifting and carrying

Environmental requirements may include:

- legislation
- organisational policies and procedures
- workplace practices

Legislative requirements:

are to be in line with applicable commonwealth, state or territory legislation, regulations, certification requirements and codes of practice and may include:

- award and enterprise agreements
- industrial relations
- Australian Standards

RANGE STATEMENT	
	• confidentiality and privacy • OHS • the environment • equal opportunity • anti-discrimination • relevant industry codes of practice • duty of care
Organisational requirements may include:	• legal • organisational and site guidelines • policies and procedures relating to own role and responsibility • quality assurance • procedural manuals • quality and continuous improvement processes and standards • OHS, emergency and evacuation procedures • ethical standards • recording and reporting requirements • equipment use, maintenance and storage requirements • environmental management requirements (waste minimisation and disposal, recycling and re-use guidelines)
Contextual framework may include:	• dynamics of community • community power structures • big politics versus community politics (big 'P' v little 'p') • collaborations • networks • formal or informal partnerships • timelines for relationship building • purpose of relationship or partnership building and therefore type of relationship or partnership to be developed • level of agency support
Relationships or partnerships may be with:	• individuals • community groups • ethnic communities • local residents, through place-based initiatives • non-government organisations • private sector organisations

RANGE STATEMENT	
	• public sector agencies • media organisations • business community
Constraints may include:	lack of or limited: • knowledge • understanding • decision-making powers • time and resources and may also include: • geographic location • previous experience with engagement processes • community angst or lack of trust • organisational capacity to respond to community • external factors, including non-negotiable factors • perceived status of organisation in the community • community expectations of the relationship or partnership • cost of the community to be involved, such as transport, time off work, and childcare
Resources may include:	• people • materials • equipment
Communication may include:	• verbal and non-verbal language • constructive feedback • active listening • questioning to clarify and confirm understanding • negotiation • team building • stakeholder engagement • internal and external • use of positive, confident and cooperative language • use of language and concepts appropriate to individual social and cultural differences • control of tone of voice and body language

RANGE STATEMENT	
Opportunities for community involvement may include:	• 'whole of community' projects as part of organisation or site-based strategies • policy development • program or service delivery planning or decision making • review or evaluation of existing policies, programs or services involvement through: • community-based information • consultations • direct participation • employment of local community members • focus groups • information flows • media campaigns • one-on-one meetings • participations in local events • public meetings and forums • response to questionnaires • scenario planning • think tanks • visioning • workshops
Diversity may include differences in:	• age • cultural background • educational level • English language proficiency • ethnicity • expertise • family responsibilities • gender • household structure (couple, singles, single parents, same sex partners, children) • interests • interpersonal approach • language • length of residence • life experience • marital status • mobility

RANGE STATEMENT	
	• physical ability • political orientation • religious belief • sexual orientation • socioeconomic background • thinking and learning styles • work experience
Opportunities for individuals and communities to develop their capacity may include:	• access to resources and information to build knowledge • community visioning • community development • attendance at workshops • participation opportunities • formal learning opportunities • community building networks • formal and informal: • leadership programs • mentoring and coaching programs
Informal and formal community networks may include:	• interest groups • clubs • associations • leadership structures • community leaders and elders (place-based) • word-of-mouth • web-based information networks • electronic communication • virtual learning communities • reference groups • church groups • service clubs • existing multi-agency reference groups • school networks • community organisations • community services • non-government organisations • religious and cultural networks
Barriers to community engagement may include:	• access constraints • community perception that nothing ever comes from engagement with organisations • cultural barriers

RANGE STATEMENT

- diversity variables
- geographical isolation
- inappropriate timing, venues and strategies
- lack of awareness of the full range of organisational products or services
- lack of clear branding in organisational communications
- language issues
- little access to effective information in first language
- little access to traditional ethnic media channels, such as print, radio or an integrated mix
- mobility issues
- over-reliance on or sole use of electronic media and internet
- poor integration of information strategies
- poor monitoring and feedback loops
- poor past experience with engagement processes
- previous over-consultation
- social capital gate keepers - residents who lock broad participation
- socioeconomic levels
- terminology and style of copy used in organisational information
- time constraints
- unequal access to information, participation and influence on decision making
- lack of confidence or trust in the organisation
- lack of or limited:
 - follow-up within community engagement strategies
 - information at the local level through resources such as community newspapers
 - interest in or commitment to the issues
 - openness and transparency
 - understanding or clarity about the engagement process
 - access to effective information in first language

RANGE STATEMENT**Issues** may include:

- local solutions to a range of local issues
- new or improved services or products
- infrastructure
- strategic planning
- community development

Unit Sector(s)

Not Applicable

Competency field**Competency field**

Common Technical