ASSESSMENT GUIDE

CHC52015 – DIPLOMA OF COMMUNITY SERVICES

CHCCDE011- Implement community development strategies

ASSESSMENT REQUIREMENTS

Please read all assessment instructions to ensure you fully understand the requirements outlined in each task.

To achieve competence in the unit/s a learner must meet requirements for all assessment tasks listed before a result of competency can be awarded. Where competency is not achieved your assessor will provide feedback and request further evidence as needed.

It is important that you clearly understand all the requirements of assessment. If you have difficulty with the assessment terms or the steps to follow please speak to your Assessor/Instructor prior to commencing the task/s. Your Assessor will provide additional information to ensure all aspects of the tasks are clear.

RE-ASSESSMENT

If you do not achieve the required standard to achieve competence, you will be given the opportunity to be re-assessed by the assessor and the requirement for additional evidence will be outlined. Arrangements will be made on an individual basis to ensure the process is valid, fair and reliable.

ASSESSMENT APPEALS

A student who is dissatisfied with the outcome of his/her assessment should first discuss their concerns with the teacher/assessor and/or program coordinator in the associated business area. If the issue is not resolved, the student may appeal the decision(s) by following the Complaints and Appeals process as outlined in the Chisholm Student Guide.

ASSESSMENT METHODS

You will be required to undertake a range of assessment tasks to establish competence for the unit/s you are undertaking. It is important to understand the types of assessment you may be required to complete as part of the evidence gathering process.

Please see below the range of assessment methods that are used at Chisholm to ensure competency is appropriately measured and valid, reliable and fair assessment judgements are made.

The assessor will provide all required information about the assessment process and conditions prior to the assessment taking place.

1. Report
2. Report
3. Presentation

Please note, where additional questioning has taken place to determine competency and understanding this must be recorded as evidence to support the assessment judgement.

ASSESSMENTS

The following assessments will be used to collect evidence of the knowledge and skills you have gained from your Learning Program. You will be required to demonstrate your ability to perform to the standard required in the workplace, as specified within the identified unit/s of competency.

The table below indicates the methods of assessment that will be used to establish competence for this unit/s and the expected timeline.

Assessment Tasks	Week / Session / Block of Assessment
1 – Report - What is Community Development?	Week 5
2 – Report - Community Profile Report	Week 13
3 – Presentation - Social Justice	Week 16 & 17

1. REPORT - What is Community Development?

STUDENT INSTRUCTIONS

You are required to write a short report as outlined in the assessment instruction and criteria. It is important to ensure you read all aspects of the assessment topics and discuss any areas that require clarification with your assessor.

Where there is a word limit it is important to be aware of this parameter although regardless of the word count all criteria must be covered to the required standard.

Assessment 1 – Report - What is Community Development?				
UNIT/S OF COMPETENCY – Code	CHCCDE011	Title	Implement Community Development Strategies	
Student Name			Student Number	
Student Signature			Assessment Date	
Assessment Location			Assessment Time/ Duration	

Short Report Overview:

This assessment task requires students to analyse a case study (link can be found below as well as in written form at the end of this document) from a community development context and then construct a short report (700 words).

[j.HUB Study Tour: Collaborating to support the families and children of Ceduna – Jawun](#)

The report will provide an overview of community development principles, practices, approaches and barriers. In addition to the case study, the report will draw upon class discussions, lecture material and required readings. The report must contain reference to the criteria outlined in the Assessment Instructions below.

Assessment instructions:

1. The report should have a word count of 700 words (10% leeway) and be appropriately constructed (introduction, body and conclusion).

2. Students will be provided with a case study in class. Students will then be required to explore the following elements:

a. Key concepts of Community Development principles and practice

b. General and cultural issues relating to specific client community groups

c. The use of traditional Community Development approaches (such as needs-based and/or gap-based).

Within the report, the student is required to satisfactorily address the key criteria and cover the required information.

