

National Training Materials
for the
Community Services
and Health Industry



**Create links with
the community
CD1**

Learning Resource
National Competency Standards for Community Workers

Managing Agent: Department of Training and Industrial Relations,
Queensland

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These learning materials will need to be revisited when the National ITAB has finalised the training package for the industry and it has been endorsed by the National Training Frameworks Committee.

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Introduction

Welcome to this Learning Resource called Create links with the community for the community sector of Community Services and Health.

This Learning Resource has been developed in line with the National competency standards for community workers and the unit of competency called Create links with the community.

Before you begin the learning resource

Registration

To be formally assessed and receive a credential or qualification, you will need to be registered with a licensed training provider. If your workplace already has this organised you can, discuss registration with your supervisor, trainer or mentor.

If you wish to study this Learning Resource independently of your workplace, you can contact a registered training provider or TAFE to organise registration. You will need to do this before you begin your studies.

Additional support

If you think you might need help with language, reading and writing or using numbers, then talk with someone who can help you work out what help you need and the best way to get it.

You could talk with:

- your mentor, supervisor or trainer
- a co-worker or friend
- a person at your local library, TAFE college or community centre.

The above people may also be helpful if you need help and support with special requirements because of limited mobility, hearing impairment, visual impairment.

Study groups

This type of training does not involve having to attend school or college or following a set timetable.

This Learning Resource is designed for you to work through at your own pace either at work or at home.

Groups of learners can also use this Learning Resource in a number of learning settings.

Often learning in groups can provide exciting ways to understand the content. By talking and sharing ideas with others you will be able to hear different opinions, offer assistance and advice to others and gain a better understanding of the experiences of people in a range of settings.

You can form a group:

- at your workplace
- with people from other workplaces completing the same learning materials.

If you are separated by distance consider meeting by:

- telephone
- teleconference
- video conference
- e-mail.

What you need to know about competency standards

Competency standards

Competency standards describe all the units of competency required to do different kinds of jobs. They contain the knowledge, skills and other attributes that people need to work effectively in their jobs.

Competency standards are defined by interviewing a large number of workers and employers. Many experts in the industry give advice on the development of competency standards to make them as accurate as possible.

Each unit of competency is made up of several elements. These elements describe what you need to be able to do.

Each element has performance criteria which describe the knowledge, skills, attitudes and other attributes that you need to demonstrate in order to be competent. An assessor uses the performance criteria to

judge competency. The diagram that follows shows the way a unit of competency is put together.

Unit of competency		
↓	↓	↓
Element 1	Element 2	Element 3 or more
↓	↓	↓
1.1 Performance criteria	2.1 Performance criteria	3.1 Performance criteria
1.2 Performance criteria	2.2 Performance criteria	3.2 Performance criteria
1.3 Performance criteria	2.3 Performance criteria	3.3 Performance criteria
1.4 etc	2.4 etc	3.4 etc

How competency standards relate to this Learning Resource

This Learning Resource is based on one unit of competency from a set of competency standards. The Learning Resource is designed to help you achieve competency in the associated unit of competency.

Because the Learning Resource and the unit of competency are closely associated, you will find some similarities. In particular, the Learning Resource and the unit of competency have the same name.

The following table gives you a snapshot of how the associated unit of competency relates to the competency standards.

Table of Competency Standards				
National Competency Standards for Community Workers				
Functional areas	Level A	Level B	Level C	Level D
Communication relationships	CR1	CR3	CR6	
	CR2	CR4	CR7	
		CR5		
Community development	CD1 - Create links with community	CD3	CD6	CD9
	CD2	CD4	CD7	CD10
		CD5	CD8	CD11
Service provision	SP1	SP3	SP5	SP7
	SP2	SP4	SP6	SP8
Workplace management	WM1	WM4	WM7	WM11
	WM2	WM5	WM8	WM12
	WM3	WM6	WM9	
			WM10	

A full description of the unit of competency that this Learning Resource relates to can be found under the heading Record of Evidence in Additional Resources.

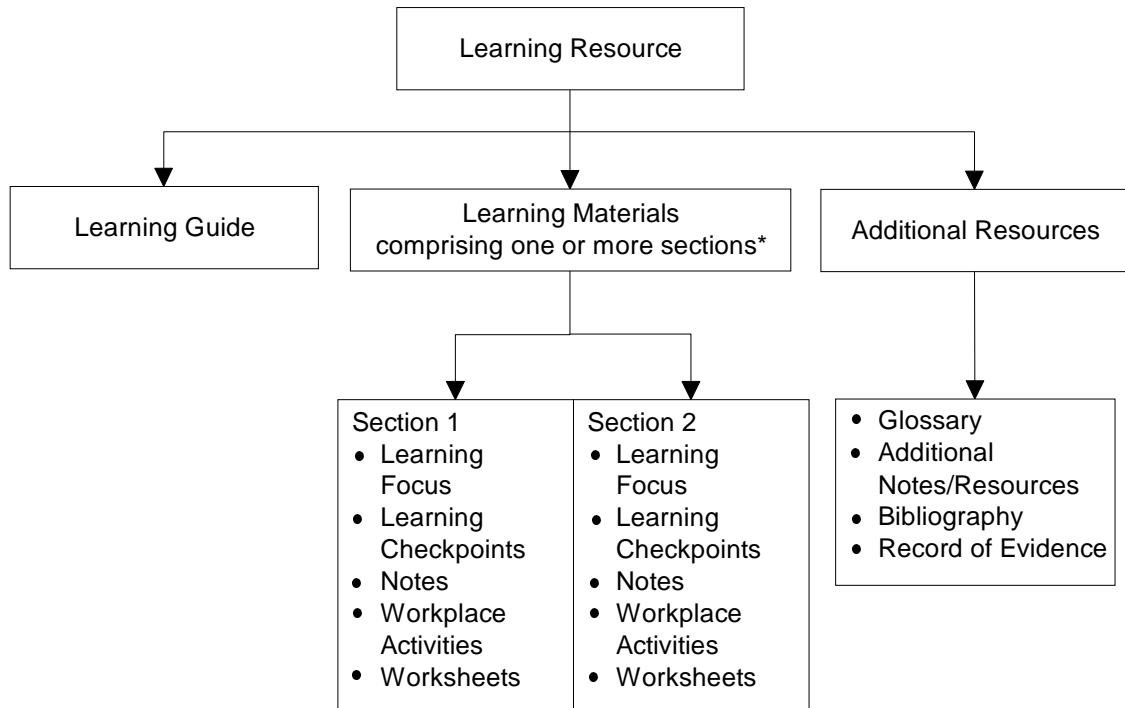
The Learning Resource

This Learning Resource is made up of the:

- Learning Guide
- Learning Materials and
- Additional Resources.

Content layout

Here is the layout of a typical Learning Resource.



*This Learning Resource has three sections.

As you can see from the diagram, the Learning Materials contain the:

- Learning Focus
- Learning Checkpoints
- Notes
- Workplace Activities and
- Worksheets.

The Additional Resources contain:

- a Glossary
- a Bibliography
- Additional Notes/Resources and
- a Record of Evidence.

A full description of these terms is found in the Glossary at the end of this Learning Guide.

Pathways through the Learning Resource

Learning Guide

It is important that you read this Learning Guide and understand its contents before you start the Learning Materials.

In the Learning Guide you will find:

- information on how to use this Learning Resource
- advice on how to be assessed
- advice on how to approach your studies
- a glossary of key terms found throughout the Learning Resource.

What you need to know to begin

You might find it useful to look through the Learning Resource to become familiar with the way it is set out.

Throughout the Learning Resource you will come across four symbols or icons that will help guide you through the material. They appear in the left margin of the page. Here is an explanation of their meaning:



The talking heads symbol means you need to discuss the information from the Notes with a co-worker, supervisor, mentor or trainer.



The arrow symbol means you turn to another part of the Learning Resource. The place you turn to will be written next to the symbol.



The light bulb symbol suggests that you pause in your reading and consider the questions or ideas raised in the Notes.



The book symbol means you should collect your activities or note your responses under the heading Record of Evidence in Additional Resources.

Who can use this Learning Resource?

This Learning Resource was developed for participants who might be studying in a number of different situations. You might be working through the material:

- either alone, with little or no support
- with a group of learners
- with another person at work such as a co-worker or supervisor or
- with a trainer based in the workplace or based at another training site.

If you are studying alone, you might already be working in the community services and health industry or want to work in a different type of job in the industry. Or perhaps you would like to work in the community services and health industry and you are studying this material to help you gain employment.

If you are studying alone, a registered training organisation may be able to help you find support for your learning and assessment or assist you to access workplaces.

The material is designed so that some of the learning is carried out in the workplace. You may use your own workplace or visit other workplaces to complete some of the activities.

Prerequisites

There are no formal prerequisites for this Learning Resource.

Another Learning Resource that would be helpful to study at the same time (or close to) this one is CD2 Support the activities of existing groups.

How to use the Learning Resource

Here are some suggestions you may find useful to help you work through the resource.

Step 1

Read through this Learning Guide carefully.

