Level 4 Higher Professional Diploma in Community Development (4463)

Qualification handbook
500/1540/0

Higher Level Qualifications
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Level 4 Higher Professional Diploma in Community Development (4463)

Qualification handbook

Higher Level Qualifications
Acknowledgements
City & Guilds acknowledges the generous support, advice and expertise provided by the Federation for Community Development Learning in the design and development of this qualification.

City & Guilds also acknowledges the support received from:
The Academy for Sustainable Communities (ref Unit 15 A community development approach to developing sustainable communities)
The Beth Johnson Foundation
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1 About this document

This document contains the information that centres need to offer the following qualification:

Level 4 Higher Professional Diploma in Community Development

City & Guilds qualification number 4463
QCA accreditation number 500/1540/0

QCA unit accreditation numbers

<table>
<thead>
<tr>
<th>QCA unit number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
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<td>R/500/3763</td>
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<td>M/500/4337</td>
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<td>Community development and globalisation</td>
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<tr>
<td>Y/500/4347</td>
<td>Unit 21</td>
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<tr>
<td>TBC</td>
<td>Unit 22</td>
<td>Using creative techniques to encourage community participation</td>
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This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification specifications
- assessment requirements
2 About the qualification

2.1 Background to the development of the Higher Level Qualifications

The Higher Level Qualifications have been developed by City & Guilds in response to:

- government initiatives to increase the numbers participating in higher level education and training and Lifelong learning
- the emergence of QCA design principles for the submission of higher level vocational qualifications (excluding NVQs and degrees) into the National Qualifications Framework
- a need from existing City & Guilds customers for higher level qualifications which offer a progression route from traditional level 3 qualifications
- a City & Guilds initiative to offer its customers the full range of vocational qualifications from the basic to the highest levels.

These qualifications have been designed to:

- combine the development of knowledge, understanding and skills in a variety of vocational areas
- equip the individual with a flexible programme of study which will provide the relevant level of knowledge and skills that are needed in the world of work
- meet the needs of industry and commerce and reflect the knowledge areas expressed in the relevant National Occupational Standards and/or professional standards.

The design of the Level 4 City & Guilds Higher Professional Diplomas (HPDs) reflects an outcomes-based model that meets the requirements for Certificate Level (Level 1 HE) outcomes under the Framework for Higher Education Qualifications. This articulation facilitates the use of the HPD as the first year of a two year Foundation Degree. Please see the City & Guilds publication: Further Education and Higher Education Working together to deliver Foundation Degrees, available from the Higher Level Qualifications Department at City & Guilds.

It is anticipated that potential candidates for these qualifications will currently be in work or have access to work placement but require a mechanism for the acquisition of relevant knowledge. It is expected that many of these individuals will undertake the City & Guilds Higher Level Qualifications on a part-time basis, ie half day and evening, evenings only or as block release. However, there is also potential for these qualifications to be delivered as full-time programmes.

It is likely that these qualifications will be delivered in

- colleges
- training organisations
- higher education institutions

Whilst some of the content covered in the units can contribute to the underpinning knowledge of S/NVQs, the Higher Professional Diploma should be considered an alternative to S/NVQs. Effective delivery mechanisms could connect the delivery of units from both qualifications in a coherent, linked fashion.
2 About the qualification

2.2 Aims of the Higher Professional Diploma in Community Development

The Level 4 Higher Professional Diploma in Community Development is a higher level qualification aimed at individuals currently working in the community development sector or with a community development remit within another professional setting. The focus of current government policy on building and empowering communities makes this qualification a relevant and exciting opportunity for career development in this field.

The qualification develops both high level academic and vocational knowledge and skills. The programme content can consolidate or extend the underpinning knowledge of existing NVQs, while offering an alternative qualification opportunity. The Higher Professional Diploma could also provide a stepping stone for further progression onto the second part of a Foundation Degree in Community Development.

The Higher Professional Diploma in Community Development has been designed and produced in consultation with the Federation for Community Development Learning and in line with the National Occupational Standards in Community Development.

This new, challenging and dynamic programme focuses on:

- the application of the key values, roles and principles of community development work
- an in-depth understanding of the community development approach and background, and the key issues in relation to diversity and inequality
- the development of skills needed to support and empower diverse communities, research and evaluate their needs, and use marketing techniques to publicise key messages
- the management expertise needed to run community development projects within a legislative framework, manage financial resources, and raise funds
- the development of policies and systems to promote capacity building, facilitate learning, and develop partnerships at both an individual and organisational level
- the investigation of government policies and community initiatives in the UK and on a global level
- the opportunity to evaluate one’s own practice and implement strategies for continuing professional development.

The Higher Professional Diploma is primarily a part-time course which has been designed to facilitate a flexible approach to study. Candidates can either study the 12 units needed to gain the full Diploma or opt to focus on one or more individual units and receive a certificate for the unit(s) achieved. This approach enables candidates to work at their own pace, gain confidence and fit their study around work or personal commitments.

The Higher Professional Diploma in Community Development is QCA-accredited as a Level 4 qualification on the National Qualifications Framework. The learning and achievement expected at this level is described in the following level indicator:

‘Level 4 qualifications recognise specialist learning and involve detailed analysis of a high level of information and knowledge in an area of work or study. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others. Level 4 qualifications are at a level equivalent to Certificates of Higher Education.’
2 About the qualification
2.3 The structure of the qualification

In order to achieve the full Higher Professional Diploma in Community Development candidates must successfully complete all 12 designated units. It has been designed as a 480 guided learning hours programme deliverable most probably part-time, but possibly as a full-time programme. An example of mode of study could be 2 years part-time (6.5 hours/week). The recommended total of notional learning hours for this award (including guided learning hours) is 1200 hours (120 credits).

It is also possible to study one or more individuals units and gain a Certificate for each unit achieved.

The award has been designed to provide a set of units which will form the basis of a coherent and targeted course of study.

The table below shows the award structure in terms of mandatory and optional unit combinations.

Award Structure for Higher Professional Diploma in Community Development

<table>
<thead>
<tr>
<th>Group A Mandatory units</th>
<th>Group B Optional units</th>
<th>Group C Optional units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All six of:</strong></td>
<td><strong>Three of:</strong></td>
<td><strong>Three of:</strong></td>
</tr>
<tr>
<td>Unit 1 Personal development and reflective practice in community development work</td>
<td>Unit 7 Managing a community development project</td>
<td>Unit 13 Understanding government for effective community development</td>
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<td>Unit 19 Community development with families and young people</td>
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</table>
Value statements
Centres must adhere to the Values of Community Development Work which outline the principles and practice of good community development work when delivering this qualification. The values are as follows:

- Social justice: working towards a fairer society which respects civil and human rights and challenges oppression
- Self-determination: individuals and groups have the right to identify shared issues and concerns as the starting point for collective action
- Working and learning together: valuing and using the skills, knowledge, experience and diversity within communities to collectively bring about desired changes
- Sustainable communities: empowering communities to develop their independence and autonomy whilst making and maintaining links to the wider society
- Participation: everyone has the right to fully participate in the decision-making processes that affect their lives
- Reflective practice: effective community development is informed and enhanced through reflection on action
2 About the qualification
2.4 Relevant sources of information

Related publications
There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval: This document contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification

- Ensuring quality – This document contains updates on City & Guilds assessment and policy issues

- Centre toolkit – This document contains additional information on Providing City & Guilds qualifications, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates

- Directory of qualifications – This document contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the Directory of qualifications and this handbook, the Directory of qualifications contains the more up-to-date information.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

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<thead>
<tr>
<th>Website</th>
<th>Address</th>
<th>Purpose and content</th>
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<tbody>
<tr>
<td>City &amp; Guilds main website</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
<td>This is the main website for finding out about City &amp; Guilds qualifications. It contains qualification documentation and updates. For direct access to the Higher Professional Diploma in Community Development web page, type into the web browser the following 'URL' <strong>commdvhpdp</strong></td>
</tr>
<tr>
<td>Walled Garden</td>
<td><a href="http://www.walled-garden.com">www.walled-garden.com</a></td>
<td>The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.</td>
</tr>
</tbody>
</table>
3 Candidate entry and progression

Candidate entry requirements
City & Guilds Higher Level Qualifications have been designed primarily for those in work, or with access to work experience as the specifications are vocationally relevant to the needs of the sector. In addition, given the high level of understanding and skills required of the qualification, it is likely that in order for prospective candidates to cope with the demands of the programme and achieve their full potential, they will have acquired one of the following:

- a Level 3 qualification in the Community Development sector eg City & Guilds Level 3 S/NVQ in Community Development, NOCN Level 3 Certificate in Community Development
- a level of expertise commensurate with a Level 3 on the National Qualifications Framework which has been acquired through work experience in the Community Development field and can be demonstrated through the APL procedure and/or appropriate certification.

In addition, prospective candidates should demonstrate that they are sufficiently mature, capable and motivated to meet the requirements of the programme and should be able to provide evidence of a range of relevant practical skills.

Please note that for funding purposes, candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. (Information on Funding is provided in Appendix 2).

Age restrictions and legal considerations
This qualification is not approved for use by candidates under the age of 18, and City & Guilds cannot accept any registrations for candidates in this age group.
Progression

On completion of this qualification candidates will have the high level skills and knowledge needed to operate effectively in the community development sector or to take on a high level community development role in another professional setting. It also provides a stepping stone for further progression to a Foundation Degree in Community Development.

Further Progression with City & Guilds and the Institute of Leadership and Management

In addition, achieving a City & Guilds Higher Level Qualification provides the opportunity to also gain a Senior Award from City & Guilds and/or a grade of membership from the Institute of Leadership & Management.

Senior Awards are available at three levels and are offered under City & Guilds Royal Charter. They recognise a combination of academic achievement and vocational skills.

The Institute of Leadership & Management (ILM) is part of the City & Guilds Group. It is a professional body dedicated to raising leadership and management capability through qualifications, learning support, publishing and membership services across all sectors and at all levels.

<table>
<thead>
<tr>
<th>Higher Level Qualification</th>
<th>Senior Award</th>
<th>ILM Membership grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Professional Diploma + 10 yrs management experience</td>
<td>Membership (MCGI) in Management (Masters Degree level)</td>
<td>ILM Fellow (FInstLM)</td>
</tr>
<tr>
<td>Master Professional Diploma + 5 yrs management experience</td>
<td>Graduateship (GCGI) in Management (Honours Degree level)</td>
<td>ILM Fellow (FInstLM) or ILM Member (MInstLM)</td>
</tr>
<tr>
<td>Higher Professional Diploma + 5 yrs vocational experience</td>
<td>Licentiateship (LCGI) in Management (Foundation Degree level)</td>
<td>ILM Member (MInstLM)</td>
</tr>
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</table>

In order to gain the relevant Senior Award you will need to submit a copy of your Higher Level Qualification certificate, full CV and an endorsement of your vocational experience from a senior manager. All Senior Award holders receive a diploma, post nominal letters, and the opportunity to attend the yearly graduation ceremony.

If you would like more details please contact Senior Awards on 0207 294 8220, email senior@cityandguilds.com, or write to us at City & Guilds, 1 Giltspur Street, London, EC1A 9DD.

For more information about gaining ILM membership or any other ILM services please contact the membership team on 01523 251346 or email membership@i-l-m.com
4 Centre requirements

4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centres also need approval to offer a specific qualification. This is known as the qualification approval process (QAP), (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for this particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Approval applications for this qualification should be sent to the HLQ Department at City & Guilds, 1 Giltspur Street, London EC1A 9DD. The HLQ Department will support new centres and appoint an External Moderator to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in Providing City & Guilds qualifications.
4 Centre requirements
4.2 Staff requirements

Centre staff
It is important that centre staff involved in delivery, assessment, and internal moderation have appropriate knowledge and skills to ensure effective provision of Higher Level Qualifications. It is a requirement that centre staff have one or more of the following:

- Level 4/5/6/7 qualification eg Degree/HNC/HND/HPD or MPD/NVQ in an appropriate subject with 3 years relevant sector experience

or

- Level 3 qualification in an appropriate subject with 5 years relevant sector experience at senior/managerial level

or

- 7 years proven experience in the sector at a managerial/senior level which could include recognised professional practice at a high level eg running a sector-related business or consultancy. (In certain circumstances this may be negotiable on discussion with the external moderator).

and

- A Cert Ed/equivalent teaching qualification and/or 2 years teaching/training experience

NB If additional experts (eg workplace practitioners) involved in the delivery of the programme do not have the necessary teaching qualifications or experience, it is necessary for any assessment they undertake to be second-marked by a qualified member of staff and form part of the internal moderation process.

Continuing professional development (CPD)
Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and moderation remains current, and takes account of any national or legislative developments.
4 Centre requirements
4.3 Registration and certification

Full details of City & Guilds’ administrative procedures for this qualification are provided in the Directory of qualifications, provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- claiming certification.

These details are also available in the Directory of qualifications.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds Directory of qualifications.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change.

Please note that the centre should ensure that candidates are registered for this qualification with City & Guilds within 12 weeks of enrolling at the centre. The external moderator will be unable to check any evidence from a candidate that has not been registered with City & Guilds for the qualification.