Report Criteria	Assessment Criteria	✔	Assessor Comments *Assessor to tick criteria that is satisfactorily covered
R1. Research and analyse a community priority	R1 Case study is analysed from a community development perspective. Community priorities, needs and gaps are clearly identified.		
R2. Principles and practice of community development work	R2 Community development principles and practices are outlined and identified with examples from the case study.		
R3. General and cultural issues relating to specific client groups	R3 Relevant and specific issues relating to the client group are explored and identified.		
R4. Traditional community development approaches	R4 Traditional community development approaches applied in the case study are identified and outlined.		
Assessor Feedback			

Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented.

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Assessor Name			
Assessor Signature		Date	
Assessment Task Result (Please tick appropriate Assessment Result)		MR ☐ FER ☐	
Marking Scheme	Competency based ☐		

2. REPORT - Community Profile Report

STUDENT INSTRUCTIONS

You are required to write a report as outlined in the assessment instruction and criteria. It is important to ensure you read all aspects of the assessment topics and discuss any areas that require clarification with your assessor.

Where there is a word limit it is important to be aware of this parameter although regardless of the word count all criteria must be covered to the required standard.

Assessment 2 - Community Profile Report			
UNIT/S OF COMPETENCY – Code	CHCCDE011	**Title**	Implement Community Development Strategies
Student Name		**Student Number**	
Student Signature		**Assessment Date**	
Assessment Location		**Assessment Time/ Duration**	

Report Overview:

The assessment requires students to individually select a geographic community and then develop a community profile report to be submitted by Week 13. The report will draw on class discussions, lecture material and required readings in addition to research and analysis of the selected community. Using this analysis, students will also be required to identify the community priority/ies and engage collaboratively with those impacted to develop appropriate strategies. The report is to be 1500-2000 words (10% leeway) and must use the criteria outlined in the Assessment Instructions below.

1. The report should be divided into three parts, containing the following criteria:

1. **PART ONE:** An overview of the main characteristics of the selected community from a community development perspective, including:
- history and background
- population (size, age ranges, gender, cultural diversity etc)
- socio-economic levels
- Community services (both government and non-government)
- relationships of power (government, business, media, networking and partnerships)
- recreational and educational facilities
- employment opportunities, industry and commerce
- housing and transport

2. **PART TWO:** Students are to use information gathered for Part One, along with further research to analysis the community issues, gaps and trends.

3. **PART THREE:** Detail how you collaborated with the community to facilitate improvement and change to address one (1) of the issues or gaps identified in part 1 & 2. Students are to outline the strategies that address the issue/gap as well as techniques for mobilisation to provide a solution. The summary must also outline relevant legislation, public policies and appropriate funding sources.

	Within the report / essay, the student is required to satisfactorily address the key criteria and cover the required information.		
Report / Criteria	**Assessment Criteria**	**✔**	**Assessor Comments** *Assessor to tick criteria that is satisfactorily covered*
R1. The report should be divided into three parts, containing the following criteria: **PART ONE:** An overview of the main characteristics of the selected community from a community development perspective, including: - history and background - population (size, age ranges, gender, cultural diversity etc) - socio-economic levels - Community services (both government and non-government) - relationships of power (government, business, media, networking and partnerships) - recreational and educational facilities - employment opportunities, industry and commerce	R1.1a Provide a historical context through a brief background of the chosen community. R1.1b Identify key features of the chosen demographic. Including population size, ages, gender, cultural breakdown. R1.1c Outline socioeconomic levels of the chosen community. R1.1d Outline Community Services (Government and Non – Government) that exist within the chosen community. R1.1e Relationships of power within the chosen community are explored. R1.1f Recreational and educational facilities within the chosen community are highlighted and identified. R1.1g Employment opportunities (unemployment rate), career pathways, economic/job opportunities are listed. R1.1h Available housing and transport is identified and listed. May include housing affordability, Median house price, rental market, public transport.		