Step 2

Read and complete the following self-assessment exercise which will help you to check your skills and knowledge against the performance criteria of the unit of competency.

Sometimes the performance criteria are written in a way that is difficult to understand. In developing the Learning Resource we have tried to make it easier by turning the performance criteria into discussion questions.

A table with all the elements and performance criteria for the unit of competency associated with this Learning Resource can be found under the heading Record of Evidence in Additional Resources.

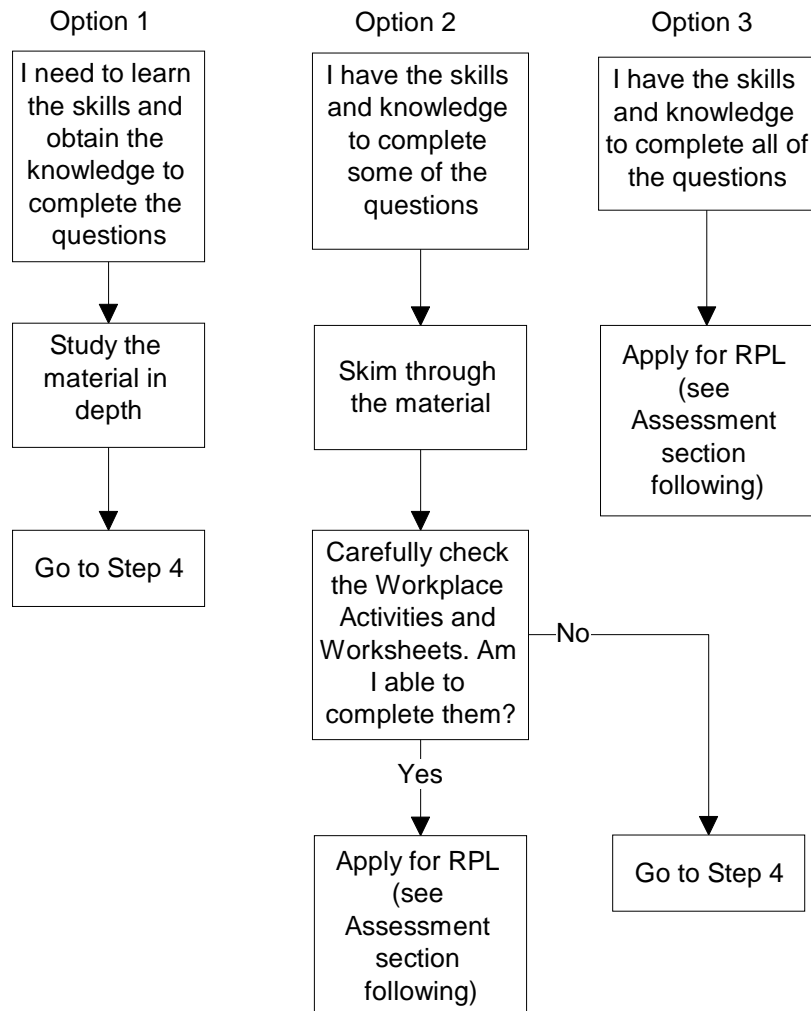
The following self-assessment exercise lists all the Learning Checkpoint discussion questions from the sections in this Learning Resource. When you check your skills and knowledge against the Learning Checkpoint discussion questions you will also be checking them against the performance criteria.

Self-assessment exercise

Section	Learning Checkpoint discussion questions	Check ✓
Section 1		
Develop information based on the community	What is a community?	
	Why collect information about neighbourhood communities?	
	What type of information needs to be collected?	
	How is the data presented?	
Section 2		
Establish relationships with key people	What is a community network?	
	Who are key people within the community?	
	What are the roles performed by key people within the community?	
Section 3		
Support strategies for linking people	What obstacles have to be overcome in linking people?	
	How can people within the community be linked?	
	What resources are available within the community?	

Step 3

Decide from your assessment what you will do next and choose one of the following options:



Step 4

To complete the Learning Resource, it is best to work your way through the resource gradually, one section at a time.

- Read the Learning Focus and the Learning Checkpoint discussion questions carefully.
- Study the Notes thoroughly. When you come across unfamiliar words in the Notes check their meaning by looking in the Glossary in the Additional Resources.
- As you study the Notes, complete the Workplace Activities and Worksheets. To do the Workplace Activities you might have to make arrangements to visit other organisations and/or make appointments to interview workers in your own organisation. You might want to arrange to complete all your activities at once or spread them out, during your study of the Notes.
- Place completed Workplace Activities and answers to Worksheets in the Record of Evidence found in Additional Resources.

Step 5

When you are ready to be assessed in the associated unit of competency, you will need to discuss with your supervisor, trainer or registered training organisation how you can be assessed. Read the information about assessment that follows to help you to collect evidence of your skills, knowledge and attributes in the workplace.

Assessment

What is assessment?

Assessment is showing that you have the skills, knowledge and attributes to do your job.

When you are assessed, your skills, knowledge and attributes are looked at by an assessor. An assessor is a person who is trained to do the assessment and may be different to the trainer, if you have one.

The assessor will:

- credit you with the unit of competency when you show you have the required skills, knowledge and attributes or
- advise you on how to practise or develop these skills, knowledge and attributes if you are not quite ready for assessment.

Before you begin assessment

Just as you can get help with the Learning Resource, you can also get help with the assessment process.

If you think you might need help with language, reading and writing or using numbers then talk with someone who can help you work out what help you need and the best way to get it.

You may need help because of limited mobility, a hearing impairment or visual impairment.

People who can assist you may be:

- your mentor, supervisor or trainer
- a fellow worker or friend
- a person at your local library, TAFE college or community centre.

Recognition of Prior Learning

When you look at what you have to do to achieve this unit of competency, you may realise that you already have the necessary knowledge or skills.

This may be because you:

- have experience in the workplace and you have already done work which requires the same knowledge, skills and attributes
- have completed other training courses which covered the same knowledge and skills, or
- have had other life experiences where you learned the same knowledge and skills.

If you fit into any of these situations then you can apply for Recognition of Prior Learning (RPL). In some states, RPL is known as Recognition of Current Competence or Skills Recognition.

This means that your previous experience and learning is formally recognised and you may be assessed as competent without having to do the training.

Recognition of Prior Learning can help you to:

- improve your opportunities at work, and
- reduce the amount of time you spend studying for a qualification by giving you credit for the things you have learned which relate to skill levels required in the workplace.

There are many national publications which may assist you to learn more about RPL and to prepare your application.

You will need to contact an RPL assessor or facilitator to assist you to apply for RPL. You will find these assessors through your registered training organisation where you can find further information and application forms. RPL processes may vary from state to state.

The following publications offer assistance to women and people from non-English speaking backgrounds.

- DEET, 1992, *RPL - A Practical Guide for Women*.
- DEET/OMA, 1994, *New Place - Same Skills, RPL for People from Non-English Speaking Backgrounds*.

You can find these in TAFE institute libraries, learning resource centres or some career guidance centres, or perhaps find a copy through inter-library loans.

These booklets are also available to purchase at a small cost from the Recognition and Assessment Centre, Kangan Institute of TAFE, Melbourne, Victoria, telephone (03) 9254 3035.

When will I be assessed?

You may be assessed when you believe you have the skills, knowledge and understanding required to perform a task. This is also after steps one, two, three and four (in How to Use the Learning Resource) have been completed. The next step is to discuss the assessment process with your supervisor, mentor, trainer or your contact person at the place where you have registered your training.

The assessment process may include an assessor:

- watching you completing a job
- asking you questions
- looking at work records, and
- talking to your supervisor or mentor.

You may be assessed on or off-the-job. The unit of competency will state if there are special assessment requirements and this will be indicated under the heading Record of Evidence in Additional Resources.

There are three results of an assessment:

- competent
- needs further evidence, and
- not yet competent.

If you were assessed as not yet competent, you can be assessed again when you have developed your knowledge, skills or attributes further.

Your assessors will guide you in the areas that require further development to reach competency.

Evidence of skill, knowledge and understanding

There are many ways of showing you have the skills, knowledge and attributes to satisfy the assessor that you have achieved the unit of competency. This becomes your evidence.

In many cases you will be able to discuss the kind of evidence you can use to:

- support your claim for Recognition of Prior Learning

- help you to complete your assessment to gain a unit of competency.

You may be able to provide actual evidence or samples of what you have completed, for example, Workplace Activities and Worksheets from this resource. Or you may have secondary evidence, e.g. a reference from an employer which states your duties in your job, performance appraisal results or reports.

Your assessor can advise you about which form of evidence is acceptable.

Validation

Generally, if you are claiming something you have already done or produced as evidence of your skills, you will need to get someone to validate or support your evidence. This means that your supervisor or another person needs to sign a short validation statement to say that you did the work, e.g. wrote the report, chaired a meeting, worked with a client to help him or her access services in the community.

Types of evidence

Evidence must be linked closely to the performance criteria which you will be assessed against.

Written evidence

This could be a report you have written; a business letter; an agenda for a meeting; an article in a newsletter; a pamphlet about your organisation; minutes of a meeting you attended and contributed to.