Please also note that final results for the qualification should not be submitted until they have been agreed by the external moderator.
4 **Centre requirements**

4.4 **Quality assurance**

**Internal quality assurance**
Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of the Higher Level Qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre’s own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

It is expected that the centre will appoint a Qualification Co-ordinator/Internal Moderator who will ensure that assessment is subject to a suitable and agreed system of internal moderation. In addition, City & Guilds appoints a subject-specific External Moderator to monitor standards, provide advice and guidance and confirm results. The following roles are key to successful implementation and assessment of these qualifications.

**The role of the Qualification Co-ordinator/Internal Moderator is to:**

- liaise with City & Guilds (including completion of Form APU - Approval Update - to notify City & Guilds of any change in details previously provided)
- ensure that all staff are appropriately qualified to deliver and assess the qualification (see section 4.2 ‘Staff requirements’)
- plan and manage the implementation of the qualification
- ensure there are adequate resources – both staff and materials
- keep staff members who are involved in the delivery of the qualification informed of any changes to the qualification documentation made by City & Guilds
- establish and monitor candidate support systems
- ensure all staff carrying out assessment are familiar with and understand the specifications and assessment requirements
- discuss and ensure the implementation of any action agreed with the external moderator as a result of the outcomes of the approval or any subsequent visits
- ensure that assignments and candidate evidence are available and clearly organised and accessible for the external moderator
- ensure that all City & Guilds documentation is completed when required
- manage the internal moderation process within the centre
- ensure that there is consistent interpretation of the requirements through standardisation procedures and meetings
- ensure that policies for equal opportunities, complaints and appeals are effectively operated
- provide feedback or relevant documentation relating to standardisation procedures to the external moderator.
The internal moderation process should provide a sampled check of all aspects of the assessment process and should take account of:

- all candidates for each student group
- all tutors
- all assignments
- all forms of assessed work
- all grades of performance.

In addition, confidence in the validity, reliability, sufficiency and authenticity of the centre’s assessment practice must be established by these internal checks. Consequently, they must show that work assessed as satisfactory or better is:

- the candidate’s own work
- sufficient and appropriate to meet the requirements of the specification
- at the correct level
- free from assessor bias.

One of the strategies to be included in internal moderation is double marking of a representative sample of candidates for each assignment.

The role of the Tutor is to:

- ensure that each candidate is fully briefed on the characteristics of this qualification (eg approach to assignments, delivery, grading etc)
- design assignments according to City & Guilds requirements which provide opportunities for the assessment requirements and, where applicable, the grading criteria to be met
- assess the extent to which the candidate’s work contains evidence demonstrating that the assessment requirements have been met
- exercise judgement on claims for Accreditation of Prior Learning (APL), as appropriate
- provide each candidate with prompt, accurate and constructive written feedback
- keep accurate and legible records
- assist in the centre’s internal moderation by carrying out double marking, as required
- meet with the qualification co-ordinator and other tutors to monitor, agree and maintain standards.
External quality assurance

When carrying out monitoring visits and external moderation visits, the External Moderator will carry out checks to ensure the following:

- continued compliance with centre approval criteria
- effective qualification co-ordination
- effective internal quality assurance systems by sampling assessment activities, methods and records
- consistent interpretation of the specified standards
- appropriate and accurate grading of the completing candidates
- centre documentation meets the specified requirements
- effective appeals, complaints and equal opportunities provision.

The role of the External Moderator in relation to assessment is to ensure that:

- the assignments set by the centre are relevant, meet the specifications and are at the correct level
- centres interpret assessment standards fairly, consistently and accurately
- centres are following the assessment specifications published by City & Guilds
- centre documentation meets the requirements of City & Guilds
- judgements on APL are fair, consistent and appropriate
- centres carry out internal moderation of candidate work.

The External Moderator will:

- independently assess a piece of work from every candidate, against the specifications, and provide feedback
- sample and confirm grading decisions

and will require to see:

- a record of all units completed by candidates
- the assignments (including any candidate guidance and marking criteria) and internally assessed work by all candidates for whom the centre intends to seek certification
- a record of tutors showing their teaching/assessment responsibilities for the units
- evidence of internal moderation and standardisation procedures.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in Providing City & Guilds qualifications and in the Centre toolkit together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates’ assessment records for three years after certification.
5 Course design and delivery

Initial assessment and induction
Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

During the initial assessment, tutors/lecturers are likely to consider what, if any
- previous educational qualifications the candidates have, what training they have had and in particular what experience they have had in relevant vocational programmes and Key Skills
- previous and current practical work experience the candidate has which is relevant to the aims of the qualification and from which relevant skills and knowledge may have been informally acquired.

The initial assessment should also identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Effective communication between the tutor and candidate is a key component of successful delivery. It is important that candidates know for each assignment or activity, its purpose, the knowledge and skills required and the criteria for success. In addition, candidates should receive regular constructive feedback on their progress and achievement and also be provided with the opportunity to provide comments on their progress and course from their own personal perspective.

Some centres use a ‘self-directed study’ or ‘negotiated approach’ in terms of assignment design to enable candidates to tailor their response to a particular work opportunity or scenario. Tutors meet with candidates individually to discuss the learning outcomes of the unit and negotiate assignments which will allow the achievement of the criteria and relate to the candidate’s work context or experience. Centres have the flexibility to work with candidates in terms of the context of the assignment or the presentation format of the assessment, as long as the specified requirements are met.

Consideration should be made regarding candidate access to certification for the Higher Level Qualification. In cases where the HLQ is the first part of a Foundation (or Honours) Degree, the candidate must be made aware of and enabled to gain City & Guilds certification for the HLQ part of the award.
Recommended delivery strategies
Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

As long as the assessment requirements of units within the Higher Level Qualifications are met tutors/lecturers can design courses of study to meet the needs of their candidates as individuals.

Relationship to other qualifications and the wider curriculum
City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key Skills and other related qualifications:

- Relationship to the NOS/NVQs can be found in the guidance section of each unit.
- Key Skills signposting can be found in the Guidance section of each unit.

Learning and support resources
The qualification specification includes suggested resources for each unit. Please see the Guidance section of each unit for a detailed list.

Health and safety
The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start the programme.

Should a candidate fail to follow health and safety practice and procedures relating to the learning and assessment of the programme, the candidate should be alerted to and advised on this. In case of any doubt, guidance should be sought from the external moderator.

Data protection and confidentiality
Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in Providing City & Guilds qualifications.

Equal opportunities
It is a requirement of centre approval that centres have an equal opportunities policy (see Providing City & Guilds qualifications).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in Providing City & Guilds qualifications, in the Directory of qualifications, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.
Access to assessment
City & Guilds’ guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see Access to assessment and qualifications, available on the City & Guilds website.

Appeals
Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in Providing City & Guilds qualifications. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.
6 Assessment

6.1 Summary of assessment requirements

Assessment is by means of assignments which provide the opportunity for the assessment requirements of the unit to be achieved. Centres must ensure that assignments relate to the assessment requirements and learning outcomes set out in the unit. To guide centres, the assessment section of each unit suggests how the outcomes could be assessed. For further guidance on assignment design, please refer to section 6.2 ‘Guidance on assignment design’.

Assessment must reflect the achievement of the candidate in fulfilling the assessment requirements which are related to a consistent national standard. The assessment must therefore be carried out by competent and impartial tutors/assessors and by methods which enable them to assess a student fairly against the set requirements. This process will be monitored by the appointment to each centre of a City & Guilds external moderator who will be responsible for upholding the subject standards to a national level.

Assignment design should take account of opportunities for the Merit and Distinction criteria to be met for those candidates with the potential to achieve a higher grade. For instance, the grading descriptors (please refer to section 6.3 ‘Grading and marking’) reflect the need for candidates to carry out research with increasing degrees of independence and also to take more responsibility for the learning process.

It is important for centres to use an integrated approach (i.e., content which links effectively across two or more units) in relation to at least one assignment. Please see section 6.2 ‘Guidance on assignment design’ for further guidance on integrated assignments.

Assignments (including any candidate guidance and marking criteria) together with candidate evidence must be available for checking by the Higher Level Qualifications external moderator.

Centres must design a selection of assignments prior to the start of the course, so that there is an opportunity to obtain some feedback on their suitability from the Higher Level Qualifications external moderator.

In all cases the assessment tools proposed by the centres should take account not only of the intended outcomes of the unit but also of the particular needs, interests and commercial concerns of the candidates themselves and their supporting organisations.
6 Assessment

6.2 Guidance on assignment design

Designing assignments
The purpose of an assignment is to provide candidates with the opportunity to produce work which demonstrates that they have gained the knowledge and skills detailed in the learning outcomes.

Assignments may focus on either a single unit or more than one unit where there are common themes across some of the units.

It is important for centres to use an integrated approach (i.e., content which links across two or more units) in relation to at least one assignment. There are a number of units within the Higher Professional Certificate/Diploma in Technical Salon Management which have links and could potentially form the basis for the development of an integrated assignment. Examples include:

Unit 6 Research, Evaluation and Development within Community Development Work, Unit 13 Understanding Government for Effective Community Development and Unit 15 A Community Development Approach to developing Sustainable Communities

Unit 1 Personal Development and Reflective Practice in Community Development Work and Unit 17 The Role of Informal Learning in Community Development.

Where it is not possible or practical to cover all of the assessment requirements for each unit linked to the integrated assignment, it will be necessary for candidates to complete additional ‘mini’ assignments or ‘top-up’ activities to ensure that all the requirements have been met.

The approach to marking/assessing integrated assignments should enable an individual grade to be allocated to each unit covered, for the purposes of grading calculations.

Regardless of whether the assignment is based on an individual unit or an integrated selection of units, complete familiarity with the specification requirements will allow both tutors and candidates to identify relevant opportunities, content, and topics which can facilitate the development of work-related and challenging assignments. Specifically, the assessment and guidance section of the specifications should be used to generate ideas about possible approaches to assignment design.

In most units the assessment section is quite detailed and provides a strong basis for an assignment. In these cases, the main focus is likely to be on providing further background or a scenario to place the assignment into a meaningful context with a clear vocationally-related purpose. In addition, it is probable that centres will wish to present the assignment in a user-friendly manner for candidates, e.g., addressing the candidate in the second person, using a different font-size. Other units in the specifications have a less detailed assessment section which provides more scope for centres and candidates to tailor assignments to their specific work roles and experience, bearing in mind the need for the unit outcomes to be met. Although a particular form of assessment may be identified in the assessment section of the unit, e.g., a report, it is possible to select an alternative approach such as a case-study or presentation, as long as candidates produce evidence of comparable quantity and quality and meet the same outcomes.
To aid manageability and clarity, the assignment may be broken down into activities or tasks which relate to each other so that the overall assignment is coherent. In addition, assignments should be vocationally-relevant, realistic and motivating. It is important that each assignment brief provides the following information:

- the purpose of the brief or rationale for the assignment
- intended context
- knowledge and skills to be demonstrated
- the criteria for success.

Assignment design should take account of those candidates who have the potential to achieve a higher grade to meet the Merit and Distinction criteria. For instance, the grading descriptors reflect the need for candidates to carry out research with increasing degrees of independence, apply work-related skills, knowledge and understanding effectively and analyse and reflect on ideas and actions. There should therefore be opportunities for candidates to respond to their assignments in this way.

Assignments can be completed in any order. However, centres will be expected to sequence assignments logically according to the requirements of the candidates, the course, and resources within the centre.

**Opportunities for repeating assignments**

At this level candidates should be encouraged to take a proactive role in their own self assessment and be encouraged to match their work to the unit requirements. This should be supplemented with tutor feedback on performance. As part of this process, if candidates have not been successful in the assignment, there should be discussion and illustration of why they were not successful. If a candidate is then able to attempt the assignment again and meet the criteria independently, a pass can be achieved.

**Safe working**

The importance of safe working practices must always be stressed. Candidates have responsibilities for the safety of others as well as themselves. A candidate cannot be allowed to continue working on an assignment if they have contravened health and safety requirements. To complete the unit, the candidate will be allowed to recommence on a different occasion and tutors will closely monitor the achievement of the safety aspects.

**Permission & confidentiality**

Candidates may need to maintain confidentiality in the use of business data by ‘anonymising’ sensitive information.
Marking and grading of assignments
To confirm that an outcome is achieved, it is useful to identify the key points or key assignment indicators which one would expect to see in a candidate’s response. Reference should be made to the unit content of each outcome as well as the requirements of the brief/task to select the key points.

The content of the assignments and feedback to candidates should take into consideration the importance of
- a formative approach
- candidates being encouraged to reflect on building their achievements throughout the provision of the qualification, rather than only on the final outcome
- indicating clearly and supportively to candidates on a regular basis any gaps there might be in the sufficiency and level of achieving the outcomes.

In order for candidates to achieve a Pass, it is necessary for them to complete all parts of the assignment and produce evidence which clearly shows that the outcomes have been met. The overall quality of the work must be of a satisfactory and reliable standard.

The assignments should be graded: Pass, Merit or Distinction. Candidates who show greater degrees of autonomy in the ways in which they carry out research, approach and evaluate their work, or demonstrate originality and imagination will gain higher grades than those who work completely from tutor prepared material. Please refer to the ‘The grading criteria’, under section 6.3 ‘Grading and marking’, for full grading descriptors.

Internal and external moderation of assignments
Please refer to the section 4.4 ‘Quality assurance’ for information on how assignments are moderated.
6 Assessment

6.3 Grading and marking

Each unit will be graded with a Pass, Merit or Distinction. In order for candidates to achieve a Pass, it is necessary for them to produce evidence which clearly shows that all the assessment requirements (and therefore all the outcomes) have been met. In addition, the overall quality of the work should be of a satisfactory and reliable standard.