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• housing and transport			
R2. **PART TWO:** Students are to use information gathered for Part One, along with further research to analysis the community issues, gaps and trends.	R2 Identification of need based on research and data collection used to answer part one. An analysis of community Issues, gaps and trends for your community profile.		
R3. **PART THREE:** Detail how you collaborated with the community to facilitate improvement and change to address one (1) of the issues or gaps identified in part 1 & 2. Students are to outline the strategies that address the issue/gap as well as techniques for mobilisation to provide a solution. The summary must also outline relevant legislation, public policies and appropriate funding sources.	R3 A collaborative engagement strategy provided that addresses an identified need that was highlighted in Part Two. This may be an existing strategy, or it may be a best practice recommendation. Please note recommendations will need to be evidence based (e.g. safe injecting rooms).		

Assessor Feedback

Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented.

Assessor Name			
Assessor Signature		**Date**	
Assessment Task Result (Please tick appropriate Assessment Result)		MR ☐	FER ☐

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Marking Scheme	Competency based ☐

3. PRESENTATION - Social Justice

STUDENT INSTRUCTIONS

You are required to present information to your group/class/teacher as part of the assessment process to achieve competence in the associated unit/s. Your assessor will provide clear guidelines for the task including all criteria that must be covered, any specific tasks that must be carried out, or evidence that must be submitted.

The topic of the presentation will be provided to you by your assessor, with an explanation of assessment requirements; date, time and location of assessment and should also include a list of any equipment available to conduct the presentation.

A presentation must be oral and include visual aids that can be uploaded to Moodle, such as PowerPoint or similar a visual display of work. The purpose of the presentation is to assess your ability to communicate within a team environment or present information in a public forum. The process will include research or knowledge development prior to the actual presentation.

Assessment 3 – Presentation -Social Justice					
UNIT/S OF COMPETENCY – Code	CHCCDE011	Title			
Student Name			Student Number		
Student Signature			Assessment Date		
Assessment Location			Assessment Time/ Duration		

Description of Presentation topic: Students will be divided into groups of three or four and asked to select a social movement that has current relevance.

Examples include:

- environmentalism,
- women's rights,
- #blacklivesmatter,
- indigenous rights,
- refugees/asylum seekers etc.

Groups are to develop a fifteen-minute presentation that covers:
- the background/history of the movement

- the movement from a community development perspective (identifying community development principles in practice).
- an evidence-based proposal of three activities that would facilitate enhanced community participation in the social movement.

The presentation will be delivered in class during Weeks 16 & 17 and the classroom used as a simulation of a workplace staff training day.

At the conclusion of the presentation, students will also be required to verbally evaluate their own and their group's performance during the development phase. This will include reflecting on own practice as well as evaluating the group processes and strategies/techniques used to manage power and conflict issues as they arose. This evaluation is to be added to the presentation that is uploaded to Moodle.

During the presentation, the student is required to satisfactorily demonstrate required skills and cover the required information.

Presentation Criteria	Assessment Criteria	MR	FER
P1. Presentation provides a clear introduction with the background and history of the selected social movement highlighted.	P1 Presentation introduces social movement and provides a relevant background and history to inform learners of the movement's origins.		
P2. Presentation addresses the social movement from a community development perspective (identifying principles and practices).	P2 Community development approaches and perspectives are outlined with examples provided. Principles and practices showcase the social movement from a community development perspective.		
P3. Presentation needs to include an evidence-based proposal of 3 activities that would facilitate enhanced community participation through the social movement	P3 Three evidence-based activities are provided to outline how community participation has been enhanced through the social movement.		
P4. An evaluation of students individual and group performance conducted. This includes reflecting on own practice as well as evaluating group processes and strategies/techniques used to manage power and conflict issues	P4 A personal evaluation is conducted to critique personal and group performance. This includes highlighting strengths and weaknesses, areas for improvement and strategies for managing and resolving conflict.		
During the activity, did you ask the student any questions to ensure the assessment outcome was valid?		If yes, please record your discussion notes below:	

	Yes ☐ No ☐
Assessor Feedback	
Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented.	