Oral evidence

This could be an audio tape of an interview (the other people involved need to give permission for this); a video or audio tape of a meeting you have run or been involved in.

Demonstrated evidence

This could be observation by a mentor, supervisor or assessor of an activity, e.g. chairing a meeting; interviewing a client; operating some equipment; performing personal care tasks.

Study Advice

The following study advice has been developed to help you work effectively through the Learning Resource.

Whether you are working through the Learning Resource alone, with another person at work, in a group, or with a trainer, the information below is of value.

To study effectively you must have space, resources and time.

Space

For anyone to study effectively they must have an appropriate study area. You need to set up a space at work and/or at home that is always ready for you to study.

Think about your workplace. Is there somewhere you can do your study? If you are studying this material at work, you may need to negotiate with your supervisor or mentor about a space to keep your resources.

Think about your house. Is there somewhere you can set aside for study? You may need to negotiate with other people in your household for this space.

This space needs to be available for you to study whenever you like. It needs to be set up in such a way that it will not be disturbed by others when you are not there.

The kitchen table at home may not be an appropriate space if this is shared with others for different purposes.

The space also needs to be somewhere quiet so that you can concentrate. It also needs to be well lit. Poor lighting strains eyesight and makes it difficult to concentrate.

Remember, the place where you study needs to be convenient, quiet, well lit, and able to store your resources when not in use.

Resources

The most basic resources you will need are a chair, table or desk, a reading lamp, and a folder to place this Learning Resource in.

Other resources that you will also find helpful:

- material to record information on - this could be pen and paper, a computer and a printer, tape and tape recorder
- reference materials such as a dictionary, reference books or copies of legislation.

An important resource often overlooked is other people. Your co-workers, mentor, supervisor or trainer are all people who can help you work through this Learning Resource. Other people like librarians and workers in similar organisations can also provide assistance.

Time

Planning the time to study is very important.

You will need to work out a time that suits you and plan around it. Doing your study in small, concentrated blocks of time, about two hours in length, is one effective way to study.

When you study, allow time for reading and completing activities. It is a good idea to make up a timetable and follow it. Use small amounts of time to do little chores like photocopying, finding references and telephoning organisations.

Remember it is the quality of the time doing the work that is more important than the amount of time doing it.

Plan your time to include recreation time, as it is important not to overload yourself.

Some hints to help you learn

Making notes often helps you to remember new ideas and instructions. Do not worry about spelling or neatness, as your notes are for your own use. Store your notes with this Learning Resource.

Underline new words or ideas. You can add new words to the Glossary if it helps you to remember them.

Talking with your co-workers, supervisor, mentor, trainer or others about what you have learnt also helps you to understand and remember new ideas. They may also be able to refer you to other relevant information. Collect other relevant information and store it with this Learning Resource. For example, lists of people and organisations who may provide assistance, sample forms, documents or other print material.

Guiding Principles to Working in the Industry

Workers in the Community Services and Health sector provide services to a wide variety of people. Clients and consumers of services come from a variety of cultures and upbringings, speak different languages and have different abilities.

When working with clients and consumers of services, a significant part of the worker's role will be to develop appropriate working relationships. This means being open and respectful to the specific cultural, personal and physical needs of each person, group or organisation.

Not all people in the community have the same opportunities or abilities to find and use services to help themselves.

Many workers and organisations follow certain principles to ensure access to their services is fair and to make sure that they are not excluding anyone unintentionally.

Some of these principles are:

- Access and Equity - establishing processes that make services available to all people on a fair and equal basis
- Equal Opportunity - providing all people with the same chances as each other regardless of culture, gender or abilities
- Affirmative Action - giving preference to certain groups or cultures to make up for past discrimination, and
- Community Participation/Representation - seeking involvement from various cultural and community groups in decision making processes.

As you read through the Notes, complete the Worksheets and the Workplace Activities, you will need to remember these principles and apply them to your work. It will be important to discuss these principles with your co-workers; mentor; supervisor and/or trainer as they relate to your everyday work.

Training, Education and Career Pathways

This Learning Resource has been designed so that it provides you with training, education and career pathways.

When you are formally assessed for this study you will be receiving recognition from a nationally recognised training authority.

In the past, many short courses or in-house training were not recognised towards a qualification.

When you do training that is nationally recognised, or accredited, pathways to other qualifications are easier and your career pathways are improved.

Glossary

There are some key terms that you will see in the Learning Guide and these are explained below.

<i>Additional Notes/Resources</i>	Further information about the issues discussed in the Learning Materials
<i>Additional Resources</i>	Additional Resources is the last section of this Learning Resource and contains the Glossary, Additional Notes/Resources, Bibliography and Record of Evidence
<i>Assessment</i>	Assessment is showing an assessor that you have the knowledge, skills or attributes stated in the unit of competency
<i>Assessor</i>	An assessor is a person who is qualified to carry out assessments
<i>Competency standards</i>	Competency standards describe all the units of competency required to carry out different types of jobs
<i>Element</i>	Each unit of competency is made up of elements which describe what a worker needs to be able to do. A copy of the unit of competency associated with this Learning Resource, together with the elements and the performance criteria, can be found under the heading Record of Evidence in Additional Resources
<i>Evidence</i>	Evidence is the way you display your skills, knowledge and attributes to satisfy the assessor that you are competent in a unit of competency. This may be in the form of written, oral or demonstrated evidence
<i>Glossary</i>	The Glossary is like a dictionary and explains the meaning of important words or terms. There is an additional Glossary for the Learning Materials in Additional Resources

*Learning Checkpoint
discussion questions*

The Learning Checkpoint discussion questions allow you to match your current skills, knowledge and attributes against the material covered in the Learning Resource. The Learning Checkpoint discussion questions are simplified versions of the performance criteria and cover all the material contained in this Learning Resource. Each Learning Checkpoint discussion question is answered in the Notes

Learning Focus

The Learning Focus is a brief summary of the material covered in each section of the Learning Materials

Learning Guide

The Learning Guide contains information on how to use this Learning Resource. It also gives advice on how to approach your studies and the assessment process on completion of your studies

Learning Materials

The Learning Materials include the Learning Focus, Learning Checkpoints, Notes, Workplace Activities and Worksheets

Learning Resource

The Learning Resource is the whole package and contains the Learning Guide, the Learning Materials and Additional Resources. Some Learning Resources also have an audiotape included

Mentor

A mentor is a person who agrees to support you in your learning by answering questions and discussing issues. This person could be an experienced co-worker, a supervisor, coordinator or other appropriate person

Notes

The Notes contain information to help you become competent in the unit of competency. There is usually a set of Notes for each element

Off-the-job

Off-the-job is when an activity is undertaken as a separate activity from your normal work duties. The activity might be completed at home, in a classroom, in your workplace or a training room

On-the-job

On-the-job is when an activity is carried out in the workplace as part of your normal work duties. The activity might include learning on-the-job, completing a Workplace Activity or doing an assessment task for an assessor

Performance criteria

The performance criteria are statements that describe the required standard of performance in which a worker needs to be competent. Each element of a unit of competency is divided into performance criteria. An assessor uses the performance criteria to judge competency. A copy of the unit of competency, the elements and the performance criteria that are associated with this Learning Resource can be found under the heading Record of Evidence in Additional Resources

Recognition of Prior Learning (RPL)

Recognition of Prior Learning means that your previous experience and learning may be formally recognised. It is a process where you may be assessed as competent without having to do the training. RPL is also known as Recognition of Current Competence or Skills Recognition

Record of Evidence

In the Record of Evidence, you will find a full description of the unit of competency associated with this Learning Resource. You may also keep your completed Workplace Activities, Worksheets and any other relevant information in the Record of Evidence. This information may be used as evidence of your skills, knowledge and understanding

<i>Registered training organisation</i>	A registered training organisation provides accredited training. It may be a TAFE college, union, workplace or other training provider
<i>Supervisor</i>	A supervisor is the person to whom you report in the workplace. Other titles might be coordinator, manager, foreman or head nurse
<i>Trainer</i>	A trainer is a person qualified to run training courses. Trainers may work in the workplace or in a registered training organisation
<i>Unit of competency</i>	The unit of competency describes a combination of the knowledge, skills and attributes required to perform a particular aspect of a job to a certain standard. The unit of competency is written in a format that is made up of elements and performance criteria. Each Learning Resource is based on a specific unit of competency. A full description of the unit of competency can be found under the heading Record of Evidence in Additional Resources
<i>Workplace Activity</i>	Workplace Activities are activities for you to practise knowledge obtained from studying the Notes in the workplace. The Workplace Activities can be used as evidence for assessment. Keep all information and work completed for your Workplace Activities in the Record of Evidence
<i>Worksheet</i>	Worksheets are exercises that allow you to reflect on the material covered in the Notes. The Worksheets may be suitable as evidence for assessment. Answers need to be stored in the Record of Evidence in Additional Resources

Learning Materials

Section 1

Develop information based on the community (1.1)

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Learning Focus

Develop information based on the community

This section describes what a community is and the way communities can be described.