To gain a Merit grade, candidates will, in addition to meeting the Pass requirements, need to produce work which meets all of the criteria detailed in the Merit section below. To gain a Distinction grade, candidates will need to meet both the Pass and Merit requirements and produce a high standard of work as reflected in the Distinction section below.

The criteria for Merit and Distinction focuses on the quality of the work, and the way in which candidates have approached it. The criteria have been written to specify the requirements in terms of ‘better’ (not ‘more’) work.

The Grading Criteria

Unit grades
Each unit within the qualification should be graded on the following basis:

Pass: Candidates must meet the assessment requirements and outcomes in the unit specifications

Merit: Candidates must achieve a Pass and in addition achieve at least 14 marks from the Merit descriptors in the table below

<table>
<thead>
<tr>
<th>Undertake research with minimum guidance from tutors/assessors (1) select and use a wide range of appropriate research resources (1), record and analyse data/information accurately (1) to draw valid conclusions (1)</th>
<th>4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present and analyse information and ideas accurately and clearly (2), using a well-structured format and appropriate technical language (2)</td>
<td>4 marks</td>
</tr>
<tr>
<td>Demonstrate effective and consistent application and development of work-related skills (2) knowledge and understanding (2)</td>
<td>4 marks</td>
</tr>
<tr>
<td>Demonstrate management of time, resources and learning (2) and an ability to analyse and reflect upon own ideas and actions (2)</td>
<td>4 marks</td>
</tr>
</tbody>
</table>
### Distinction: Candidates must achieve a Merit and in addition achieve 16 marks from the Distinction descriptors in the table below

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the focus and scope of research (1), carry out research independently (1), evaluate the suitability of research sources and methods used (1), analyse and verify data/information (1) to develop an appropriate work strategy (1)</td>
<td>5</td>
</tr>
<tr>
<td>Consolidate and present complex information and concepts fluently and persuasively (2) with evidence of an original and imaginative approach (2)</td>
<td>4</td>
</tr>
<tr>
<td>Evaluate and synthesise relevant work-related skills, knowledge and understanding (2) and use these to justify conclusions and recommendations (2)</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrate consistently good management of time, resources and learning (2) and an ability to identify areas for development and improvement by critically reflecting upon own ideas and actions (2), employ appropriate methods to resolve unpredictable problems (1)</td>
<td>5</td>
</tr>
</tbody>
</table>

### Calculating an overall grade for the qualification

Each unit grade achieved by the candidate should firstly be converted into points as follows:

- **Pass** = 1
- **Merit** = 2
- **Distinction** = 3

Then, the points will then be aggregated into an overall score and corresponding grade for the whole qualification as follows:

- **Pass** = 12-17
- **Merit** = 18-27
- **Distinction** = 28-36

**NB** Achievement of **all** the designated units is necessary for the full award. It is therefore necessary for candidates to achieve a minimum of 1 point for each unit.
7 Units

7.1 About the units

Availability of units

The units in this qualification may also be obtained from the Higher Professional Diploma in Community Development web page on the City & Guilds website.

Structure of units

As far as possible the units have been expressed in a standard format which fits with QCA Design Principles for Higher Level Vocational Qualifications.

Each unit comprises:

- Unit title
- Unit summary
- Aims
- Outcomes – statements of what the candidate is expected to achieve
- Unit content – specifies all the learning the candidates need to apply and draw upon in order to be able to produce evidence indicated in the assessment section which addresses outcomes. In addition, it provides guidance to tutors in the design of their programmes and can be used as a diagnostic tool to identify areas of weakness when candidates have not been able to achieve outcomes
- Assessment – specifies what candidates need to produce to show that they have met the outcomes. A form of evidence, eg a report, is indicated in this section, but different forms of evidence such as a case-study, presentation or a piece of practical work accompanied by appropriate research and information gathering activity are valid as long as they provide the opportunity for candidates to produce evidence of comparable quantity and quality and to meet the same outcomes
- Guidance – on delivery, on assessment, links with other units/qualifications, resources. Guidance also on Key Skills signposting – suggestions on where evidence could contribute to the Key Skills of Communication, Application of Number, Information Technology, Improving own Learning and Performance, Working with Others, and Problem-Solving at Level 4.
7 Units

7.2 The Units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal development and reflective practice in community development work</td>
</tr>
<tr>
<td>2</td>
<td>Values and principles in community development work</td>
</tr>
<tr>
<td>3</td>
<td>Understanding community development and other approaches to working in communities</td>
</tr>
<tr>
<td>4</td>
<td>Social and welfare policy relating to community development work</td>
</tr>
<tr>
<td>5</td>
<td>Working collectively to support effective community groups</td>
</tr>
<tr>
<td>6</td>
<td>Research, evaluation and development within community development work</td>
</tr>
<tr>
<td>7</td>
<td>Managing a community development project</td>
</tr>
<tr>
<td>8</td>
<td>Funding and resources for community groups</td>
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<tr>
<td>9</td>
<td>Understanding finance to support community groups</td>
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<tr>
<td>10</td>
<td>Building the capacity of community groups</td>
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<tr>
<td>11</td>
<td>Legal frameworks for community groups</td>
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<tr>
<td>12</td>
<td>Marketing and publicity for community groups</td>
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<tr>
<td>13</td>
<td>Understanding government for effective community development</td>
</tr>
<tr>
<td>14</td>
<td>Diversity and inequalities within communities</td>
</tr>
<tr>
<td>15</td>
<td>A community development approach to developing sustainable communities</td>
</tr>
<tr>
<td>16</td>
<td>A community development approach to neighbourhood regeneration</td>
</tr>
<tr>
<td>17</td>
<td>The role of informal learning in community development</td>
</tr>
<tr>
<td>18</td>
<td>Promoting health and wellbeing: CD principles and practice</td>
</tr>
<tr>
<td>19</td>
<td>Community development with families and young people</td>
</tr>
<tr>
<td>20</td>
<td>Community development and globalisation</td>
</tr>
<tr>
<td>21</td>
<td>A community development approach to partnership working</td>
</tr>
<tr>
<td>22</td>
<td>Using creative techniques to encourage community participation</td>
</tr>
</tbody>
</table>

The units for this qualification follow.
Unit 1  Personal development and reflective practice in community development work

Overview and outcomes

Unit summary
This unit covers an aspect of working which is vital to this sector, but which can be easily overlooked in the business of day to day activity. It concerns the personal development and reflective practice of those engaged in community development work.

The needs of many groups and individuals can compete for the community development worker’s attention and it can be difficult to give priority to keeping one's own knowledge and practice up to date. However, this is an essential activity and the unit explores ways of identifying and prioritising such needs, and of incorporating new knowledge, initiatives or practice.

In this unit, reflective practice is highlighted as a pervasive approach to working, and candidates are given the opportunity to reflect at length on progress made in terms of personal development and its impact on their knowledge, values and practice.

Successful achievement of this unit depends upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
This unit aims to enable the candidate to:

• Explore the principles of reflective practice and personal development
• Reflect on the learning process and its impact on skills, knowledge, values and practice.
• Explore ways of encouraging others to reflect on and identify personal development needs and learn from each other
• Apply new skills and learning to community development

Outcomes
On successful completion of this unit the candidate will be able to:

1 Analyse personal development needs and devise a strategy to address them
2 Evaluate own learning process and strategies for optimising own learning and development
3 Encourage others, within a community development setting, to develop and learn from each other
4 Integrate new learning and developments into community development practice
5 Apply the principles of reflective practice and critically reflect on the degree of personal development achieved and implications for further personal and professional development
Unit 1  Personal development and reflective practice in community development work

Unit content

Outcome 1  Analyse personal development needs and devise a strategy to address them

The candidate knows:
- how to undertake a self-audit to record experiences to date, identifying knowledge and skills acquired through previous experience and present job role
- how to review with help from others, the experience of learning and identify personal strengths and weaknesses
- how to outline own aspirations using appropriate sources of advice and information
- how to identify practical targets including relevant qualifications and/or units of awards which can promote personal and career development
- ways in which his or her learning needs can be:
  - identified
  - prioritised
  - action-planned
  - monitored and reviewed
- how to undertake a variety of self assessments relating to personality, behaviour, preferences and related factors influencing learning and work performance, including:
  - personality inventories
  - learning style inventories
  - team role questionnaires
  - personal SWOT analysis
- how to identify personal development goals on the basis of the self-assessment
- the difficulties that a community development practitioner may have in relation to prioritising and securing personal development and how these might be addressed in the community development work setting

Outcome 2  Evaluate the learning process and strategies for optimising own learning and development

The candidate knows:
- the key learning styles linked with the learning cycle, and her/his own preferred style(s)
- how planned personal development can strengthen learning at different points in the learning cycle
- how to evaluate the impact of a structured development programme on her/his own knowledge, values, practice and self-awareness
Outcome 3  Encourage others, within a community development setting, to develop and learn from each other

The candidate knows:

• how to identify the skills needed to deal sensitively with a range of individuals to encourage the identification of strengths and weaknesses and personal development needs
• how to create opportunities and use effective techniques to enable people to work collaboratively, share views and overcome possible conflicts or issues
• ways in which the acquisition of new skills, values, practice and self awareness can be encouraged, supported and shared within a community development organisation and via partnership links
• how inter-agency networks, events and national/local support organisations can assist with
  o  keeping community organisations abreast of developments
  o  challenging practice and sharing best practice

Outcome 4  Integrate new learning and development into community development practice

The candidate knows:

• ways in which community development work practitioners can keep their practice and knowledge up to date through networking
• the role of networks in sharing good practice and providing support and advice
• ways of constructively assessing projects/community action carried out by others and how successful strategies can be implemented into practice
• how to apply new learning to particular projects/areas of community development work

Outcome 5  Apply the principles of reflective practice and critically reflect on the degree of personal development achieved and implications for further personal and professional development

The candidate knows:

• the meaning of the term ‘reflective practice’ and the cyclical nature of the ‘do, review, learn, apply’ cycle
• strategies for constructively reflecting upon one’s own
  o  skills
  o  knowledge
  o  values
  o  practice
• the importance of reflective practice in terms of further development or changes in their own skills, knowledge, values and practice
• the support available for reflective practice
• reflect on progress made, taking into account the contribution made to personal development by negotiating and collaborating with others, the methods by which strengths were maximised and weaknesses were overcome, the changes in working methods developed, and the effect on personal lifestyle, motivation and confidence
Unit 1  Personal development and reflective practice in community development work

Assessment

The following suggests how the outcomes of the unit could be assessed:

- A personal development strategy which should include:
  - a self-audit of experience to date
  - an assessment of the skills, knowledge and understanding that the candidate wishes to develop and what this will mean in terms of personal development objectives and timescales
  - a review of learning strategies and suggestions as to how the candidate’s learning experiences might be optimised
  - a clear statement of how each personal development objective will contribute to improving personal and professional performance
  - details of how such objectives would be known to have been achieved

and

- A reflective account which should include:
  - a detailed description of progress made in terms of personal development
  - strategies used for regularly reflecting on, monitoring and challenging, her/his own values and working practices
  - impact of personal development on improving personal and professional performance
  - opportunities and strategies for encouraging and supporting reflective practice in those involved in community development work – both individually (eg via development plans) and in group settings (eg via networking)
  - how new skills, knowledge and practice were applied to a particular development/project

The above work should total approximately 2,500 words.
Unit 1  Personal development and reflective practice in community development work

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1 Develop a strategy for using communication skills over an extended period of time.
C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number
N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Information and Communication Technology
ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Improving own Learning and Performance
LP4.2 Monitor progress and adapt your strategy to improve your performance.
LP4.3 Evaluate your strategy and present the outcomes of your learning.

Problem Solving
PS4.1 Develop a strategy for problem solving.

Working with Others
WO4.1 Develop a strategy for working with others.

Links with other units/qualifications
This unit has relevance to the whole of this Higher Professional Diploma and requires the candidate to produce a reflective account of the impact of the full programme on their knowledge, skills, values and practice.

As the underpinning skills and knowledge of self-reflection and encouraging others to reflect are transferable to research and evaluation, this unit has particular links to mandatory unit in this qualification, 6: Research and evaluation, and development within community development work.
This unit also has links with the following National Occupational Standards in Community Development Work.

**Level 3**
F2 Review own practice, knowledge and values  
A2 Build relationships within and with communities  
B2 Facilitate the development of community groups/networks  
D1 Support communities to plan and take collective action  
E6 Develop and review structures

**Level 4**
F5 Review and meet own learning and development needs  
D2 Facilitate the development of evaluation frameworks  
F3 Monitor, review and evaluate own practice

The unit is particularly relevant to the core community development value of reflective practice, as identified within the National Occupational Standards in Community Development Work. It is also relevant to Key Role B within the same standards – encourage people to work with and learn from each other.

**Delivery advice**

Constructive reflection on strengths and weakness is a pre-requisite to productive learning, development and evaluation in any setting. This unit has relevance to the whole of this Higher Professional Diploma and requires the candidate to produce a reflective account of the impact of the full programme on their knowledge, skills, values and practice. The account will provide an integrative form of assessment across other units.

In order to maximise the benefits of reflective practice, it is essential that candidates begin to plan for and work towards their reflective account from the earliest stages of the learning programme. Keeping a log or journal of their learning and personal development, and recording the impact of the application of learning and personal development in the workplace, will be an invaluable starting point for this.