Assessor Name			
Assessor Signature		**Date**	
Assessment Task Result (Please tick appropriate Assessment Result)		MR ☐ FER ☐	
Marking Scheme	Competency based ☐		

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UNIT ASSESSMENT SUMMARY RESULT SHEET

COURSE – Code	CHCC5201	Title	Diploma of Community Services
UNIT/S OF COMPETENCY – Code	CHCCDE011	Title	Implement Community Development

Student Name		Student Number	

ASSESSMENT TASK	MET REQUIREMENTS	DATE ASSESSMENT TOOK PLACE
Assessment 1 – Report - What is Community Development?	**MR ☐ FER ☐**	
Assessment 2 – Report - Community Profile Report	**MR ☐ FER ☐**	
Assessment 3 - Presentation - Social Justice	**MR ☐ FER ☐**	

Reasonable Adjustments: Is adjustment that may be made to an assessment process to cater for the needs of a student undertaking the assessment without compromise to the validity of the process or required competence criteria.

Student has Met Requirements (MR) of all assessment tasks   ☐

Student did not complete the Further Evidence Requirements (FER)   ☐

COMPETENCE RESULT

Competent   ☐   Not Competent   ☐

Additional Assessor comments: (if required)

Assessor name	
Assessor signature		Date	

Assessment 1 – Report - What is Community Development?

Case Study

[j.HUB Study Tour: Collaborating to support the families and children of Ceduna – Jawun](#)

Background

The community of Ceduna on the Far West Coast of South Australia have set their sights on a new challenge, creating a clear pathway to achieve employment parity. Led by the Ceduna Aboriginal Corporation (CAC), the community is working together with the support of the Australian Government to deliver a key community project titled the Family Engagement Initiative.

Moving beyond the harm minimisation strategy of the Cashless Debit Card, a job is a powerful vehicle for a family to build a positive environment for their children, elevate themselves off welfare, and plant the seeds of intergenerational change. Achieving employment parity and elevating families out of welfare is the next major step for the Aboriginal community of Ceduna.

The project is fast tracking a new community-led approach to achieve 100 jobs within 2 years, and establish a broader development agenda for employment, economic development and education.

With this new initiative, the leadership of Ceduna aim to support families, improve the wellbeing of their children and increase participation of vulnerable people in community life. Together they hope to bring support to lift families out of poverty, build pride, increase economic engagement and most importantly foster positive role modelling for the next generation.

CAC engaged j.HUB in 2018 to support the people of the Far West Coast in the delivery of this project. j.HUB is currently supporting CAC and the key project governance team to conduct a survey of families across Ceduna to identify their priorities. j.HUB is also supporting the leadership to engage with industry and to develop a unique development agenda that will help to bring the community together and guide reform.

This project has two goals:

1. The broader Development Agenda to set the pathway towards family wellbeing – Design a broader community agenda for the next 3 years, focused on strengthening families, building parenting and financial management skills with a focus on achieving job readiness and employment.

2. Community strategy to deliver quick results – Design a new community-led approach that can deliver tangible results quickly to support our families and children. This strategy will require collaborating with industry, agencies and NGOs, as well as designing innovative new initiatives to overcome roadblocks or disincentives to employment and community engagement.

To support these goals, j.HUB was able to tap into Jawun's strong relationships with Indigenous leaders and its proven track record supporting the capability build of Indigenous organisations to provide a unique study tour.

Approach

In support of cross-regional collaboration and identifying new ways of working, j.HUB identified Cape York and Inner Sydney as regions for the Ceduna community to see first-hand the issues facing community leadership and their solutions. A study tour was a key step in changing behaviours and encouraging leaders to seek out new solutions, and to engage with other communities to collaborate around common issues. The study tour was further enabled through virtual sharing which helped the leaders of Ceduna to connect with other regions including Shepparton in Victoria. An ongoing connection between leaders provides an opportunity for further discovery going forward as these relationships strengthen.

In July 2019, over 5 days,11 Indigenous leaders from the Far West Coast region, representing Ceduna Aboriginal Corporation, Ceduna Koonibba Aboriginal Health Service Aboriginal Corporation, Maralinga Tjarutja Inc, Scotdesco Aboriginal Corporation and the Far West Aboriginal Community Leaders Group, travelled to the Cape York and Inner Sydney regions.