In this section you will focus on:

- identifying what community means
- identifying some reasons why community workers need to gather information
- gathering and recording information about a community that has relevance to your organisation.

Throughout this unit, you will come across key terms and concepts that may be unfamiliar. These are described in the Glossary in **Additional Resources**.

Learning Checkpoints

Develop information based on the community

The discussion questions below provide the basis of the Notes.

After reading these discussion questions you may be able to answer some or all of the questions.

You will need to do the self assessment exercise under the heading How to Use the Learning Resource in the **Learning Guide** to find out what to do next.

If you choose to continue then turn to the Notes and begin.

Discussion questions

- What is a community?
- Why collect information about neighbourhood communities?
- What type of information needs to be collected?
- How is the data presented?

Notes

Community workers need to know what kind of community they are working for. Developing a community profile is a good way of mapping what peoples' needs are. Using a local area or neighbourhood as an example of one form of community, makes it easy to understand how to go about developing a community profile. That knowledge and skills can then be applied to other kinds of communities workers may be involved with.

What is a community?

A community is a collection of people who interact with each other as part of their daily living. We all live in one kind of community or another. It might be large or small, in the city or in the country.

Different types of communities exist within different societies. Most people live as a part of or near collections of other people. This might be in a street in a town or city, or as a part of a large rural area or as part of an indigenous group.

Defining a community can be a difficult proposition. A group of people may regard themselves as a community because they share:

- same geographical area, e.g. neighbourhood community
- similar lifestyles/preferences, e.g. gay community
- cultural characteristics, e.g. age, gender, ethnicity, disability
- common beliefs/values, e.g. religion, political interests
- shared focus, e.g. workplace, school/university



You may be able to think of other things that link people in a way that they would consider themselves to be part of a community.

It is not uncommon for people to belong to more than one community. As a community worker, you will work with a number of communities at different times. People in those communities may not necessarily share a geographic area or space. However, it is a good idea to begin learning about how to create links with a community by focusing on the most obvious form of community; the neighbourhood community. These communities share a physical location and usually originate for specific purposes.

Here are some examples:

- Industries such as mining and manufacturing are established close to the availability of raw materials. People tend to follow the demand for labour and will reside wherever they can find employment, e.g. many Australian communities developed because of mining companies like BHP. People from a range of cultural and socio-economic backgrounds may be part of such communities.
- Small towns have developed because of their strategic positions regarding transportation, tourism and as centres for resourcing farms
- New urban communities are developed by governments in response to the needs for housing and infrastructure on the edges of large cities which have been experiencing population growth
- Sites for communities arise because of their isolation from large urban centres by people who wish to live a particular lifestyle
- Communities exist because of indigenous connections to land sites and culturally significant areas.
- People who live in the inner city will come from a wide range of cultural and socio-economic backgrounds. It may be this diversity that defines the nature of these communities.

Community workers often use the term community to describe the physical area they cover in their work.

The following list helps us define a community:

- it can be located on a map like a suburb, shire or local government boundary
- living in the area usually means you are a member of the community
- there may be common economic, social and/or cultural backgrounds shared by the people living in the community
- people join in community events.

Figure 1 shows the fictional town of Mayfair. This is an example of a geographical or neighbourhood community. Note how the May River and the major roads form the physical boundaries.

The people living in this community have a sense of belonging through their daily activities. These activities include:

- the shops they visit

- the schools the children attend
- the roads they drive along
- the river they swim in.

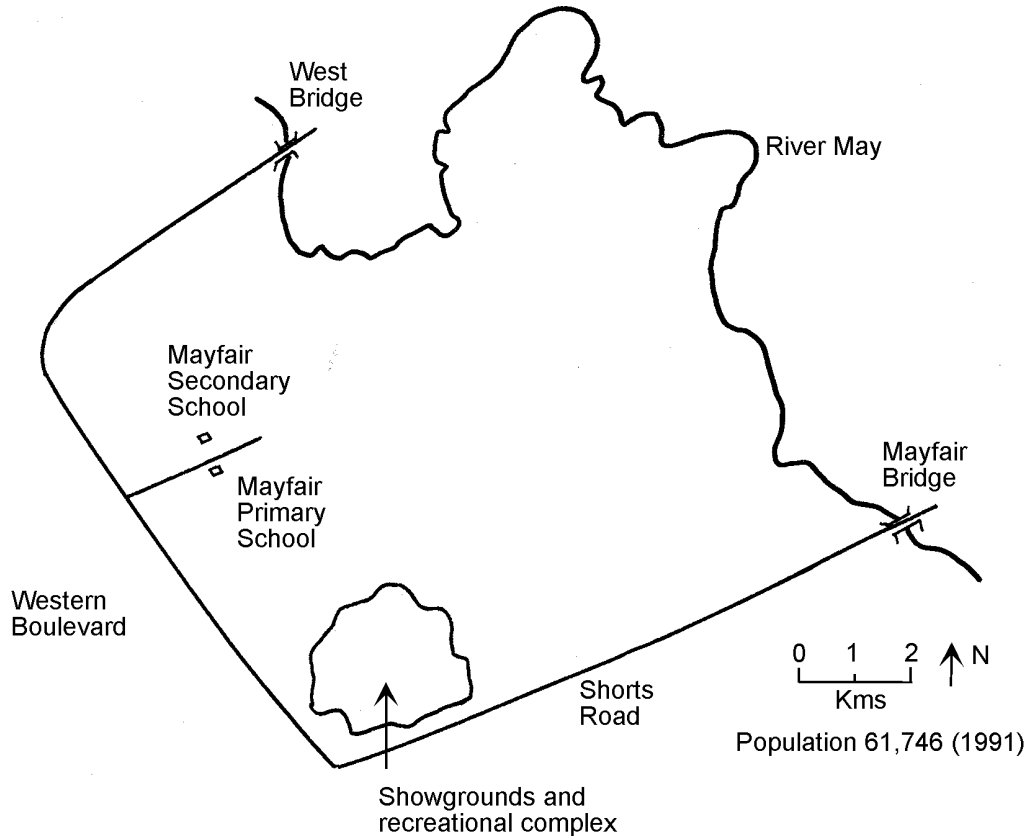


Figure 1: Boundaries of Mayfair

The people in the community of Mayfair feel they belong when the annual agricultural show is on. Some members of the community volunteer to help organise it. Some people have stalls, bake cakes, display art work or meet their friends there to spend their pocket money.



These are some of the ways people live, work and play as members of a neighbourhood community. Talk to other workers about different types of communities (cultural, socio-economic, etc) that may exist in addition to your local or neighbourhood community.



Worksheet 1

Why collect information about neighbourhood communities?

As a community worker, it is essential to know about your community.

Collecting information and creating a profile about a community promotes planning and informs decision making processes that involve community workers and their agencies.

Decisions about the actions a community agency and its workers make should be based on knowledge about the community. This is important for all kinds of communities, not just neighbourhood communities.

The first step in knowing a community is to collect information or data about the community. You do this for the following reasons:

- to help you plan the type of work you or your agency does
- to work out the needs of the people
- to solve problems in the community
- to improve community life.

Gathering information is about asking yourself:

- What information is relevant about my community?
- What do I need to know?
- How do I go about finding it?

What type of information needs to be collected?

Certain social and economic factors influence the types of issues that arise within a community and therefore the kinds of social groupings and networks that develop. Consider the following points.

- The income levels of people living within a community will influence the needs for certain types of housing and the need for services like support services, entertainment, public transport, health, education, groceries and clothing.
- The different types of families require different kinds of services: young families with children may require child care

and maternal health facilities. If most of the young people in the area are teenagers they will require recreation facilities.

- The existence of particular cultural groups will influence the development of specific religious organisations and festivals or cultural activities such as dance groups or the development of non-English language newspapers.
- The development of businesses within a community can affect issues such as employment, the environment and recreation. These issues can give rise to unemployment support groups, industry training groups, peer support groups, lobby groups and local development groups.

This information can be defined as economic or social data, e.g. families and cultural backgrounds form social data.

Collecting relevant social and economic data is important because it tells us who lives in the community and what their needs might be.

Collecting information about communities means that you need to look at materials found at local:

- council or shire offices, libraries and databases
- peak community organisations
- TAFE college and/or university libraries
- Members of Parliament
- media like newspapers, radio and television.

As well as community workers like you, there are many government and non-government organisations interested in finding out all sorts of information about communities.

One of the main ways this information is collected is through the Australian Bureau of Statistics. They conduct a census every five years and the information collected is put into tables, analysed and made available to many groups, organisations and businesses.

How is the data presented?

When the data is collected for a community it is sometimes called a profile. The information can be put into lists, tables or graphs.



Some examples of how information can be presented are found in **Additional Resources**.

A profile should contain the following information:

- types of households and family groupings
- income levels of people who live in the area
- the variety of housing available, for example, private rental/public as well as high density/medium/low density
- cultural groupings: for example Anglo-Saxon/Northern European/South American/Vietnamese/Aboriginal and Torres Strait Islanders
- businesses and industries that are based in the area.