Support from tutors/assessors throughout the programme should include regular review and direction of material for the reflective account.

Candidates need access to work in community development in a relevant role. Candidates will need access to information such as policies and procedures in their own organisation. Candidates will also need to refer to national legislation and guidelines, and any local guidelines developed from these. The centre should ensure that candidates have access to an appropriate library or resource centre for this and for wider reading material to supplement the learning programme. Flexible access to IT facilities will be valuable in order to access information and present assessment material.

The nature of this unit is, in part, knowledge-based. Candidates are therefore encouraged to investigate and critically review current practices and new initiatives in community development. They should use a wide range of resources as sources of information. An outline of case studies, reports and other assessment products must be agreed by the candidate's assessor before commencement. Case studies must be suitably anonymised.

Having accepted advice and guidance from others, candidates will plan and carry out their assessment tasks independently. Assessment tasks should, wherever possible, encourage reflection on personal and professional experience.
Suggested resources list

The limits of competence knowledge

Using Experience for Learning
D Boud, R Cohen, D Walker (eds), OUP Buckingham (1993)

Do, Review, Learn, Apply

Developing Professional Knowledge and Competence

Experiential Learning

Developing your Organisation

The Reflective Practitioner
D.A. Schon (1982)

The ‘Directory for Social Change’, ‘Community Development Foundation’ and ‘Federation for Community Development Learning’ are likely sources of relevant resources.
Unit 2  Values and principles in community development work
Overview and outcomes

Unit summary
This unit provides an overview of the values and practice principles that underpin Community Development Work. It will examine the different concepts associated with values and practice principles and explore how the value statements and their associated practice principles are embedded in each key role. It will enable candidates to consider some of the inherent tensions and challenges that exist within the principles and values and how they can be managed. In addition, candidates will be able to evaluate how the application of the value and practice principles can contribute to promoting an anti-discriminatory practice model.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
This unit aims to enable the candidate to:
- Identify the values and practice principles of community development that underpin practice
- Apply the values and practice principles to his/her own practice
- Manage the challenges and tensions that can arise when trying to implement the values and principles
- Investigate how values and practice principles promote anti-oppressive and anti-discriminatory practice models

Outcomes
On successful completion of this unit the candidate will be able to:
1  Demonstrate an understanding of the values and practice principles that underpin professional community development practice
2  Analyse how values and practice principles inform his/her own practice
3  Analyse what challenges and tensions exist when trying to implement the values and practice principles
4  Demonstrate how values and practice principles seek to promote and show adherence to an anti-oppressive model and to anti-discriminatory practice
Unit 2  Values and principles in community development work

Unit content

Outcome 1  Demonstrate an understanding of the values and practice principles that underpin professional practice

The candidate knows how to:
- identify the values and practice principles that underpin community development professional practice
- identify the key concepts associated with the values and practice principles (for example, equality and diversity) and the way they apply to concepts of disability, race/ethnicity, sexual orientation, region, gender, religion, class, culture, language, and age
- examine the purpose of values and practice principles in community development professional practice
- explain how the value statements are embedded in each of the key roles

Outcome 2  Analyse how values and practice principles inform his/her own practice

The candidate knows how to:
- discuss the purpose and function of values and practice principles in relation to his/her community development work
- demonstrate how values and practice principles influence his/her community development work practice
- evaluate his/her own ability to implement the values and principles within his/her community development work practice and his/her organisation/ group

Outcome 3  Analyse what challenges and tensions exist when trying to implement the values and practice principles

The candidate knows how to:
- discuss the challenges and tensions that exist within the values and practice principles
- assess the challenges that arise as a result of implementing values and practice principles in community development practice
- assess the values of other organisations and people they are required to work with and recognise differences, power issues and their implications for his/her practice
- explain their role and assess their effectiveness in managing the tensions and challenges that exist within the values and practice principles within their work context
Outcome 4 Demonstrate how values and practice principles seek to promote and show adherence to an anti-oppressive model and to anti-discriminatory practice

The candidate knows how to:

- explore the differences between an anti-oppressive approach and an anti-discriminatory approach towards promoting equality and social justice
- discuss what approaches are embedded within the values and practice principles
- explain how the use of values and practice principles can demonstrate his/her compliance with an anti-discriminatory practice model
- analyse how his/her work practice seeks to promote anti-oppressive and anti-discriminatory practice models
- evaluate the extent to which his/her work fosters and promotes an anti-oppressive and/or anti-discriminatory practice model within his/her work context
Unit 2  Values and principles in community development work

Assessment

The following suggests how the outcomes of the unit could be assessed:

- A word-processed case study of approximately 2,500 words that draws on one substantial example from the candidate’s work practice, which should:
  - provide details of the context in which this work has taken place
  - analyse how values and practice principles have informed objectives, processes, outputs and outcomes
  - analyse the challenges and tensions that arose in the course of undertaking this piece of work and explore how effectively these were managed
  - examine issues of power and analyse how their work adhered to the values and principles of community development
  - demonstrate how the candidate’s practice promoted and also showed adherence to an anti-oppressive/anti-discriminatory practice model
  - assess the effectiveness of the work undertaken.
Unit 2  Values and principles in community development work

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1 Develop a strategy for using communication skills over an extended period of time.
C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Information and Communication Technology
ICT4.1 Develop a strategy for using ICT skills over an extended period of time.
ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.

Improving own Learning and Performance
LP4.1 Develop a strategy for improving your own learning and performance.
LP4.2 Monitor progress and adapt your strategy to improve your performance.
LP4.3 Evaluate your strategy and present the outcomes of your learning.

Problem Solving
PS4.1 Develop a strategy for problem solving.
PS4.2 Monitor progress and adapt your strategy for solving the problem.

Links with other units/qualifications
The unit plays a critical role in terms of providing a rationale for the processes used and key roles adopted by practitioners involved in community development work. As a result of the above, this unit integrates with all other units within this qualification.

It also relates to the key purpose statement, the values and practice principles and to all the key roles within the Community Development Work National Occupational Standards.
Delivery advice
This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

Where candidates are currently working in the sector, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current academic literature within this field of practice.

Candidates should be encouraged to use ICT resources for activities involving research, investigation, processing and presentation of information. In assessment output candidates must demonstrate appropriate and effective use of ICT resources.

Where appropriate, reference should be made to relevant sector guidelines, legislation, and professional codes of practice.

Suggested resources list

**Managing Community Practice**

**The Non-Directive Approach in Group and Community Work**

**Participatory Workshops**

**Community Empowerment - A Reader in Participation and Development**

**Anti-oppressive Practice: Social Care & the Law**

**Women and Community Action**

**Anti-oppressive Practice in Context**

**Social Work: Themes, Issues and Critical Debates**
[http://eprints.soton.ac.uk/33545](http://eprints.soton.ac.uk/33545)

**Anti-oppression - Social Work Theory and Practice**
L Dominelli, Palgrave Macmillan (2002)

**Capacity Building. An approach to people-centred development**
Understanding CD Work, Practice and Principles
FCDL Resources pack (2006)

The Well–Connected Community

The Community Work Skills Manual
V Harris (ed) (2001)

Participation: From Tyranny to Transformation? - Exploring New Approaches to Participation in Development

Contested Communities: experiences, struggles, policies

Training for Transformation. A handbook for community workers

Community Development. A Critical Approach

Community Development; a radical alternative?

Bowling Alone- The collapse and revival of American community

Building Community Strengths. A resource book on capacity building

Public Policy in the Community
M Taylor, Palgrave (2005)

Anti-discriminatory practice


Journals/websites:
www.cdj.oupjournals.org
www.infed.org/
www.fcdl.org.uk
www.cdf.org.uk
www.cdx.org.uk
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Unit 3   Understanding community development and other approaches to working in communities

Overview and outcomes

Unit summary
This unit covers the key purpose statement of community development work and introduces candidates to all roles associated with it. Approaches to community development and its history and underpinning political philosophies are looked at as a basis for a critical understanding of current practice and of the different levels of participation and community empowerment. Candidates will be currently engaged in community development work, recognising that this takes place within a range of settings. Candidates are also assumed to be taking on some responsibility for supporting and guiding others.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit aims to enable the candidate to:

• Understand the key purpose statement and all the key roles for community development work
• Explore different community development approaches and their history and political philosophy
• Critically assess government approaches to community development
• Understand issues of power and participation in community development work
• Develop skills and knowledge for future career development

Outcomes
On successful completion of the unit the candidate will be able to:

1   Demonstrate a critical understanding of the community development approach
2   Identify and assess community development roles and boundaries and the contexts in which community development takes place
3   Research and evaluate the historical and political contexts of community development with particular reference to current government policies
4   Evaluate the role and contribution of the voluntary and community sectors and explore the future development of these sectors
5   Analyse how issues of power affect community development
6   Draw up and implement strategies to improve participation, engagement and community empowerment
Unit 3  Understanding community development and other approaches to working in communities

Unit content

Outcome 1  Demonstrate a critical understanding of the community development approach

The candidate knows how to:
- interpret the key purpose statement and key roles for community development work
- monitor and evaluate their own work and that of supervisees within the framework of the key purpose
- differentiate between and assess a variety of community development approaches appropriate to the context, for example, how a statutory body or different community groups might approach community development work

Outcome 2  Identify and assess community development roles and boundaries and the contexts in which community development takes place

The candidate knows how to:
- interpret the roles of the community development worker within their own work and other's work contexts
- define and negotiate the boundaries of community development work with
  - community groups
  - other agencies
  - their own management/organisations
- describe and assess relevant knowledge and skills required to carry out community development work
- describe how they would negotiate their role with the communities they work with
- guide and support others in carrying out their community development role

Outcome 3  Research and evaluate the historical and political contexts of community development with particular reference to current government policies

The candidate knows how to:
- describe the key influences on the historical and political development of community development work, for example, the work of Paulo Freire, Antonio Gramsci and movements such as Marxism, Neo-liberalism, Social Democracy, Radicalism, The New Right, Feminism, Black Activism, Green, New Labour, etc.
- interpret the history and political philosophy of community development in relation to their own work, by looking at the history of their own organisation and setting it within the political and historical development of community development
- describe and interpret government policies at national, regional and local level that are relevant to their own work, their impact and potential for community development work, and assess the opportunities and threats they pose for their communities
- consider the impact of such policies on their own role, and that of others
Outcome 4  Evaluate the role and contribution of the voluntary and community sectors and explore the future development of these sectors

The candidate knows how to:
- describe the differences and similarities between
  - the voluntary sector
  - the community sector
  - the statutory sector
- assess the possibilities for partnership working between the sectors and outline the issues that may arise
- assess the impact of current government policy on the future role and development of the voluntary and community sectors

Outcome 5  Analyse how issues of power affect community development

The candidate knows how to:
- identify inequalities within a given community and relate these to a broader understanding of power relations in society, being clear on whether the discrimination is individual, societal or institutional
- assess the various sources of power, for example, formal authority, knowledge, funding, etc, at play in
  - the communities with whom they work
  - the organisations for which they work
  - the agencies with whom they work
- describe empowerment and what constitutes an empowered community
- with this understanding, seek to work in ways that empower communities
- monitor the impact of community empowerment strategies and take action to ensure a balance of power within the communities and organisations with which they work

Outcome 6  Draw up and implement strategies to improve participation, engagement and community empowerment

The candidate knows how to:
- carry out a community profile and identify factors likely to encourage community participation
- employ a variety of techniques to encourage participation including public meetings, events, festivals, parish plans, workshops, community theatre and arts etc.
- evaluate different levels of participation drawing on community development research, for example, Arnstein, Wilcox, ‘Participation Works’ NEF (1998)
- draw up a strategy document including setting out a vision, reviewing the current situation, assessing the external environment, reflecting on the experience of communities, agreeing objectives, setting out action, monitoring progress and evaluating success or otherwise, and revising plans
- make recommendations for improvements in community development participation strategies at various levels to include national and local government, their own organisations and communities
- use benchmarking to evaluate community development strategies, theirs and others, drawing on existing models eg the work of the Rowntree Foundation and Community Development Foundation
Unit 3  Understanding community development and other approaches to working in communities

Assessment

The following suggests how the outcomes of the unit could be assessed:

- A 10 minute presentation which explains the key purposes of community development approaches, the roles and boundaries involved in community development work and the knowledge and skills which community development workers need to carry out their roles effectively. Appropriate visual aids should be used.

- A summary of the key historical and political influences underpinning the candidate’s practice area together with an analysis of the impact and potential of a current government initiative relevant to their work (approximately 1,000 words).

and

- An evaluation of a strategy that they have implemented to empower a particular community group. It should include an outline of the strategy, an assessment of their role, skills and techniques as well as those of any other agencies in maintaining a balance of power and encouraging participation, issues that arose and how they were overcome, criteria for success and recommendations for future action (approximately 1,000 words).
Unit 3  Understanding community development and other approaches to working in communities

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
   a  one group discussion about a complex subject;
   b  one extended written communication about a complex subject
C4.3  Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points.

Information and Communication Technology
ICT4.3  Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number

Improving own Learning and Performance
LP4.1  Develop a strategy for improving your own learning and performance.
LP4.2  Monitor progress and adapt your strategy to improve your performance.
LP4.3  Evaluate your strategy and present the outcomes of your learning.

Problem Solving
PS4.1  Develop a strategy for problem solving.
PS4.2  Monitor progress and adapt your strategy for solving the problem.
PS4.3  Evaluate your strategy and present the outcomes of your problem solving skills.

