



Australian Government

Department of Education, Employment and Workplace Relations

LGADMIN419A Implement and facilitate community development strategies and programs

Release: 2

LGADMIN419A Implement and facilitate community development strategies and programs

Modification History

LGADMIN419A Release 2: Layout adjusted. Range Statement edited.
LGADMIN419A Release 1: Primary release.

Unit Descriptor

This unit covers providing support and assistance in the implementation of community development strategies and initiatives. The unit looks at the process of consultative planning, administrative aspects of implementing the strategies and programs, working with others and evaluating the cycle. The unit is appropriate for those working specifically in the implementation of council community development initiatives and social justice planning programs.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan the implementation of community development strategies and initiatives in consultation with appropriate personnel	1.1 Key individuals and groups are identified through appropriate research and consultation. 1.2 The values and structure of the community are identified. 1.3 A preferred consultation strategy is identified. 1.4 Appropriate interpersonal and networking skills are used to enlist the support of key individuals and groups. 1.5 Implementation issues are identified. 1.6 Appropriate activities are identified and developed to maximise community participation. 1.7 Adequate resourcing is identified.
2. Work with individuals and groups to establish cooperative processes	2.1 Opportunities are identified and accessed to gain community participation in a range of community forums and decision-making processes. 2.2 Opportunities are pursued to maximise access to community groups and processes. 2.3 Strategic alliances with key individuals and groups are developed and maintained. 2.4 Activities are undertaken with the group to facilitate the development of common goals and strategies. 2.5 Interpersonal skills are used to motivate the group to work cooperatively. 2.6 Advice and information is provided to the group to ensure that its members are informed of relevant issues and opportunities. 2.7 Reports are provided in accordance with organisational procedures.
3. Administer activities	3.1 Tasks and resources are allocated and monitored in accordance with planned outcomes. 3.2 Time frames and milestones are monitored and reported to designated people in accordance with organisational requirements. 3.3 Expenditure is detailed and monitored against allocated budget. 3.4 Records are maintained in accordance with organisational requirements.
4. Support group processes	4.1 Assistance is provided to implement operational arrangements that facilitate group processes. 4.2 Support is provided to develop and maintain group processes and facilitate achievement of identified outcomes. 4.3 Support is provided to ensure there is ongoing evaluation of group processes. 4.4 Assistance is provided to the group to access additional

ELEMENT	PERFORMANCE CRITERIA
5. Monitor and evaluate implementation	assistance and resources as required.
	5.1 Feedback from all stakeholders is used to identify improvements to processes.
	5.2 Criteria are established in order to evaluate performance and outcome of implementation processes.
	5.3 Processes including consultation strategies are evaluated against criteria.
	5.4 Recommendations to improve processes are developed in line with evaluation outcomes.

Required Skills and Knowledge

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

Required Skills

- research
- project and program evaluation
- budgeting
- negotiating
- liaising
- networking
- group facilitation

Required Knowledge

- community development principles and practices
- community profile
- structures, processes and characteristics of the organisation
- funding sources and their policies and strategies for encouraging community participation
- strategies, policies and procedures on minimising resource use
- relevant local, state and federal strategies and legislation

Evidence Guide

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

The demonstrated ability to:

- plan a range of activities to ensure appropriate participation of groups and individuals in community strategies and initiatives
- develop and maintain public processes to address common issues
- work with a range of key stakeholders in the community
- implement activities related to specific community strategies and initiatives.

Context of assessment

Competency is demonstrated by performance of all stated criteria, with particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope of the Range Statement.

Assessment must take account of the endorsed Assessment Guidelines in the Local Government Training Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies for the particular AQF level. Refer to the key competency levels at the end of this unit.

Relationship to other units(prerequisite or co-requisite units)

To enable holistic assessment this unit may be assessed with other units that form part of the job role.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or

Evidence required for demonstration of consistent performance	supervisor. Evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of formal and informal situations, involving different types of problems and clients.
Resource implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

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 in the Performance Criteria is detailed below.

<i>Key individuals and groups</i> may include:	• advocacy groups • policy and decision makers in specific community groups • individuals, groups or communities most likely to be affected by strategies • community leaders • people with formal and informal representative roles • citizens
<i>Values and structures</i> may include:	• cultural preferences and customs • religious and spiritual observances • language • gender • family relationships • status and protocol • ceremonies and celebrations • citizenship
<i>Resourcing</i> may include:	• administration support • physical • transport • venues • material and equipment • provision of training • financial • provision of facilities • funding • staff skills and time
<i>Opportunities</i> may include:	• activities at service delivery, program, operative and management levels • formal and informal systems • promotion • support meeting • focus groups on relevant issues • public meetings • special interest groups

Unit Sector(s)

Administration