For example

A community worker called Fran in the Mayfair Community Resource Centre was asked by her management committee to write up a new profile of the community.

The work Fran did to develop the profile is summarised in Figure 2.

Fran took the following steps:

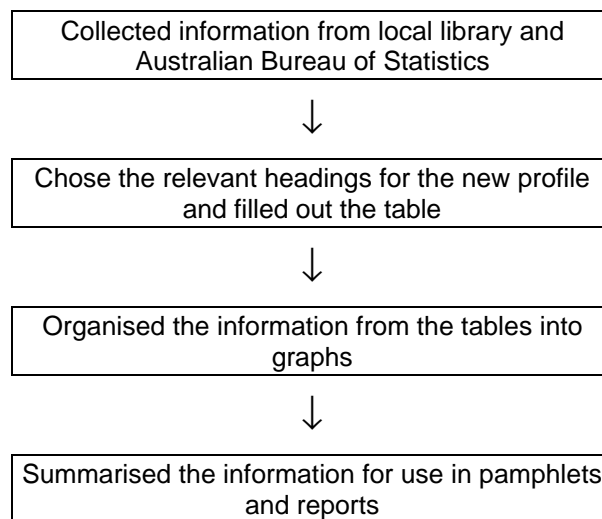


Figure 2: How Fran developed the community profile

Collecting and presenting data about your community provides a lasting profile of the potential needs of people. Data about communities is usually updated every few years and you and your organisation should make sure you receive new research as it develops and is presented.



Worksheet 2

This completes the Notes for this section.



Additional Resources for further information.

Worksheets

Worksheet 1

This Worksheet helps you check your understanding of the Notes and can provide evidence for assessment.

Describing the community

Choose a neighbourhood community, either the one that you live in or the one that you work in.

Contact the local council/shire office, visit the local library or find a map of the area.

- 1 What is the name of your community?
- 2 What are the community's physical or geographical boundaries?
- 3 How many people live in this community?
- 4 Draw a sketch of the area marking the boundaries, physical features (rivers, roads etc).



Notes

Worksheet 2

This Worksheet helps you check your understanding of the Notes and can provide evidence for assessment.



Social and economic profile

Develop a social and economic profile of the community you chose in Worksheet 1. Use the information on Mayfair in **Additional Resources** as a guide.

You can contact your local council/shire office or the local library which often have a data-base of information about the community.

You can call the Australian Bureau of Statistics or visit your local library and locate a profile that may have already been completed.

You may want to use the same headings that have been used in the sample found in **Additional Resources**.



Notes

Section 2

Establish relationships with key people (1.2)

- **Learning Focus** 3
- **Learning Checkpoints** 4
- **Notes** 5
- **Worksheets** 9

Learning Focus

Establish relationships with key people

This section describes community networks and why it is important for community workers to know who the community leaders are.

In this section you will focus on:

- identifying the importance of knowing who your community leaders are
- mapping your personal and work networks
- listing the key leaders in your community.

Throughout this unit, you will come across key terms and concepts that may be unfamiliar. These are described in the Glossary in **Additional Resources**.

Learning Checkpoints

Establish relationship with key people

The discussion questions below provide the basis of the Notes.

After reading these discussion questions you may be able to answer some or all of the questions.

You will need to do the self-assessment exercise under the heading How to Use the Learning Resource in the **Learning Guide** to find out what to do next.

If you choose to continue then turn to the Notes and begin.

Discussion questions

- What is a community network?
- Who are key people within the community?
- What are the roles performed by key people within the community?

Notes

Knowing about your community is important, and using this information is crucial to creating resources for people. Participating in your community will keep you up-to-date with what people need and what they are doing.

What is a community network?

We all have contact with other people for one reason or another. These contacts can be a part of our personal life or our work. We build networks from people within the family, our cultural background, school, a neighbourhood and work. We choose people who can give us some support in relation to our personal beliefs and values. We use the term network in our every day language, e.g. the old boy network.

Networks are small collections of people who come together for a specific purpose. Look at Figure 3 for an example of a personal network.

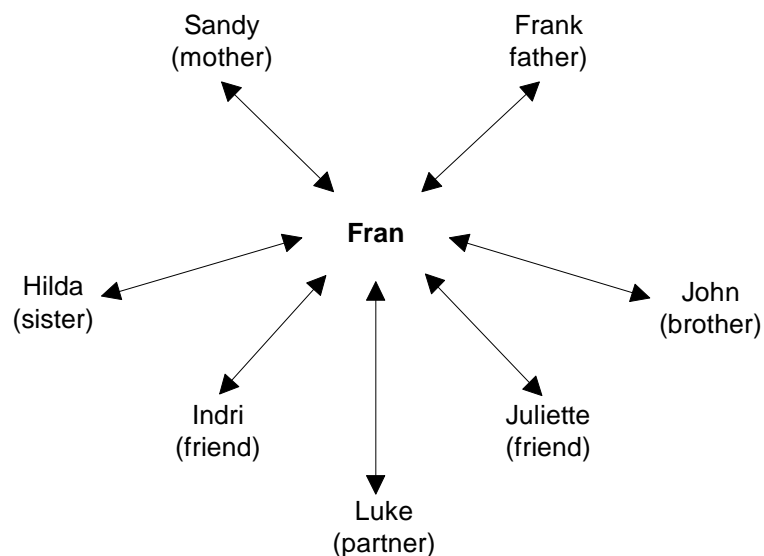


Figure 3: Fran's personal network



Worksheet 3

Who are key people within the community?

In order for information to flow around a network, someone has to link people together by communicating information and organising action. These people are sometimes seen as community leaders and known as key people in the community.

Some examples of community leaders include:

- individual residents
- local business people
- trade union shop stewards or industrial officers
- the local member of Parliament
- local council/shire representatives
- religious leaders
- local media editors and journalists.

Using our City of Mayfair case study, Fran has mapped the following information about key people in her community in Figure 4.

Business people or commercial traders	Local members of Parliament (State/Fed)	Local council or shire reps	Trade union leaders	Religious leaders	Local media owners/ editors/ journalists	Individual residents active in local issues
Joan Frank, owner of two local supermarkets	The Hon Les Johnson, State MP	Sheila Riley, Mayor	Tom Jeffreys, shop steward Metal Trades Union	Father Tom Matthews, Catholic Church	Peter Franco, editor of the Mayfair Weekly	Patti Russell, chair of local residents action group
Tinh Nguyen, owner of a local restaurant	The Hon George Balsamo, Federal MP	Steve Huong, member of council	Despina Georgio, industrial officer Footwear Clothing and Textile Union	Dean Eland, Uniting Church Minister	Sue Hatch, local affairs reporter	Peter Freire, Chair of Rotary and President of the golf club

Figure 4: Key people in community of Mayfair

As a community worker, it is very important to know:

- who the community leaders are
- what sort of information they have
- when to use them to pass on information to other members of the community.

What are the roles performed by key people in the community?

Key people usually perform certain roles in a community, such as:

- having a formal role like an elected councillor, chairperson of large local clubs and societies
- being on the management committees of community groups, large community agencies, cultural groups or sporting groups and associations
- being workers and volunteers of community groups, reference groups or committees
- managing local businesses and enterprises
- providing spiritual guidance as workers in religious organisations.

Key people tend to take on leadership roles and responsibilities that:

- solve problems
- resource people and projects
- mediate conflict
- give direction to other people
- facilitate links and communication processes.

Establishing relationships and creating links with key people in your community helps to get what your consumers need. Information and resources can only flow around neighbourhoods and communities when there are people who can facilitate this to happen.



Worksheet 4

This completes the Notes for this section.



Additional Resources for further information.

Worksheets

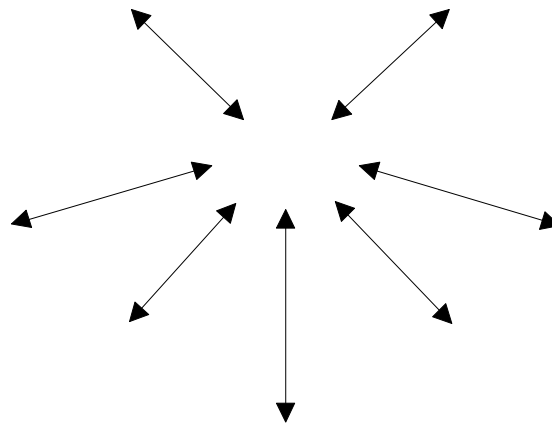
Worksheet 3

This Worksheet helps you check your understanding of the Notes and can provide evidence for assessment.

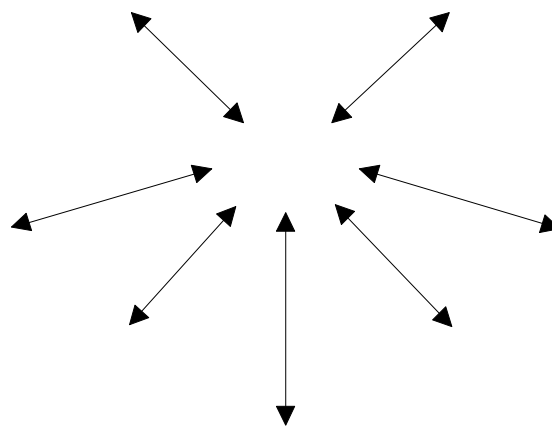
Networks

Use the example from the Notes reproduced below to draw two networks that you belong to.