Working with Others
WO4.1  Develop a strategy for working with others.
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives.
WO4.3  Evaluate your strategy and present the outcomes from your work with others.
**Links with other units/qualifications**
This is a mandatory unit and as such provides part of the essential understanding required to understand and practice community development and will therefore have links with all other units in the Higher Professional Diploma in Community Development.

It also links to the National Occupational Standards in Community Development Work, as follows:

**Level 3**
- A2 negotiate the purpose and basis for community development opportunities
- B4 support learning from practice and experience
- C3 support communities to plan and take collective action
- D1 support communities to monitor and review action for change
- F2 evaluate own practice
- F5 identify and evaluate own learning, supervision and support needs

**Level 4**
- B5 promote opportunities for learning from practice and experience
- C4 ensure community participation in planning and taking collective action
- D2 enable communities to evaluate action for change

**Delivery advice**
This unit should involve approximately 100 hours of study – 40 of which should be through guided learning and has been designed to facilitate and reflect the Community Development approach. This means working with candidates to identify needs within the framework of the unit, negotiating curriculum and assessments, encouraging participatory ways of learning together and allowing time for reflection. Candidates should be encouraged to keep a reflective journal to assist their own learning. While not part of the formal assessment, this could also be viewed by the assessors for evidence of learning.

Assessments should be practical and realistic and relate to their current community development practice. Where candidates are currently working in the sector, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data. Where candidates want to focus on a particular project for all or some of their assessment, this needs to be negotiated at an early stage in the course.

Candidates should be encouraged to use ICT resources for activities involving research, investigation, processing and presentation of information. In assessment output candidates must demonstrate appropriate and effective use of ICT resources.

Where appropriate, reference should be made to relevant National Occupational Standards, and legislation.

If assessment is by means of a project, detailed aspects of which will form the key components of the assessment the title and outline should be agreed by appropriate staff prior to commencement. Evidence for projects/assignments should be the candidates’ own work and candidates are expected to plan and carry out their assessments independently. Tutors will provide appropriate advice and guidance as necessary.
Suggested resources list

All of the following organisations have useful website and resource lists:

Federation for Community Development Learning [www.fcdl.org.uk]
Community Development Exchange (CDX) [www.cdx.org.uk]
Community Development Foundation [www.cdf.org.uk]

**Community Development – A critical approach**
Margaret Ledwith, A BASW/Policy Press Title 2005 ISBN 1-86134-695-6 This book has an extensive bibliography and would suggest it is a vital tool for this unit.

**The Well-Connected Community**

NIACE have a range of books which focus on adult and community learning but often are relevant to this field of work [www.niace.org.uk]

London Voluntary Service Council – Voluntary but not Amateur – a guide to the law for voluntary organisations and community groups the is regularly updated and can be obtained from LCVS 356 Holloway Road London N& 6PA

**The Good Study Guide**
Open University, Northledge There are a range of good study guides written for adults and for those who are studying at this level. It is useful to have one as a reference book.

**Community Work**

**Analysing Community Work: Its Theory and Practice**
K Poople, Buckingham Open University Press, 1995

For government initiatives there are a range of government websites, for example:

[www.homeoffice.gov.uk]
[www.active-citizen.gov.uk]
[www.odpm.gov.uk]
[www.defra.gov.uk]

**Fair Interviewing**

**Benchmarking Community Participation**
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Unit 4  Social and welfare policy relating to community development work

Overview and outcomes

Unit summary
This unit involves an overview of the perspectives, issues and development of welfare and social policies in the UK and seeks to explore comparative and developmental issues in social policy. The intention is to provide a bedrock of the key concepts and debates in welfare and social policy and locate community development work within the broader field. The unit enables candidates to develop a theoretical understanding of the issues within policy contexts and be able to relate these to issues facing communities, individuals and community development work.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit aims to enable the candidate to:
• Understand the historical development of British social policy, the social factors influencing the development and how it relates to community development
• Explore social policy on the basis of service delivery and its effect on communities
• Develop an understanding of the issues facing particular groups of people and the social policies affecting their communities
• Investigate the different theoretical perspectives of welfare and social policy
• Examine current issues and debates within social policy and communities

Outcomes
On successful completion of the unit the candidate will be able to:
1 Understand a variety of theoretical perspectives and approaches that are used to develop and critique welfare, social policy
2 Recognise the different approaches to delivering welfare and the effects on different communities
3 Assess the relative merits of welfare provision from different providers of services and benefits
4 Analyse key concepts and debates in the provision of welfare and community development in modern Britain
5 Analyse community concerns according to key concepts in social policy
6 Explain how the welfare state developed and the factors that influenced its development
Unit 4  Social and welfare policy relating to community development work

Unit content

Outcome 1  Understand a variety of theoretical perspectives and approaches that are used to develop and critique welfare and social policy

The candidate knows how to:

- describe the key features of different theoretical perspectives on social policy, including Neo-liberal, Social Democratic, Marxist, Feminist, Anti-Racist, Green, New Social Movements eg Disability, Post–Modernism
- critique different welfare and social policies from the different perspectives outlined above
- use methods and models from comparative social policy to understand different ways of organising welfare states
- evaluate the impact of the European Union on the development of national social policies
- analyse the impact of globalisation on the development of welfare policies

Outcome 2  Recognise the different approaches to delivering welfare and the effects on different communities

The candidate knows how to:

- identify different approaches eg by services and groups of people
- evaluate social policies for children and young people, older people, lone parents, disabled people in relation to community development work
- evaluate social policies on the basis of service delivery, such as:
  - income maintenance
  - welfare to work
  - education
  - lifelong learning and skills agendas
  - personal social services
  - health services
  - criminal justice
  - housing
  - regeneration
- evaluate the impact of social policies on the work of community development workers
- examine more recent concerns of social policy and communities, in relation to:
  - food
  - transport
  - the environment
  - immigration
  - sexuality
  - the demographic time-bomb
  - anti-social behaviour
  - diversity
  - regeneration
  - cohesion and exclusion in community contexts
Outcome 3  Assess the relative merits of welfare provision from different providers of services and benefits

The candidate knows how to:

- examine the role of central government, regional, local government, private sector, voluntary community and faith sector and the informal sector in service delivery to communities
- assess how new public policy making and management techniques and processes might conflict with the work and achievements of community development
- explore central, regional and local government relations in relation to community development work, eg regeneration
- identify local sources of information about service provision, procurement and commissioning of services for meeting community needs

Outcome 4  Analyse key concepts and debates in the provision of welfare and community development in modern Britain

The candidate knows how to:

- use key concepts to inform their understanding of social policies, for example, social justice, freedom, citizenship, community development work or community practice, universalism, selectivism and targeting welfare, rationing, managerialism, trust and confidence, professionalism, social exclusion/inclusion, poverty, regeneration, cohesion
- analyse the current debates in welfare, including, social justice versus freedom, citizenship and immigration, food, sustainability (communities and environment), redistribution, active citizenship

Outcome 5  Analyse community concerns according to key concepts in social policy

The candidate knows how to:

- identify community concerns with regard to regeneration, exclusion and cohesion or other social policy context
- apply key concepts (as outlined in Outcome 4 above) and the principles of community development work to these concerns
- evaluate service provision according to community development values and principles

Outcome 6  Explain how the welfare state developed and the factors that influenced its development

The candidate knows how to:

- explore the key epochs in the development of the welfare state ie the 19th century, Liberal Reforms, the post-war welfare settlement, 1979 onwards, 1997 and the Third Way, and relate these to the development of community development work
- analyse the factors (economic, political, demographic, cultural, media, theoretical perspectives, individual agency) that contributed to the development of community development in these epochs
- investigate the current factors shaping future welfare and community development
Unit 4  Social and welfare policy relating to community development work

Assessment

The following suggests how the outcomes of the unit could be assessed:

- A policy analysis paper concerned with a community issue. It should include:
  - an analysis of an issue facing a community in terms of the social policies relating to it.
  - an evaluation of the effectiveness of the policies and the theoretical perspectives influencing those policies
  - suggestions as to what at least two other perspectives might offer as a solution to that community issue
  - an exploration of the key concepts and debates that reside within those community issues
  - recommendations for the development of alternative policies

- A visual representation identifying the epochs (such as a timeline) which describes the development of the welfare state from the 19th century to the present day, identifying developments in community development.

and

- A 15 minute presentation which explores the key issues influencing the development of future social policies. The presentation should relate to the ‘bigger picture’ and should not recap the recommendations on the policy context of the first assessment activity ie community issues. The focus here will be in terms of the pressing social issues facing policy makers and the impact of a range of factors eg economic, political, demographic, cultural, etc, on the shaping of future policy.

The above work should total approximately 2,500 words.
Unit 4  Social and welfare policy relating to community development work

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
C4.3  Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number

N4.3  Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Information and Communication Technology

ICT4.3  Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Improving own Learning and Performance

LP4.2  Monitor progress and adapt your strategy to improve your performance.
LP4.3  Evaluate your strategy and present the outcomes of your learning.

Problem Solving

PS4.1  Develop a strategy for problem solving.

Working with Others

WO4.1  Develop a strategy for working with others.
Links with other units/qualifications
This unit relates to the following units in the Higher Professional Diploma in Community Development Work:

Unit 3 Understanding community development and other approaches to working in communities
Unit 13 Understanding government for effective community development
Unit 14 Diversity and inequalities within communities
Unit 15 A community development approach to developing sustainable communities
Unit 16 A community development approach to neighbourhood regeneration

It also has links with the following National Occupational Standards in Community Development:

Level 3
B3 Facilitate ways of working collaboratively
C6 Work with communities to identify needs, opportunities, rights and responsibilities
F2 Review own practice, knowledge and values
F5 Review and meet own learning and development needs

Level 4
A3 Develop strategic relationships with community organisations within partnerships
C4 Ensure community participation in planning and taking collective action
D2 Facilitate the development of evaluation frameworks
E7 Develop and maintain organisational frameworks for community based initiatives
F3 Evaluate and develop own practice

Delivery advice
This unit should provide approximately 100 hours of study – 40 of which should be through guided learning. All delivery of social policy should relate to community development work and be contextualised in community development ideas. Tutors should relate the social policy context to community development work approaches in the communities learners will work with.

The learning programme should incorporate a range of methodologies including desk research; discussion groups; formal input from practitioners; debates; analysis of community practice and should utilise peer learning wherever possible.

Assessment should be based on the ability to identify and apply theoretical and historical concepts to current work in practice. The learning and assessment should draw on actual examples of practice and how they relate to the current environment and best practice in community development. Wherever possible study should draw on the experience of the candidate. Where candidates are currently working in the sector they should be encouraged to use evidence from their actual experience wherever possible.

Candidates will be expected to research and reflect on material from a range of sources identifying how current debate around social and welfare policy impacts on communities and the implications for community development. Full use should be made of information technology for research and presentation of work.

Candidates should be expected to demonstrate understanding and knowledge within the established practice principles for community work ie social justice, sustainable communities, community participation and promoting collective working.
Suggested resources list

Introductory texts

Social Welfare Alive

Social Policy and Welfare

Key texts

An introduction to sociology; feminist perspectives
Abbott P and Wallace C. London Routledge

Social Policy and Social Welfare
Blackmoree K Macmillan 1998

Social Policy: Issues and Developments

The Student's Companion to Social Policy

Voluntary organisations and Social Policy in Britain
Harris and Rochester Eds Palgrave 2000

Social Policy: Theories Concepts and Issues

Social Policy: A conceptual and theoretical introduction

Rethinking Social Policy
Lewis et al Blackwell 2001

Websites

http://www2.rgu.ac.uk/publicpolicy/introduction/endf.htm - a website that links to other social policy sources.
Unit 5  Working collectively to support effective community groups
Overview and outcomes

Unit summary
This unit covers the principles and skills that are needed to work effectively in groups. It is useful for those working in teams who want to be able to work collectively and encourage others to do so also, rather than working against or over others. The unit covers the processes and issues involved in setting up groups; differences and conflicts within and between groups; and how to deal creatively with conflict in groups. As well as covering theories of group work, candidates will apply a practical and experience-based approach.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit aims to enable the candidate to:
• Identify the skills, values and experiences that they and others bring to groups
• Explore how groups are formed and issues around setting them up
• Have a critical understanding of concepts of power, powerlessness and inequality in groups, and how they are manifested in practical ways
• Begin to explore different approaches to tackling oppressive or discriminatory practice within groups

Outcomes
On successful completion of this unit the candidate will be able to:
1 Recognise and explain the value of collective action and ways of working collectively
2 Explain the processes involved in setting up a group
3 Understand and analyse some of the equality and power issues involved in setting up and supporting groups
4 Recognise different approaches to tackling oppressive practice within a group, including an awareness of using conflict creatively to tackle specific incidences in a group
5 Draw upon their learning and experiences to review and improve groups with which they have worked, or are currently working
Unit 5  Working collectively to support effective community groups

Unit content

Outcome 1  Recognise and explain the value of collective action and ways of working collectively

The candidate knows how to:

- describe what is meant by the terms ‘collective action’, ‘community work’ and ‘community development’. This will include knowledge of the application of collective working in a historical social movement
- explain to others what aspects of working in groups can be defined as ‘collective’
- recognise the particular stresses and tensions that can arise from truly collective working
- employ different methods to identify the skills, values and experiences that people bring to each group they are a member of
- outline a range of participatory methods that can be used in collective working, including techniques for consensus decision-making
- distinguish between the tasks and processes/relationships of groups
- consider how groups communicate both in effective ways and in terms of factors potentially leading to communication breakdown
- contribute to and introduce a group agreement appropriate to the group