The Jawun network in Cape York hosted the group for several days of sharing learnings and culture. The group learnt of the long history of Welfare Reform in the region and the new Pama Futures agenda. They visited Ngak Min Health Service at Djarragun College and learnt about the wrap-around services they provide to local families and students at the college, as well as the college's Direct Instruction approach to learning and the co-curricular activities based on Indigenous culture that are provided to students. This was followed by presentations and discussions with Cape York Partnership and their Opportunity Hub initiatives, Good to Great Schools and Cape York Academy. The group shared stories of successes, challenges, decision making and visions for the future.

The group spent time with the management and employees of the BAMA Services program for an introduction to the in-house Support and Wellbeing initiative which provides wrap around support services for employees which includes individual case management and personalised support in areas such as primary medical and mental health services, healthy living, legal advice and social and vocational training needs.

The group were also hosted by local Opportunity Hub staff in Mossman Gorge. There, they learnt about the Gateway Centre, a tourism centre for the area providing local training initiatives, and of the successes of the family support services, particularly the Student Education Trust initiative.

The group then made the trip south to Sydney where they were hosted by the Redfern and La Perouse communities. They were given a tour of "The Block" by Redfern leader and CEO of Tribal Warrior Aboriginal Association, Shane Phillips, and learnt of community-led change initiatives like Tribal Warrior which was set up to create positive opportunities for young Indigenous people. In La Perouse, the group was hosted by Chris Ingrey and Ray Ingrey who shared the story of Inner Sydney Empowered Communities and the La Perouse 2036 Vision. They also met some of the La Perouse Rangers – a program created to employ local Indigenous people to work on country; to care and

protect culturally significant marine life and sites. Lastly, they visited Gujaga's Multifunctional Childcare Centre and heard about their culturally responsive and appropriate early learning services.

Outcomes

The study tour has played a key role in informing the delivery of the project. By leveraging the lessons learnt from the tour, the project team will design a new community-led approach based on community engagement and establish a broader development agenda to support families to stabilise their circumstances and create long-lasting positive change.

As a direct result, Ceduna is currently exploring the introduction of a Wellbeing and Support Mentor program based upon the existing Wellbeing and Support program operated by Bama Services in Cape York. Having engaged directly with this service at Bama Services, the Ceduna leadership had the unique opportunity to identify its value and explore the necessary enablers for its successful introduction.

Participants are leveraging the learnings of other regions and community led responses through exploring the potential of a number of other programs including:

• The Student Education Trust Program operated by the Cape York Partnership – The Ceduna leadership was interested in how this may enable Ceduna to drive investment from families in their children's futures.

• The Employment Broker model operating in Shepparton, Victoria – Participants were interested in the potential to leverage this model to strengthen the existing CDP provider, Eyre Plus (60% owned by local Aboriginal leadership). The program has been successful in creating meaningful employment targets for Aboriginal people and driving improved understanding of culturally safe working environments by employers, while supporting life coaching and career progression of employees. While participants of the study tour did not visit Shepparton in person, the study tour helped establish the necessary connections and uncover the potential of this opportunity.

Participants have also identified their use of the study tour to inform and help drive reform agendas outside of j.HUB's engagement. Feedback from participants has highlighted the importance of the trip in identifying new ways of working, strengthening their networks and re-galvanizing them to action in their own communities:

"The trip was amazing. It really opened up my eyes, and I started putting some challenges on myself as a leader and the community support that I need to break the cycle of the norms." – Study Tour Participant 2019

Next steps

Led by key Aboriginal champions of change in Ceduna, this project is an opportunity to stand together and set a real pathway towards improving the wellbeing of the children and families of Ceduna.

j.HUB is continuing to work alongside of the community of Ceduna to deliver this project, and where possible, j.HUB will explore opportunities to leverage the existing Jawun Secondment Program to support the delivery of the vision of the community. In addition, through participating in the study tour a number of participants have identified their own areas of focus or projects they hope to start up independently to bring change to their communities.