- 1 A personal network
- 2 A workplace network



1 Personal network



2 Workplace network



Notes

Worksheet 4

This Worksheet helps you check your understanding of the Notes and can provide evidence for assessment.

Key community people

Scan your local newspaper, talk to other community workers and/or contact your local members of Parliament to work out who currently has a high personal or professional profile within your community. Fill in the table provided.

Type of leader	Your local leaders	
Business people or shop traders		
Local member of Parliament (state/federal)		
Local council or shire representatives		
Trade union leaders		
Religious leaders		
Local media owners/ editors/journalists		
Individual residents active in local issues		



Notes

Section 3

Support strategies for linking people (1.3)

• Learning Focus	3
• Learning Checkpoints	4
• Notes	5
• Workplace Activities	11

Learning Focus

Strategies for linking people

This section describes the ways community workers link people together.

In this section you will focus on:

- creating ways to link people together
- identifying some of the reasons that make it difficult for the community to come together
- using a problem solving approach to link people together
- identifying different resources available to community workers.

Throughout this unit, you will come across key terms and concepts that may be unfamiliar. These are described in the Glossary in **Additional Resources**.

Learning Checkpoints

Strategies for linking people

The discussion questions below provide the basis of the Notes.

After reading these discussion questions you may be able to answer some or all of the questions.

You will need to do the self-assessment exercise under the heading How to Use the Learning Resource in the **Learning Guide** to find out what to do next.

If you choose to continue then turn to the Notes and begin.

Discussion questions

- What obstacles have to be overcome in linking people?
- How can people within the community be linked?
- What resources are available within the community?

Notes

Linking people together will help you in many aspects of your work. Creating networks and participating in community action will provide you with information and contacts that will assist in advocacy, social action and service planning.

What obstacles have to be overcome in linking people?

Part of your role as a community worker is to link people together. Sometimes you use the community leaders or certain community organisations.

Sometimes it is difficult to link people together and a number of obstacles can stand in your way. Some of these are shown in Figure 5.

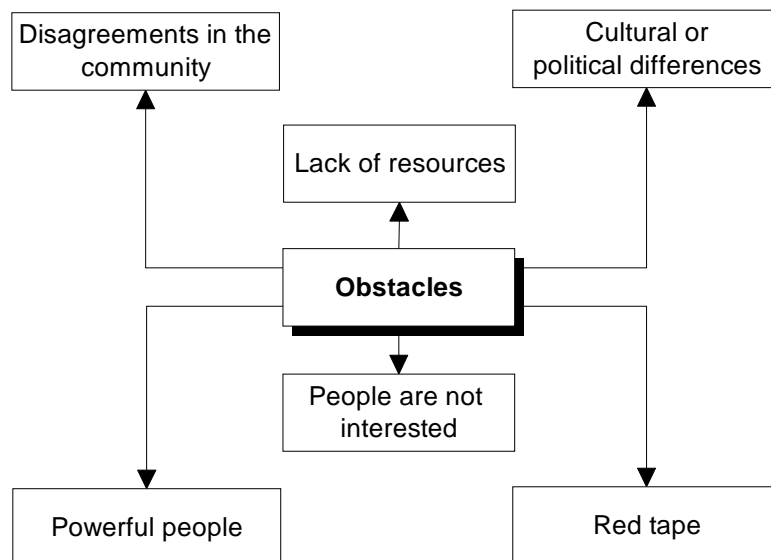


Figure 5: Obstacles to linking people

How can people within the community be linked?

Henderson and Thomas (1980) in their book *Skills in Neighbourhood Work* describe a framework for contacting and communicating with people about issues and ideas that already exist within the community. See Figure 6.

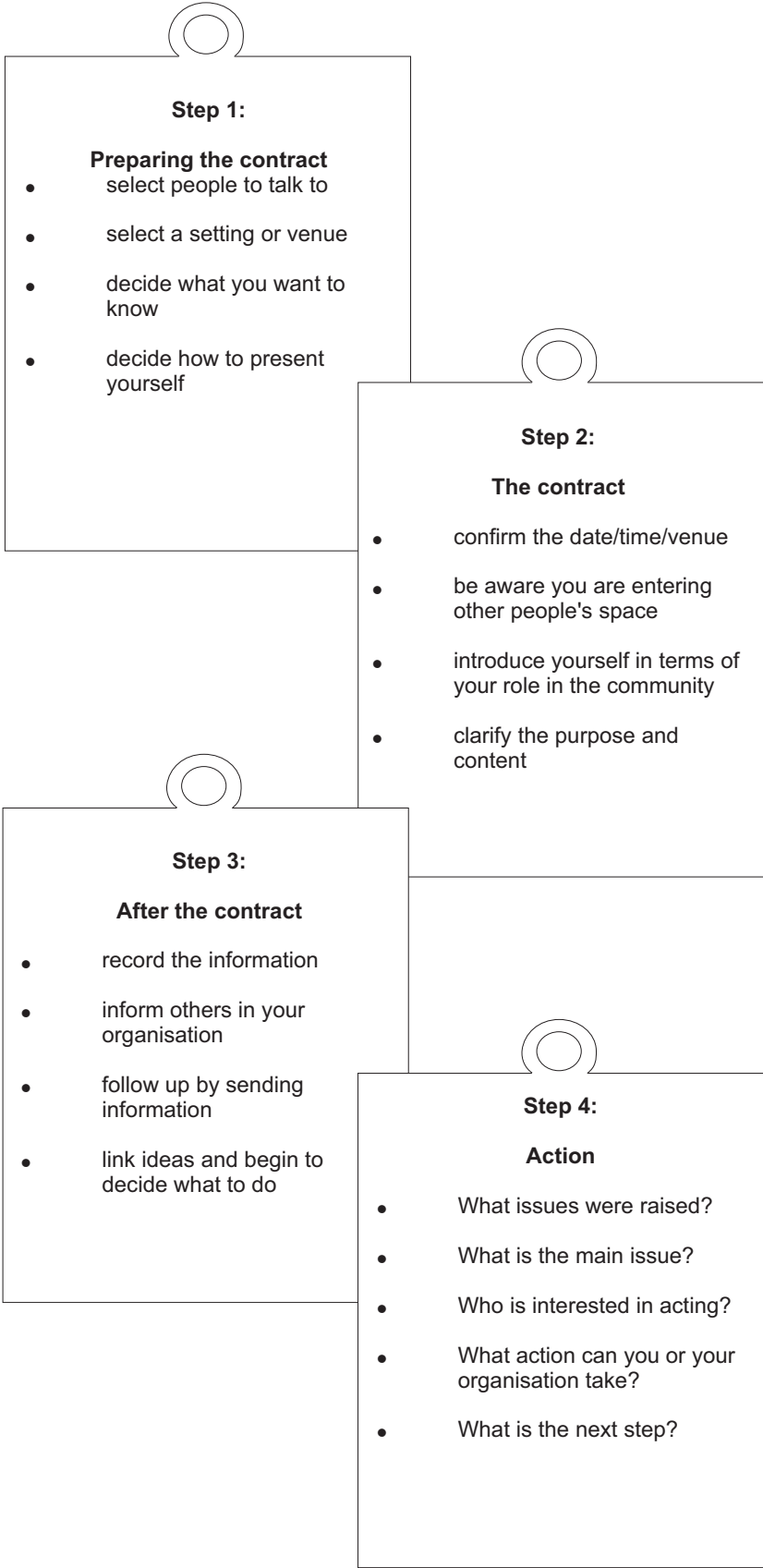


Figure 6: Consulting with the community

Community work is about organising action or events that can link people together.

Some ideas about what action or events could be organised to link people include:

- conferences
- workshops
- union and professional meetings
- social events
- cultural events
- collaborative work activities like consultative committees
- social action.

What resources are available within the community?

When you are organising an event or action, you need resources to make this happen. Resources can be divided into a number of the following categories. These are shown in Figure 7.

Category	Type
Services and administrative resources	equipment, people to provide administrative support, transport and stationery
Accommodation	for meetings and venues for events
Money	to finance the day-to-day costs, to employ a project worker, to hire equipment and events, for printing of fliers
People	other workers, volunteers

Figure 7: Categories of resources

Sometimes you can get money or other resources from local, state or federal government, philanthropic trusts or businesses.

Community work usually involves approaching these sources for money or other resources.

For example

Fran interviews all the key people she has identified and finds that there is a lack of recreational activities for young people

aged between 10 -17 years. This is a major issue for the young people and their parents, other residents, church leaders and business people. Young people are loitering around shopping centres, spraying graffiti on walls and harassing local residents.