Outcome 2  Explain the processes involved in setting up a group

The candidate knows how to:

- set up a group, and recognise how groups form themselves, taking into account different models of groups and the implications of each on the group’s ability to work collectively, and other issues for consideration, such as:
  - Who is it for?
  - What do they want/need?
  - Access and inclusion issues – who can/not get to the group?
  - What is it for?
  - How will it work?
  - What values does the group have and how does this influence all of the above questions?
- explain and assess different organising structures that are available for groups to adopt or develop
- relate their learning back to and draw upon their own experiences of setting up groups
- identify some of the roles played in groups, by members and by those supporting groups
- be aware that relationships exist and constantly change between group members outside of specific group meeting times and that these need to be recognised for an honest and holistic approach to collective group working
- understand the range of equality issues involved in setting up and supporting groups
- understand the role of networks in setting up groups and how networks can develop and support groups
- introduce different methods for collective decision-making and how to help a group decide which is best for them, including knowledge of the range of meeting styles and the skills needed for effective meetings
Outcome 3  Understand and analyse some of the equality and power issues involved in setting up and supporting groups

The candidate knows how to:

- understand and pinpoint some of the tensions and differences that will arise within groups
- introduce the notion of conflict and controversy in groups
- compare groups they are part of or supporting with wider society and know which groups are and are not represented. This will include using this information proactively, asking groups why this is the case? Are they happy with this situation? What do they want to do about it?
- identify ways of working in and with groups that both reinforce and break cycles of power inequality
- be aware of power and trust issues that exist if they are supporting a group as an outside worker, including possible tensions between a group’s desires and needs and those of a supporting project
- build in equality and power issues from the beginning, to be understood and discussed, and not as something that can be addressed later on when a group is up an running

Outcome 4  Recognise different approaches to tackling oppressive practice within a group, including an awareness of using conflict creatively to address and resolve specific incidents in a group

The candidate knows how to:

- understand the tensions and diversity that will arise within groups and of different approaches to dealing with conflict
- encourage group members to accept change and conflict as a natural occurrence and consider their responses in anticipation of particular situations that may arise
- recognise the discomfort and even fear that can accompany change
- make groups more inclusive and avoid cliques
- plan ahead to see where conflict might arise, either to avoid or lessen its impact on a group’s work, or to be prepared to deal with it and the underlying issues in a creative way
- identify which incidents may impact on them more personally – what behaviours, comments or actions would particularly test them, considering strategies for dealing with such situations or how to or seek necessary support

Outcome 5  Draw upon their learning and experiences to review and improve groups with which they have worked, or are currently working

The candidate knows how to:

- challenge unequal power dynamics in groups they are members of or support.
- evaluate their work with groups, and how to introduce the importance of evaluation itself to groups
- relate their learning to personal experiences within groups
- work out appropriate ways of introducing collective working methods to groups that challenge unequal practice without imposing a particular way of working
- be prepared to try out new methods of working
Unit 5  Working collectively to support effective community groups

Assessment

The following suggests how the outcomes of the unit could be assessed:

- A study of how collective action has been used by a historical social movement to further its aims. This will need to include:
  - what collective and participatory methods the particular movement employed
  - possible reasons for choosing these methods over others
  - an assessment of some of the benefits and difficulties associated with collective action in this case
  - the relevance of collective action today, including a summary of the most appropriate collective action methods

and

- A critical assessment of the power dynamics of at least one group the candidate has worked with, or is working with. This will include:
  - outlining the processes and issues involved in setting up the group
  - mapping where the power lies in the group
  - considering and comparing the written/acknowledged and unwritten rules that the group operates by
  - making changes to ways of working that could distribute power more equally within the group
  - observations on any critical incidents, including conflict, that have occurred within the group, identifying possible causes, assessing how well these were handled together, and making recommendations for improvements in terms of future practice

The above work should total approximately 2,500 words.
Unit 5  Working collectively to support effective community groups

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Information and Communication Technology
ICT4.1  Develop a strategy for using ICT skills over an extended period of time.
ICT4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.

Problem Solving
PS4.1  Develop a strategy for problem solving.
PS4.2  Monitor progress and adapt your strategy for solving the problem.
PS4.3  Evaluate your strategy and present the outcomes of your problem solving skills.

Working with Others
WO4.1  Develop a strategy for working with others.
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives.
WO4.3  Evaluate your strategy and present the outcomes from your work with others.

Links with other units/qualifications
This unit underpins much of community development work practice, it puts the values and principles into practice and demonstrates some of the differences between working as a community development worker and other ways of intervening in communities, and draws upon Unit 4 ‘Social and welfare policy’ for context.

It relates particularly to the following unit in the Higher Professional Diploma in Community Development:

Unit 10 Building the capacity of community groups.
It also has links with the following National Occupational Standards in Community Development Work:

**Level 3**
- B2 Facilitate ways of working collaboratively
- B3 Facilitate ways of working collectively
- B4 Promote and support learning from practice and experience
- C3 Support communities to plan and take collective action
- F2 Review own practice, knowledge and values

**Level 4**
- A3 Facilitate collaborative working relationships between people, organisations and groups and within partnerships
- B5 Create opportunities for learning from practice and experience
- B7 Take action with individuals, community groups and communities to deal with conflict
- C4 Ensure community participation in planning and taking collective action
- F3 Evaluate and develop own practice

**Delivery advice**
This unit should provide approximately 100 hours of study – 40 of which should be through guided learning.

All delivery of group work theory should relate to community development work approaches and be relevant to voluntary and community groups. The learning programme should incorporate a range of methodologies including desk research; discussion groups; formal input from practitioners; debates; analysis of community practice and should utilise peer learning wherever possible.

Assessment should be based on the ability to identify and apply theoretical and historical concepts to current work in practice. The learning and assessment should draw on actual examples of practice and how they relate to the current environment and best practice in community development. Study should draw on the experience of the candidate.

Candidates will be expected to research and reflect on material from a range of sources reflecting current debates around organising and working collectively in response to social and welfare policy impacts on communities. Full use should be made of information technology for research and presentation of work.

Candidates should be expected to demonstrate understanding and knowledge within the established practice principles for community work i.e. social justice, sustainable communities, community participation and promoting collective working.
Suggested resources list

*Change and How to Make it Happen: A practical guide to facilitation methods for organisational change*
Community Education Training Unit CETU, 1994

*The Power in our Hands*
Gibson Tony, Jon Carpenter 1996 (ISBN 1 897766 28 9)

*Community Work Skills Manual*
Harris Val(ed) ACW, 2001, (ISBN 1-903925-01-0) particularly Section 4 Getting Started, Section 5 Effective Groups

*Training for Transformation Book II*

*Playing with Fire*
Fine Nic & Macbeth Fiona, Youth Work Press, NYA 1992

*Learning from Each Other: A handbook for participative learning and community work learning programmes*
Sapin Kate and Watters Geraldine, GMCVS, 1990 (ISBN 1 870733 30 4)

*Governance and Participation*
UK Cooperatives 2003

*Understanding and using groups*

Websites

www.reflect-action.org for free downloadable resources, particularly Communication and Power materials

www.seedsforchange.co.uk for a range of resources that can be used as tutor prompts or printed off as handouts. Covering techniques for facilitation, consensus decision making, prioritising as a group.

www.schnews.org.uk/diyguide/ for a range of “how to” guides including different ways of organising without leaders
Unit 6  Research, evaluation and development within community development work

Overview and outcomes

Unit summary
This unit is about how the principles and practice of community research and development can be applied to assess the needs and wants of communities, facilitate responsive community developments and/or plans, evaluate the impact of community development work and the effectiveness of community groups in achieving their aims.

The unit concerns itself with the basic theory of research and evaluation and their relevance to the community development setting. It then covers the application of research or evaluation practices that involve communities and agencies in determining what is needed and in planning future action. The research or evaluation project should focus on an area of practice and development with which the candidate is involved so that they are able to support groups/ agencies to act on the findings and carry out the resultant action plan.

Successful achievement of this unit depends upon candidates meeting the assessment outcomes and producing work of a satisfactory and reliable standard.

Aims
This unit aims to enable candidates to understand:
- The fundamental principles and practices of research and evaluation, and data collection and how these can be applied/ adapted to communities
- The practice of research or evaluation, in a given community development/ project/ setting
- The effectiveness and limitations of research or evaluation in changing community practice and bringing communities and agencies together to contribute to change in a given community development/project/service setting

Outcomes
On successful completion of the unit the candidate will be able to:
1  Identify and assess the concepts of community research and evaluation, the various approaches that may be taken and their application
2  Explore and explain the value and limitations of a piece of research or an evaluation that involves community members, groups and partners, within a given community development setting
3  Identify, analyse and explain the contextual information required to conduct a meaningful piece of research or an evaluation in a given community setting
4  Identify and apply the process of research and development or evaluation and development, with community members, groups and agencies, in a given community setting
5  Assess the impact of the research or evaluation in terms of how it promotes participation and positive change in the given community setting, and involves relevant community members, groups and agencies in this process
Unit 6  Research, evaluation and development within community development work

Unit content

Outcome 1  Identify and assess the concepts of community research and evaluation, the various approaches that may be taken and their application

The candidate knows how to:

- identify the similarities and dissimilarities between research and evaluation, and where and why research and evaluation may be applied
- compare and contrast the ways that knowledge is obtained in the natural sciences and social sciences
- compare and contrast the advantages and disadvantages of the following types of research and evaluation approaches:
  - quantitative and qualitative
  - basic and applied – desk and field-based
  - participative and non-participative
- identify and evaluate the range of tools that can be used to collect and analyse data and their uses (eg face to face surveys, focus groups, observation etc)
- identify a range of activities and tools that can be used to encourage the involvement of community members, groups and other agencies in research and evaluation (eg working with groups to design their own research projects, training residents/users as researchers, networking with, or establishing, local partnership groups and imaginative field work)
- identify sources of contextual data that may assist in the formulation of research and evaluation purpose and methodology eg neighbourhood statistics/Super Output Areas, community plans, annual performance reports and funding returns, user evaluation forms and views etc
- appreciate the ethical considerations that apply in research and evaluation, especially in the community development setting, and the importance of cross-referencing findings from different sources,

Outcome 2  Explore and explain the value and limitations of a piece of research or an evaluation that involves community members, groups and partners, within a given community development setting

The candidate knows how to:

- explain why research or evaluation may be useful to community development or to a community group/project in a given community development setting
- explore the limitations and advantages of various research or evaluation approaches to a given community development setting
- explore the limitations and advantages of the various types of data collection tools to a given community development setting
- identify ways in which research or evaluation can actively involve the community and other agencies, enabling them to meet their objectives
- demonstrate an understanding of the importance of any research or evaluation process involving organisations/agencies and community members/groups; in formulating the evaluation/research framework, conducting the research, contributing to recommendations and assisting with resultant action-planning
Outcome 3  Identify, analyse and explain the contextual information required to conduct a meaningful piece of research or an evaluation in a given community setting

The candidate knows how to:

- identify, locate and select a range of contextual information of relevance to the areas of research and/or evaluation (for example information required to support funding applications, for a community profile, for a planned partnership, for reviewing the impact of a groups work)
- analyse and report on the information in order to substantiate the research or evaluation question/s and design methodology
- explain the relevance of the context to community members and groups interested in the research or evaluation

Outcome 4  Identify and apply the process of research and development or evaluation and development, with community members, groups and agencies, in a given community setting

The candidate knows how to:

- identify with others the research and development or evaluation and development needs within a community/ neighbourhood
- work with community members, groups and agencies to formulate a reasoned research or evaluation question or questions in the light of contextual information
- work with community members, groups and agencies to design a piece of research that takes account of the values and limitations of the exercise in its given setting
- work with community members, groups and agencies to conduct the research (this can include training of researchers and interviewees)
- work with community members, groups and agencies to analyse findings and draft them up in clear, report form (this can involve providing training to give people these skills)
- work with community members, groups and agencies to feed back findings to those involved in the research, agree changes and develop a resultant project/service/community development plan that includes monitoring and review mechanisms (this will include determining to whom feedback should be given and what formats to use)

Outcome 5  Assess the impact of the research or evaluation in terms of how it promotes participation and positive change in the given community setting, and involves relevant community members, groups and agencies in this process

The candidate knows how to:

- work with those involved to identify and assess the critical factors influencing the successful implementation of the research/evaluation action plan
- work with others to decide on what basis they would determine whether positive change has resulted from the exercise and how to gather this information through monitoring and review
- work with those involved to undertake an evaluation of the process used in the research/evaluation
- analyse the impact that the research or evaluation has had on engaging community members, groups and agencies in determining the needs of communities
- analyse the lessons learnt and how similar the research or evaluation could be adapted in future
Unit 6  Research, evaluation and development within community development work

Assessment

The following suggests how the outcomes of the unit could be assessed:

• A brief summary which describes the difference between a research project and evaluation exercise and

• A research report or evaluation exercise which includes the following:
  o A description of the background
    - how contextual information influenced research/evaluation aims
    - why these aims were felt to be useful to development in the given setting
    - how this information influenced research/evaluation methodology
  o Methods used:
    - the work undertaken with others in preparing for and undertaking this research or evaluation
    - community members and groups involvement throughout the process
    - data collection and analysis tools and why they were selected
    - sample sizes and types (where relevant) and the reason for this
    - ethical considerations and practices
    - how an evaluation of the success and limitations of the research methodology was determined and carried out

It should also include:
  o A summary of the research or evaluation findings and full details of how the community/users and partners were involved in formulating them
  o The action plan that was developed as a result of the research or evaluation, including plans for dissemination of the outcomes
  o An analysis of the research or evaluation exercise undertaken with others involved, in terms of its impact on participation, involvement and promoting positive change, including suggestions about lessons learnt for future such research or evaluation

The candidate’s work should combine evidence of research, observation, data collection and involving others with reference to the principles and practices outlined in the unit content.

