Modification history

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| Release | Comments |
| Release 2 | This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version XX |
| Release 1 | This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0. |

| AHCPER511 | Facilitate participatory planning and learning activities |
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| Application | This unit of competency describes the skills and knowledge required to devise strategies for facilitating participatory planning and learning and to implement, review and report on participatory planning and learning activities.  The unit applies to individuals who apply specialised skills and knowledge, and take personal responsibility and exercise autonomy in undertaking complex work. They analyse and synthesise information and analyse, design and communicate solutions to sometimes complex problems.  No licensing, legislative or certification requirements apply to this unit at the time of publication. |
| Prerequisite Unit | Nil |
| Unit Sector | Permaculture (PER) |

| Elements | Performance Criteria |
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| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Devise strategies for facilitation of participatory planning and learning | 1.1 Identify and assess participatory planning and learning facilitation strategies  1.2 Identify and profile client group  1.3 Clarify planning and learning objectives and outcomes  1.4 Assess resources required to conduct participatory planning and learning  1.5 Identify learning environment for client group and learning activities  1.6 Select participatory planning and learning strategies suitable to stakeholder involvement  1.7 Prepare and circulate program and logistical details to stakeholders  1.8 Verify selected strategies comply with legislative and organisational requirements |
| 2. Carry out participatory planning and learning activities | 2.1 Prepare learning resources according to strategy and stakeholder needs  2.2 Brief facilitators and participants involved in participatory planning and learning activities on processes of delivery  2.3 Prepare and provide supplementary information to participants and stakeholders according to planned activity  2.4 Implement access and equity requirements in participatory planning and learning activities  2.5 Implement participatory planning and learning activities according to planned timeframe  2.6 Ensure stakeholders engage in participatory planning and learning activity effectively |
| 3. Report on and review participatory planning and learning | 3.1 Seek feedback from stakeholders on participatory planning and learning activity  3.2 Collate and analyse feedback from stakeholders  3.3 Implement improvements to future participatory planning and learning activities according to feedback  3.3 Summarise feedback and adopted improvements and provide to interested stakeholders  3.4 Identify and direct issues raised during participatory planning and learning to relevant stakeholders for follow up  3.5 Review and evaluate the overall effectiveness of participatory planning and learning activities  3.6 Report on participatory planning and learning activity according to workplace procedures |

| Foundation Skills  This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria. | |
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| Skill | Description |
| Oral communication | * Establish and maintain complex and effective communication during negotiations, discussion, feedback and confirmation of learning activities with stakeholders, demonstrating a depth of understanding of complex oral texts and conventions |

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| Unit Mapping Information | | | |
| Code and title current version | Code and title previous version | Comments | Equivalence status |
| AHCPER511 Facilitate participatory planning and learning activities | AHCPER511 Facilitate participatory planning and learning activities | Minor changes to Application and Performance Criteria for clarity | Equivalent |

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| Links | Companion Volumes, including Implementation Guides, are available at VETNet: https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72 |

| TITLE | Assessment requirements for AHCPER511 Facilitate participatory planning and learning activities |
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| Performance Evidence | |
| An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.  There must be evidence that the individual has on at least one occasion planned and facilitated a participatory planning and learning activity and has:   * devised strategies for facilitating participatory planning and learning * facilitated group processes in an engaging and inclusive way * conducted participatory planning and learning activities and ensured stakeholders: * participated in decision-making * their needs were considered * their points of view were also considered * communicated with people of a wide diversity of ages and socio-economic or cultural groups * reviewed and reported on participatory planning and learning * coordinated and briefed team members * problem-solved and build group dynamics. | |

| Knowledge Evidence |
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| An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:   * learning styles and methodologies, including accelerated and experiential learning * strategies for facilitation of participatory planning and learning * participatory planning and learning activities and processes, including: * team building – ice breakers, trust games, creative and social activities, goal-setting, celebration and cultural activities * creative expression – wild design, mime, performing and visual arts, story telling * problem solving – brainstorming, mind mapping, random-input processes, strengths, weakness, opportunities and threats (SWOT), Six Thinking Hats, theming and chunking, affinity matrix, modelling * experiential – visualisation, affirmation, role play, cultural mapping, 6 senses, modelling, simulations, educational and experiential games * information gathering – group and individual research and observation activities, sharing information, questioning, resource and skills mapping, surveys, field trips * Negotiation – open forum, active listening, prioritisation, consensus building, win-win. * facilitation skills and methodology * conflict resolution and strategies to deal with strong personalities * codes of conduct and ethical behaviour * group presentation methodology. |

| Assessment Conditions |
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| Assessment of the skills in this unit of competency must take place under the following conditions:   * physical conditions: * skills must be demonstrated for a group of diverse participants in a venue representative of participatory planning and learning activity or an environment that accurately represents workplace conditions * resources, equipment and materials: * use of planning tools and equipment * specifications: * use of workplace policies, procedures, processes * use of specifications * relationships: * participants and stakeholders.   Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. |

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