Networking and gathering resources

Fran rings some key people back and suggests some ideas. She asks two other community organisations to contribute to the project. Then Fran decides on a plan of action which looks like this:

- plan and conduct a public meeting on the issue
- seek funding from council to conduct a pilot study of the recreational needs of young people in the area
- talk to her management committee to set up a sub-group to locate possible funding to employ a youth outreach worker.

Summary of action

As you can see, Fran uses the following steps:

- she gathers information by speaking to young people, community leaders and other members of the community network
- she identifies a community issue that needs action
- she links people together by holding a meeting and discussing the issue
- she plans what action needs to be taken and the obstacles to overcome.

Creating links helps stimulate ideas and action within communities. Community work is about providing people with the information and resources they need. This package has hopefully assisted you to identify how to complete a community profile and use this data to link people and facilitate action.



Workplace Activity 1

This completes the Notes for this section.



Additional Resources for further information.

This is the end of the unit.



Learning Guide for further information on assessment.

Workplace Activities

Workplace Activity 1

This task will help you to create ways to link people together.

Below is an activity for you to undertake in a workplace.

A community project

Contact a local community organisation to set up a time to interview a community worker on a project they are working on or have completed.

Work out the questions you want to ask them.

- 1 Interview the worker and find out as much information about the project that you can.

Your questions should seek information on:

- what issue or problem the project is dealing with
- who identified the issue
- where the money and resources came from
- what problems there were
- who were the key people to include.

Finally, think about this question and record your answer:

- 2 How did this project help to create links with the community?



Keep a record of the work you do from this Workplace Activity. You can use this record as evidence of your skills and knowledge for assessment purposes.



Notes

Additional Resources

• Glossary	3
• Additional Notes/Resources	4
• Bibliography	12
• Record of Evidence	13

Glossary

<i>Census</i>	official records of government information about the population, including exact numbers of people and statistics about them, e.g. age, sex
<i>Data</i>	information or facts
<i>Economic indicators</i>	information about the state of the economy, such as employment rates, average wage, etc
<i>Network</i>	collection of people who have contact with each other because of a common purpose or shared interest
<i>Obstacles</i>	barriers, things that get in the way
<i>Philanthropic trusts</i>	charitable bodies or organisations that have been set up to help groups in the community fund their projects; sources of funding
<i>Profile</i>	a picture of a community including its different characteristics
<i>Residents</i>	people who live in a particular place
<i>Social indicators</i>	signs or information about social issues, such as families, cultural groups etc.

Additional Notes/Resources

Social and economic indicators

The following figures demonstrate the detail of information that can be gathered from libraries, planning offices or the Australian Bureau of Statistics.

Figure 8 shows the percentages of the population who are in each age group. It also shows the birthplaces of the population. For example, 12.9 per cent of the population is aged 18-24. Around 3.9 per cent of the population was born in the United Kingdom or Ireland.

Age structure	%	Birthplace of residents	%
0 - 4 years	6.7	Australia	55.5
5 - 17 years	15.0	UK/Ireland	3.9
18 - 24 years	12.9	Greece	3.0
25 - 34 years	18.8	Italy	3.4
35 - 49 years	18.0	other southern Europe	7.7
50 - 59 years	9.1	other Europe	3.3
60 - 69 years	9.8	SE Asia	14.4
70 - 84 years	8.5	other Asia	2.9
85 years and over	1.2	other	6.0

Figure 8: Age and birthplace of residents

Figure 9 shows the percentages of households which have a certain number of persons, and the households which have a certain number of families. For example, 27 per cent of households have only one person. 65.9 per cent of households have only one family.

Persons per household	%	Household types	%
1 person	27.0	one family household	65.9
2 persons	30.7	two or more family household	1.2
3 persons	16.2	group household	5.2
4 persons	13.7	one person household	26.8
5 persons	7.0		
6 + persons	5.3		

Figure 9: Persons per house and household types

Figure 10 shows percentages of family types and dwelling types. For example, 16.7 per cent of families are one-parent families. Around 19.3 per cent of all dwellings are flats.

Family types	%	Dwelling types	%
one parent families	16.7	separate house	72.7
couples without children	31.3	semi-detached, row or terrace, townhouse	7.1
two parent families	48.2	flats	19.3
related individuals	3.8		

Figure 10: Family and dwelling types

Figure 11 shows percentages of the nature of occupancy and the average numbers of people per dwelling. For example, 20.4 per cent of houses are being paid off. The average flat contains 1.96 per cent people.

Nature of occupancy	%	Average number of persons per dwelling	%
owned	39.1	separate house	2.81
purchasing	20.4	semi-detached, row or terrace, townhouse	2.17
rent - government	9.3	flats	1.96
rent - private	22.1	all dwellings	2.61

Figure 11: Nature of occupancy and number of persons per dwelling

Figure 12 shows employment information. For example, 69 per cent of women aged 35-44 are employed or seeking work. Around 13.7 per cent of people earn \$25,000 - \$40,000.

Labour force % employed/ seeking work	Male %	Female %	Income	Persons %	Households %
aged 15 - 19	38.9	37.1	\$0 - \$12,000	53.2	22.3
aged 20 - 24	81.6	74.8	\$12,001 - \$25,000	30.5	31.4
aged 25 - 34	92.7	74.2	\$25,001 - \$40,000	13.7	21.4
aged 35 - 44	89.4	69.0	\$40,001 - \$60,000	2.3	17.0
aged 45 - 54	80.3	54.2	Over \$60,000	0.3	7.8
aged 55 - 64	58.1	20.5			

Figure 12: Employment information

Figure 13 shows people employed by industry. For example, 31.2 per cent of all employed men work in manufacturing.

Industry	Males %	Females %
agriculture, forestry, fishing	0.2	0.1
mining	0.1	0.1
manufacturing	31.2	18.2
electricity, gas and water	1.5	0.6
construction	5.8	0.9
wholesale and retail trade	18.3	19.9
transport and storage	11.4	3.7
communication	2.7	2.2
finance, property and business services	7.1	13.1
public administration and defence	7.3	8.0
community services	9.1	24.7
recreation, personal and other services	4.8	8.0
plant, machine operators and drivers	20.3	7.8
labourers and related workers	20.8	18.3

Figure 13: Persons employed by industry

Figure 14 shows percentages of occupation types. For example, 7.8 per cent of adult women are para-professionals. This table does not include figures for unemployed people.

Occupation	Males %	Females %
managers and administrators	6.1	3.9
professionals	9.5	12.5
para-professionals	16.5	7.8
tradespersons	32.0	3.9
clerks	7.8	28.3
sales and personal service	7.1	17.5

Figure 14: Occupation type

Issues concerning Aboriginal and Torres Strait Islander communities

Each Aboriginal and Torres Strait Islander community is unique. Just as you cannot presume that all non-English speaking communities have the same needs, cultural requirements and community expectations, you cannot assume that you know how to work with all Aboriginal and Torres Strait Islander people or communities just because you may have worked in one community.

As a worker you need to be sensitive to Aboriginal culture and alert to cross-cultural differences in attitudes and approaches between your clients and yourself.

Aboriginal and Torres Strait Islander people are usually part of an extended family, with complex family responsibilities, many of which may impinge on what you see your role as a worker to be.

Language may be Aboriginal English, rather than standard Australian English. As a worker you need to recognise this as a legitimate but different form of English and know when it is suitable to use each.

You should also be aware of community protocols, codes of ethics and guides to consultation with Aboriginal and Torres Strait Islander peoples and communities. These guides are essential if you are

working in Aboriginal communities or with Aboriginal and Torres Strait Islander people.

Community protocols

Community protocols are the understandings established between agencies and communities to allow ongoing communication and visits. They are essential to ensure that communities are treated with respect and dignity.

The formality of these protocols will vary depending on the expectations of the community.

For example

Traditional Aboriginal communities may have very formal arrangements for dealing with non-Aboriginal service providers, involving strict adherence to traditional customs determined by traditional owners or elders; Aboriginal people living in cities may not necessarily expect the same level of formality.

In the case of traditional communities, you would need to familiarise yourself with the processes expected by each tribal grouping.

Protocols require you to:

- identify all relevant groups and individuals to be contacted prior to arranging visits
- clarify the notice expected by the community and the means by which the community expects to be contacted
- consider how best to provide reliable information on your work program, potential discussions and accommodation needs
- negotiate an acceptable two-way communication process to allow ongoing feedback
- negotiate the means to ensure the community is fully involved in decisions about it, including using community suggestions and interpreters (if necessary).

Code of ethics

The following code of ethics applies to workers dealing with all Aboriginal communities. It was developed for the Certificate in Remote Area Field Work (Northern Territory Local Government Industry Training Advisory Board, 1994).

While carrying out your duties as a field worker you must:

- respect the rights of others
- promote two-way communication across cultures
- be aware of and abide by any rules, regulations or traditional laws which may apply to the community
- recognise and have knowledge of social and cultural differences
- act professionally in an accurate, unbiased and accountable manner
- act with honesty and flexibility
- refer any problems that are outside your areas of expertise to an appropriate person or organisation for resolution
- share knowledge and expertise as a resource
- not use your position for personal gain
- not be intoxicated or under the influence of any drug.