The above work should total approximately 2,500 words.
Unit 6  Research, evaluation and development within community development work

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
C4.3  Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points

Application of Number
N4.1  Develop a strategy for using application of number skills over an extended period of time.
N4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving deductive and inferential reasoning and algebraic modelling (excluding algebra)
N4.3  Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Information and Communication Technology
ICT4.1  Develop a strategy for using ICT skills over an extended period of time.
ICT4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.
ICT4.3  Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Improving own Learning and Performance
LP4.1  Develop a strategy for improving your own learning and performance.
LP4.2  Monitor progress and adapt your strategy to improve your performance.
LP4.3  Evaluate your strategy and present the outcomes of your learning

Working with Others
WO4.1  Develop a strategy for working with others.
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives.
WO4.3  Evaluate your strategy and present the outcomes from your work with others
Links with other units/qualifications
This unit relates broadly to all other units within the Higher Professional Diploma in Community Development and has close links with:
Unit 1 Personal development and reflective practice in community work
Unit 2 Values and principles in community development work
Unit 5 Working collectively to support effective community groups

This unit relates to the following values of community work, as outlined in the National Occupational Standards in Community Development Work: self-determination, working and learning together, sustainable communities, participation and reflective practice. It is also relevant to Key role A, B, C, D, E, F as outlined in the Standards.

It also has links with the following National Occupational Standards in Community Development Work:

Level 3
A2 Build relationships within and with communities
B3 Facilitate ways of working collaboratively
B4 Promote and support learning from experience
C3 Support communities to plan and take action
C6 Work with communities to identify needs, opportunities, rights and responsibilities
D1 Support communities to monitor and review action for change
F2 Review own practice, knowledge and values

Level 4
A3 Develop strategic relationships with community organisations within partnerships
C4 Ensure community participation in planning and taking collective action
D2 Facilitate the development of evaluation frameworks
F3 Evaluate and develop own practice

Delivery advice
This unit should involve approximately 100 hours of study – 40 of which should be through guided learning

Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather information.

The research and evaluation project should focus on an area of work which the candidate is involved in and is able to work with others to plan and implement the research/evaluation

Candidates should be encouraged to use ICT resources for activities involving research, investigation, processing and presentation of information. In assessment output candidates must demonstrate appropriate and effective use of ICT resources.
Suggested resources list

*Reflecting Realities, Area Regeneration Series*
Anastacio, J. Gidley, B. Hart, L: 2000, Joseph Rowntree Foundation, the Policy Press

*ABCD Handbook – a framework for evaluating community development*
Barr A, Hashagen S: 2000, London CDF

*Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science*
Bell, J: 1999, Open University Press.

*Making Community Participation Meaningful*

*The Pocket Guide to Critical Appraisal*
Crombie, IK: 1996 BMJ Books

Resources packs on *Involving People, Monitoring and Evaluation, Identifying Needs*
FCDL – 2006

*Local Knowledge for local Solutions*
Gidley, B: August, 2004, Arvac Bulletin

*Community Work Skills Manual*
Harris, V (ed): 2001

*Community Profiling; auditing social needs*
Hawtin, M: 1994, Buckingham OUP

*Making Sense of Research*
Hek, G: 2003, Sage Publications

*Skills in Neighbourhood Work*
Henderson P and Thomas D: 2002 London Allen and Unwin

*Guided Reflection: Research in Practice*
Johns, C: 2002 Blackwell Science

*Analyzing Community Work*
Popple, K: 1995 Buckingham OUP

*The National Housing Federation: 2005, Business Planning for Neighbourhoods*
(download available from Federation website www.housing.org.uk)

*National Children’s Bureau – Evaluation Cookbook, 2005*
(toolkit, downloadable from web site www.ncb.org.uk)

The Community Development Foundation have undertaken work on performance indicators for community involvement www.cdf.org.uk
Unit 7  Managing a community development project
Overview and outcomes

Unit summary
As community development managers it is likely that individuals will be called upon to manage projects that have been put in place by others, or to design and implement projects in association with and in response to the communities with whom they work. This unit aims to equip candidates with the skills and knowledge to undertake this task effectively, maximising opportunities offered by partnerships and local networks and empowering members of the community to play a full part in the process. The unit covers the mechanics of establishing a relevant and needs-based project schedule and putting in place the procedures to provide a flexible framework for a fully accountable project. It also examines the core skills of people and resource management in the community context and the embedding of monitoring, review and exit strategies from the beginning of the activities.

Successful achievement of this unit depends upon candidates meeting the assessment outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit enables the candidate to:

- Understand the basic principles and skills of project management
- Identify how these principles can be applied to a community development project in practice
- Define the procedures and processes that need to be in place to underpin a community development project
- Establish effective project partnerships and engage the community as active and equal partners

Outcomes
On successful completion of the unit the candidate will be able to:

1  Understand and apply the basic principles that underpin effective project management in a community development context
2  Prepare for a community development project
3  Establish, maintain and evaluate effective project partnerships
4  Understand how to implement the processes involved at all stages of a community development project
5  Review the effectiveness of a community development project in meeting its aims
Unit 7  Managing a community development project

Unit content

Outcome 1  Understand and apply the basic principles that underpin effective project management in a community development context

The candidate knows how to:
• recognise the communication and interpersonal skills needed to effectively manage a community development project
• assess and take into account the potential impact of local and national factors that may impact on a community development project
  o community profile/needs analysis
  o national and local government policy
  o funding climate
• identify strategies that will ensure community diversity is fully recognised and represented
• differentiate between processes at policy, operational and delivery levels of a project
• identify the phases of sequential project development and the main features and outputs of each phase
• reflect on personal skills as a project manager and identify development needs

Outcome 2  Prepare for a community development project

The candidate knows how to:
• clarify the scope and parameters with due regard to identified community need
• set achievable aims, objectives and outcomes and identify appropriate indicators to measure achievement
• draft and implement a project work plan to achieve the stated aims within budget
• make effective use of a range of communication techniques to ensure timely and accurate information is provided to:
  o project staff
  o community groups/representatives
  o partner organisations
  o funders
  o policy making groups
  o the media
• facilitate community participation
• identify sources of funding / fundraising strategies and appropriate procedures for financial management and accountability
• define delivery roles and responsibilities for staff, volunteers and partner organisations
• devise, agree and implement continuous monitoring systems that enable the project to be reviewed in terms of:
  o aims and objectives
  o performance indicators
• establish benchmarks for a project and develop ‘user friendly’ outcome measurement tools that are fit for purpose
• identify appropriate exit and dissemination strategies
Outcome 3  Establish, maintain and evaluate effective project partnerships

The candidate knows how to:

- identify and engage appropriate partners ensuring clarity of partner expectation as to outcomes, commitment, contribution and role
- facilitate establishment of a representative management/steering group
  - set clear terms of reference that reflect the role of the group
  - ensure parity of voice
  - establish communication channels
- put in place strategies for handling any possible conflict
- review the project with all partners

Outcome 4  Understand how to implement the processes involved at all stages of a community development project

The candidate knows how to:

- support project staff / volunteers in terms of:
  - recruitment procedures and equality of opportunity
  - induction
  - supervision
  - communication systems
  - setting roles and responsibilities
  - skills development
  - health and safety
- empower community members at all stages of a project:
  - identification of the need for a programme of activities
  - project development
  - project activities
  - monitoring, evaluation and review
  - dissemination
- identify skills in the local community and put appropriate support and development mechanisms in place to capitalise on expertise
- establish systems and procedures for managing activities and resources with the flexibility to respond to changing circumstance and innovation
  - day to day project management and monitoring
  - health, safety, environmental best practice and risk assessment procedures
  - financial reporting
  - support for community participants
  - continuous review and quality assurance
- communicate project progress and final analysis through both written and verbal reports
- analyse the current situation to identify exit, moving on or sustainability strategies
Outcome 5  
Review the effectiveness of a community development project in meeting its aims

The candidate knows how to:

- identify monitoring and evaluative strategies appropriate to the scope and purpose of the project
- analyse active monitoring data to identify remedial action or amendment of plans

- review a project with all stakeholders
  - the community
  - staff / volunteer team
  - partner organisations
  - funders/policy makers/senior management
- set benchmarks to critically evaluate community involvement
- assess whether a community development project has provided value for money and identify unexpected outcomes and project value added
- draw valid conclusions and recommend actions based on learning from success and failure
- identify strategies to ensure that learning influences future project and service planning
- reflect on the effectiveness of management strategies in meeting project aims
Unit 7  Managing a community development project

Assessment

The following suggests how the outcomes of the unit could be assessed:

- A research case study comparing the management of two different community development projects (one of which should be a project in which the candidate is, or has been, directly involved in a management role). The case study will include:
  - an overview of the community development project, its local context, rationale, management systems and structure, processes and partnerships
  - analysis of the extent and effectiveness of community involvement and responsiveness to community need
  - analysis of the effectiveness and value added of project partnerships
  - critical analysis of the extent to which management strategies have been effective in meeting aims and delivering outcomes
  - identification of strengths and weaknesses of management strategies and external influences on the project
  - reflection on the two projects comparing and contrasting the different strategies used to respond to the context
  - recommendations for changes to improve practice.

- A flow chart indicating project development phases, the principal actions at each stage and indicative performance measures. An accompanying explanation of how this was implemented in practice through one of the case studies.

and

- A reflective learning journal providing evidence that the candidate has the underpinning competence to apply the principles of managing a community development project. This should include:
  - records of personal practice (eg reports; procedures implemented; minutes of team/steering/management group meetings; testimonies/mentor records; work plans; evaluation strategies/summaries; community needs assessments)
  - analytical records of project observation, group discussion, case studies, exercises, research notes, etc.

The above work should total approximately 2,500 words.
Unit 7  Managing a community development project
Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills
development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.3  Evaluate your overall strategy and present the outcomes from your work, using at least one
formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate
your points.

Improving own Learning and Performance
LP4.1  Develop a strategy for improving your own learning and performance.
LP4.2  Monitor progress and adapt your strategy to improve your performance.
LP4.3  Evaluate your strategy and present the outcomes of your learning.

Working with Others
WO4.1  Develop a strategy for working with others.
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives.
WO4.3  Evaluate your strategy and present the outcomes from your work with others.

Links with other units/qualifications
This unit relates to the following units in the Higher Professional Diploma in Community
Development:
Unit 8 Funding and resources for community groups
Unit 9 Understanding finance to support community groups
Unit 10 Building the capacity of community groups
Unit 11 Legal frameworks for community groups
Unit 12 Marketing and publicity for community groups
It also has links with the following National Occupational Standards in Community Development Work:

**Level 3**
- A2  Build relationships within and with communities and organisations
- B2  Promote inclusive and empowering ways of working within communities
- B4  Promote the value of learning from practice and experience
- D1  Support communities to review and use the outcomes from monitoring
- E4  Assist community groups to define their needs for people and skills

**Level 4**
- A3  Initiate collaborative working relationships
- C4  Ensure participation by communities in negotiating aims and objectives
- D2  Ensure the development of inclusive ways of evaluation action for change
- E3  Identify funding/ resourcing needs
- E5  Work with communities to meet personnel requirements
- E8  Contribute to planning and preparation
- E9  Co-ordinate the running of projects
- E10  Contribute to project closure

**Delivery advice**
This unit should provide approximately 100 hours of study – 40 of which should be through guided learning. The learning programme should incorporate a range of methodologies including desk research; observation of practice; discussion groups; formal input from practitioners; exercises and case studies and should utilise peer learning and mentoring opportunities wherever possible.

Assessment should be based on the ability to identify and apply how concepts can work in practice. The learning and assessment should draw on actual examples of practice and how they relate to the current environment and best practice in community development. Wherever possible, study should draw on the experience of the candidate. Where candidates are currently working in the sector they should be encouraged to use evidence from their actual experience wherever possible.

Candidates will be expected to research and reflect on material from a range of sources identifying how current thinking relates to best management practice in the prevailing climate and with respect to local and national initiatives in community development. Full use should be made of information technology for research and presentation of work.

Candidates should be expected to demonstrate understanding and knowledge within the established practice principles for community work ie social justice, sustainable communities, community participation and promoting collective working.
Suggested resources list

There are many texts available on Project Management and it is suggested that the course tutor provides a reading list.