Consultation procedures

In addition to this code of ethics, you should also take into consideration the need to implement appropriate consultation procedures, including:

- respecting and consulting traditional owners, elders and custodians
- allowing sufficient time for formal responses from communities and agreements for consultations to take place
- engaging the services of a local Aboriginal interpreter/ 'minder'
- providing adequate opportunities for feedback about the successes and shortcomings of programs
- ensuring any communication is consistent with local languages and culture
- ensuring that any work does not conflict with any social or cultural activities or community obligations.

Aboriginal cultures have different concepts of knowledge and rules about who has access to that knowledge.

Within communities, cultural knowledge is protected and only passed on to those who are considered ready and having the right to receive it.

Some information can be shared but there are types of information that cannot be shared and should not be requested.

Sensitivity should be exercised at all times. Direct questioning is not always culturally appropriate.

Guiding principles to working in the industry

In relation to Aboriginal and Torres Strait Islander communities, you should:

- be aware of the diversity of communities
- respect cultural and spiritual differences
- respect the knowledge of elders and community leaders
- be aware of local protocols and codes of ethics when working with or visiting communities
- respect Aboriginal method of consultation and means of communication.

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Record of Evidence

This section contains the information you will need for assessment and includes the following:

- the table of Competency Standards
- the unit of competency from the Competency Standards
- an example of different forms of evidence.

Competency Standards: Appendix I

The table of Competency Standards shows all the units of competency in this set of Competency Standards.

Unit of Competency: Appendix II

The unit of competency includes the performance criteria which will be used by the assessor to judge your competency for this unit. It also gives you further information on ways you can be assessed, what the assessor will look for and other useful information for assessment.

Examples of Evidence: Appendix III

This section is the place where you can store all your evidence ready for assessment. You can see in Appendix III an example of the different types of evidence you can collect.

Competency Standards

Appendix I

Table of Competency Standards				
National Competency Standards For Community Workers				
Functional areas	Level A	Level B	Level C	Level D
Communication relationships	CR1 - Communicate effectively in relationships	CR3 - Establish relationships with key people in the community	CR6 - Promote the contribution of difference and diversity in the community	
	CR2 - Participate in groups	CR4 - Conduct an interview	CR7 - Deliver public presentations	
		CR5 - Prepare written communication		
Community development	CD1 - Create links with the community	CD3 - Support community participation strategies	CD6 - Conduct community consultation	CD9 - Provide leadership
	CD2 - Support the activities of existing groups	CD4 - Conduct a community meeting	CD7 - Facilitate social action	CD10 - Represent the interests of the community
		CD5 - Assess community needs and interests	CD8 - Support effective community leadership	CD11 - Contribute to the development of social policy
Service provision	SP1 - Support the provision of community resources	SP3 - Advocate on behalf of individuals and groups	SP5 - Coordinate a range of programs	SP7 - Coordinate a comprehensive range of services
	SP2 - Provide information to the community	SP4 - Develop community programs	SP6 - Develop community resources	SP8 - Influence effective practice in the industry
Workplace management	WM1 - Manage own work role	WM4 - Manage program finances	WM7 - Supervise others	WM11 - Develop and monitor organisation policy
	WM2 - Participate in workplace meetings	WM5 - Lead a team	WM8 - Manage organisation finances	WM12 - Represent the industry in public forums
	WM3 - Provide administrative support	WM6 - Develop program resources	WM9 - Manage staffing	
			WM10 - Manage information system	

Unit of Competency

Appendix II

Unit CD1	Create links with the community	
Level A	This unit applies to the work performed in developing information about the nature of the community and establishing relationships with and between the community	
Elements	Performance Criteria	
1.1 Develop information based on the <i>community</i>	1.1	The composition, structure and relationships within the designated <i>community</i> are identified
	1.2	<i>The factors in the community</i> which have relevance to the work of the organisation are identified
	1.3	<i>Information about the community</i> is gathered and recorded according to the specified objectives of the organisation
1.2 Establish relationship with <i>key people</i>	2.1	Effective and purposeful contact is established with <i>key people</i> using a range of communication strategies
	2.2	The contribution of <i>key people</i> to the work of the organisation is identified and acknowledged
	2.3	Roles and responsibilities within relationships are clarified and taken into account in communication strategies
1.3 Support strategies for linking people	3.1	Opportunities are created and developed to encourage supportive connections between people
	3.2	Obstacles to effective contact between people are identified and alternative strategies are developed
	3.3	Issues and concerns reported by <i>key people</i> are noted and referred where required by guidelines and procedures
	3.4	<i>Resources</i> available to the community are recorded and information on them is provided where required

Range of variables

Community will include:

- designated individuals and groups defined by organisation programs and services
- other agencies providing services to the designated individuals and groups
- people with specified needs and interests
- people using the organisation's services/programs.

Factors about the community will include:

- composition and social/cultural profile
- cultural characteristics
- scope defined by organisation's objectives and priorities
- size
- nature and history of issues and interests
- range and nature of other services
- existing practice, process and protocol.

Information about the community will include:

- data base of key people
- details of other services/agencies
- networks, support systems, groups
- resources.

Key people will include:

- people with an interest in the purpose of the organisation
- people who are relevant to the purpose of the organisation
- designated groups in the community
- community leaders, representatives
- other service providers
- people using the services of the organisation.

Resources will include:

- people
- skills and expertise
- information
- financial
- materials/equipment
- facilities.

Knowledge required

- nature of the community and significant relationships and resources including cultural
- organisation's policies and program/service objectives and criteria

- other agencies programs and criteria
- record-keeping/database systems
- use of available technology
- communication strategies
- principles of social organisation and structures.

Evidence guide

Worker can be assessed in the workplace and in appropriate language.
Community is designated by organisation policy.

Worker can:

- describe, with supportive evidence, the nature and structure of the designated community
- describe the structure of the designated community in terms of general concepts of social organisation and structures
- identify organisation's policies and relevant guidelines
- identify the objectives, priorities and criteria of the organisation and the services and programs provided
- demonstrate a range of strategies for making contact with and linking people consistent with meeting organisation's objectives.

Relationship with Community Development Stream

Create links with the community	Support the activities of existing groups	Support community participation strategies	Conduct a community meeting	Assess community needs and interests	Conduct community consultation
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Facilitate social action	Support effective community leadership	Provide leadership	Represent the interests of the community	Contribute to the development of social policy
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Relationship with Level A

Communicate effectively in relationships	Participate in groups	Create links with the community	Support the activities of existing groups
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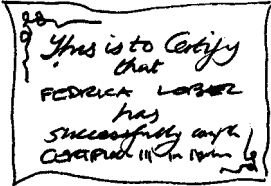

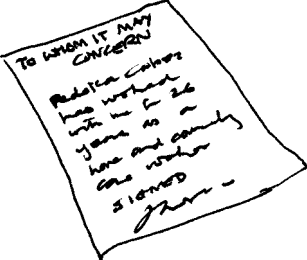

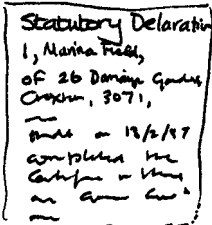

Support the provision of community resources	Provide information to the community	Manage own work role	Participate in workplace meetings	Provide administrative support
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From the National Competency Standards for Community Workers
Final Draft Standards - June 1995

Examples of Evidence

Appendix III

There are several types of evidence you can collect to show your skills, experience and attributes for assessment against the Unit of Competency.

<p>Diary/journal</p>  <p>You can use this to record what you do</p> <ul style="list-style-type: none"> • at home • in paid and unpaid work • in your spare time. 	<p>Certificates</p>  <ul style="list-style-type: none"> • certificates • diplomas • statements of results from courses in Australia and overseas. 	<p>Telephone references</p>  <p>You can ask someone if they could be contacted by phone to give a reference to your assessor.</p>
<p>Letters of evidence</p>  <p>You can get letters of reference from</p> <ul style="list-style-type: none"> • employers • people you have worked with (paid and unpaid work) • community groups you have been involved with. 	<p>Documents</p>  <p>You can collect documents, photos and other relevant paperwork to show what you have done in your life.</p>	<p>If you have lost documents</p>  <p>If you have lost old documents or lost contact with previous employers, you can write details of your experience on a Statutory Declaration form. You can get this from the newsagent. As it is a legal document, what you write must be true and correct.</p>
<p>Records of workplace activities and worksheets</p>  <p>You can use notes or reports you have made about workplace activities and completed worksheets.</p>	<p>Marie's story</p> <p>When I spoke to my supervisor about assessment, I realised that I needed to collect evidence about my relevant experience. For the short courses I'd done in first aid and word processing, I only had to produce my certificates.</p> <p>For the voluntary work I'd done, I asked people I'd worked with to write letters saying how long I'd worked with them and describing the sort of work. They were very helpful and I soon had four letters as evidence of my unpaid work. I even got some of the parents at the kindergarten to be telephone referees to talk about my role on the management committee. But one group I was involved with no longer existed so I wrote a Statutory Declaration giving details of my work.</p> 