Some good practical resources include:

**Good Management Guide for the voluntary sector**

**A Self-Help Guide for Local Groups**
BTCV Project Leadership (1993)

**Managing for Change; how to run community development projects**
Davies A. London ITDG (1997)

Two of the best general resources for practical project management of voluntary / community projects remain:

**Just About Managing**

**Voluntary but not Amateur**

Policy

**Tackling Inequalities**

**Human Rights Act Toolkit**

**Making Community Participation Meaningful**

Partnership / Community Involvement Resources

**Working in Partnership – A source book**
Thorleby & Hutchinson (SQW Ltd): NOF (2001)

**Active Partners; benchmarking community participation in regeneration**
COGS Community Development Consultancy: Yorks and Humber RDA (2000)

Evaluation

**A community development perspective**
Pellegrini: Evaluation – Greater Easterhouse Community Health Project (2001)

**Evaluating community projects**

**Prove It – measuring the effect of neighbourhood renewal on local people**
Web based resources and links:

Some of the best sources are websites. These provide up to date information on policy and the general environment for community development as well as statistical information for research purposes and practical management tools. On-line discussion groups are of potential interest to practitioners and training courses offered may be useful for addressing specific skill gaps.

Active Communities Unit – [www.communities.homeoffice.gov.uk/activecommunities](http://www.communities.homeoffice.gov.uk/activecommunities)

Information on current policy directives, initiatives and funding -
ADEPT community development agency - [www.adept.org.uk](http://www.adept.org.uk)

Practical checklists, sample reports, evaluations, assessment methodology for community groups, managers and advisers -
Community Development Foundation - [www.cdf.org.uk](http://www.cdf.org.uk)

Non-departmental public body - publications and up to date information on policy, academic and practical research of use to project managers -
Federation for Community Development Learning - [www.fcdl.org.uk](http://www.fcdl.org.uk)

A wide range of resources, events and information for community development projects:
Community Matters - National Federation of Community Organisations -
[www.communitymatters.org.uk](http://www.communitymatters.org.uk)

Information sheets, online discussion group through SmartGroups -
Community Work Resources - [www.sosig.ac.uk](http://www.sosig.ac.uk)

Articles, reports, government and other publications
Community Work Education and Training Network (CWETN) - [www.cwetn.org](http://www.cwetn.org)

Policy documents, research, accreditation & quality issues, online forum, links
Media Trust - [www.mediatrust.org](http://www.mediatrust.org)

Online checklists on dealing with the media / writing press releases
Radical Statistics Group - [www.radstats.org.uk](http://www.radstats.org.uk)

Online articles, information search on use of statistics for progressive social change
Community Data Services - [www.comdata.co.uk](http://www.comdata.co.uk)
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Unit 8  Funding and resources for community groups
Overview and outcomes

Unit summary
This unit covers the principles and practice involved in supporting community groups and networks to raise funds. This is essential because the sustainability of the organisation depends on the good management of the entire process from project development through to the stage of researching sources to securing and managing funding and relationships with funders. Planning is fundamental and the effective involvement of the right stakeholders in the design of the project is key to its success.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit aims to enable the candidate to:
• Understand the principles involved in fundraising including some of the major current trends and debates.
• Help community groups and networks to acquire the skills involved in business planning, developing a fundraising plan and implementing it.
• Enable a group to review and evaluate a fundraising strategy and adjust the strategy according to their conclusions.

Outcomes
On successful completion of the unit the candidate will be able to:

1  Help a group to design a business plan and integrate activities which involve stakeholders
2  Enable the creation of a fundraising strategy and help research funding (for both issue-based and geographically-based community groups from a range of statutory and non-statutory sources)
3  Advise on the management and evaluation of a fundraising campaign
4  Coach community group members to produce a high quality funding application
5  Research the legal position of raising money from a variety of sources
6  Summarise the current debates and issues in fundraising, such as full cost recovery and the ask-earn debate, and apply the implications of these debates to a community organisation with which they are familiar
Unit 8  Funding and resources for community groups
Unit content

Outcome 1  Help a group to design a business plan and integrate activities which involve stakeholders

The candidate knows how to:
- support the group to assess who the stakeholders are in a business planning process
- advise on the choice of methods which will engage stakeholders in the discussions on the project’s direction and implement those activities
- select the aspects from the business plan structure relevant to the organisation
- support the organisation in completing the business plan
- help direct the group in finding support from other organisations on business plan development

Outcome 2  Enable the creation of a fundraising strategy and help research funding (for both issue-based and geographically-based community groups from a range of statutory and non statutory sources)

The candidate knows how to:
- support the review of the organisation’s structure, governance, policies and financial management systems and how they comply with the demands of different types of funder
- help the group to identify the potential funding mix for the organisation/project
- work with the group on assessing the different options and the resources required to carry them out, including three of the following:
  - corporate
  - statutory
  - private trusts
  - membership schemes
  - direct giving including fundraising events
- ascertain if there are partnerships which are or could be formed within which the group/network could pursue joint funding bids
- assist the group to analyse how the organisation is going to meet its accountability requirements to funders and beneficiaries through how the project is managed, monitored, evaluated and reported on
- research sources of advice on funding opportunities and approaches
- for grant-funding, help the group to devise a plan for how the research is going to be carried out, by whom and by when:
  - from the funding lists of similar organisations
  - from key websites and publications
  - from funding databases and alert services
- advise the group on short listing sources of funding
- coach the group on how to obtain further information directly from funders through phone calls and emails
Outcome 3  Advise on the management and evaluation of a fundraising campaign

The candidate knows how to:
- help the group to plan fundraising activities within a defined timeframe
- advise on the setting up and maintenance of a database or other effective record keeping process to manage the fundraising process
- support the person managing the fundraising process overall, helping them to ensure deadlines are being met and activities are being carried out according to plan
- help to set fundraising targets, and systems by which to monitor them, and advise on the adjustment of the fundraising strategy in the light of monitoring and evaluation of the fundraising campaign
- help set up systems for communicating to funders and remaining accountable to them
- help to set up systems for communicating with beneficiaries and remaining accountable to them

Outcome 4  Coach community group members to produce a high quality funding application

The candidate knows how to:
- identify, together with the group, those who would benefit from coaching on fundraising
- help to relate the interests of the funder to the content of the application and check that the application has been adapted to the use of the funder's language to make a convincing case
- support the community group member(s) to write clearly, succinctly and to the point and provide guidance on what to cover eg the project aims, objectives, evidence of need
- help the person/people drafting the application to create a realistic project budget in consultation with other group members.

Outcome 5  Research the legal position of raising money from a variety of sources

The candidate knows how to:
- anticipate when a fundraising idea might be in breach of charity law
- help the group to access the charity commission website to check the legality of a fundraising idea
- find and utilise other sources of advice on the legality of fundraising approaches and build links between them and the group
- signpost a group to information about legal and regulatory requirements relating to fundraising events/activities
Outcome 6  Summarise the current debates and issues in fundraising, such as full cost recovery and the ask-earn debate, and apply the implications of these debates to a community organisation with which they are familiar

The candidate knows how to:

- research the current issues and debates on the fundraising in the voluntary and community sector
- draw conclusions about the relevance of these debates to the situation of the group/organisation they are working for or supporting
- demonstrate an understanding of the implication of different funding sources on the autonomy of the group/organisation
- explore the relevance of contracted services and service level agreements to the income generation of a community group
- assess the implications, opportunities, obstacles and pitfalls of entering into contracted service relationships
Unit 8  Funding and resources for community groups

Assessment

The following suggests how the outcomes of the unit could be assessed:

- Evidence (eg reports, emails, witness testimonies, databases, plans etc) which show that the candidate has helped an organisation to carry out research on the potential sources of funding for a given project, organisation or network. This should include an explanation on how the process might vary according to the type of group that is being supported and the locality of that group.

- A presentation, using PowerPoint or a similar programme, aimed at a specific audience chosen by the candidate, on the latest debates in fundraising such as the Asking to Earning debate and full cost recovery. Make use of key websites such as ACEVO and NCVO to access the latest information on these issues.

- A presentation (in role as an adviser to the trustees) on 3 fundraising ideas that a charity might be considering, two of which would not be legal under charity law and one that would. Ideally this task would be for a real charity with a brief to work with the community in a defined geographical region, but it could be prepared as a case study, if necessary.

- Evidence of supporting at least one worker/ community group member to make a funding application to a grant making trust. It should include an explanation of the process including witness testimonies and self assessment of the candidate’s own performance and ways in which skills in this area can continue to be developed

and

- Four handouts for a course for community workers on “managing the fundraising strategy of your organisation” The learning outcomes for the course should include:
  - developing a business plan
  - involving stakeholders in the fundraising process
  - managing the fundraising process
  - evaluation the fundraising process

The above work should total approximately 2,500 words.
Unit 8 Funding and resources for community groups

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1 Develop a strategy for using communication skills over an extended period of time.
C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number
N4.1 Develop a strategy for using application of number skills over an extended period of time.

Information and Communication Technology
ICT4.1 Develop a strategy for using ICT skills over an extended period of time.
ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.
ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Improving own Learning and Performance
LP4.1 Develop a strategy for improving your own learning and performance.
LP4.2 Monitor progress and adapt your strategy to improve your performance.
LP4.3 Evaluate your strategy and present the outcomes of your learning.

Problem Solving
PS4.1 Develop a strategy for problem solving.
PS4.2 Monitor progress and adapt your strategy for solving the problem.
PS4.3 Evaluate your strategy and present the outcomes of your problem solving skills.

Working with Others
WO4.1 Develop a strategy for working with others.
WO4.2 Monitor progress and adapt your strategy to achieve agreed objectives.
WO4.3 Evaluate your strategy and present the outcomes from your work with others.
**Links with other units/qualifications**

This unit relates to the following units in the Higher Professional Diploma in Community Development:

- Unit 3  Understanding community development and other approaches to working in communities
- Unit 5  Working collectively to support effective community groups
- Unit 7  Managing a community development project
- Unit 9  Understanding finance to support community groups
- Unit 20  Community development and globalisation

It also has links with the following National Occupational Standards in Community Development Work:

**Level 3**
- A2.3  Initiate joint working relationships with and within communities
- C3.2  Support communities to develop a plan of collective action
- C6  Work with communities to identify needs, opportunities, rights and responsibilities
- E2  Review and develop funding and resources

**Level 4**
- A3.1  Initiate collaborative working relationships between people, organisations and groups and within partnerships
- E3  Develop and evaluate a funding/resourcing strategy
- E5.1  Work with communities to define human resource needs

**Delivery advice**

This unit should provide approximately 100 hours of study – 40 of which should be through guided learning. The learning programme should incorporate a range of methodologies including desk research; observation of practice; discussion groups; formal input from practitioners; exercises and case studies and should utilise peer learning and mentoring opportunities wherever possible. Ideally, the candidate will be able to use case studies from work they are currently engaged in. If this is not possible, candidates will need to choose hypothetical examples which enable them to demonstrate their understanding of the key ideas. Much of the research can be done on the Web but it might help the candidate if they can gain access to subscription based grant-making trust databases such as trustfunder and funderfinder.

Assessment should be based on the ability to identify and apply how concepts can work in practice. The learning and assessment should draw on actual examples of practice and how they relate to the current environment and best practice in community development. Wherever possible, study should draw on the experience of the candidate.

Candidates will be expected to research and reflect on material from a range of sources identifying how current thinking relates to best funding practice in the prevailing climate and with respect to local and national initiatives in community development. Full use should be made of information technology for research and presentation of work.

Candidates should be expected to demonstrate understanding and knowledge within the established practice principles for community work ie social justice, sustainable communities, community participation and promoting collective working.
Suggested resources list

Websites:

Funderfinder (even without the subscription service, this website has some useful advice guides and a good listing of trusts and links to their websites) www.funderfinder.org.uk
www.governmentfunding.org.uk
NCVO www.ncvo-vol.org.uk
www.charity-commission.gov.uk

Books:

Fundraising management analysis, planning and practice
Adrian Sargeant & Elaine Jay Published by Routledge1st edition, 2004

Effective fundraising - An informal guide to getting grants and donations

The complete guide to business and strategic planning for voluntary organisations

Succeeding with social enterprise quick tips for building sustainable non-profit organisations through earned income

The fundraiser’s Guide to the Law
Unit 9  Understanding finance to support community groups

Overview and outcomes

Unit summary
This unit is concerned with understanding the monitoring and controls of the financial resources of an organisation. In a competitive environment an organisation which can operate effectively, efficiently and economically will be pro-active in their evaluation of the impacts of change or new opportunities. The unit focuses on the understanding of the practical application of various accounting techniques, which will allow the manager / trustees to make an accurate evaluation of the impact of a variety of decisions on the financial capabilities of the group / organisation.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
This unit aims to enable the candidate to:

• Understand and apply practical skills and techniques to the evaluation, monitoring and control of the group’s/organisation’s financial resources
• Understand the role of financial management in the achievement of the group’s/organisation’s objectives, funders’ criteria and evaluations and submissions to regulatory bodies.
• Recognise the support role played by community development workers to community groups and local voluntary organisations

Outcomes
On successful completion of this unit the candidate will be able to:

1  Understand the need for a financial planning cycle and the role of budgets and costings in meeting the strategic aims of a community group or organisation
2  Evaluate the main use of the accounting function and signpost groups to organisations which are able to assist with making informed decisions to meet the requirements of the organisation, funders and regulatory bodies
3  Demonstrate an understanding of the differences between the financial requirements for not-for-profit groups, charities, companies and charitable companies
4  Understand the purpose of, and analyse, financial statements used by voluntary and community sector organisations
Unit 9 Understanding finance to support community groups

Unit content

Outcome 1 Understand the need for a financial planning cycle and the role of budgets and costings in meeting the strategic aims of a community group or organisation

The candidate knows how to:
- define the nature of organisational objectives including sustainability, social and/or economic development, and explain how financial planning would support these
- discuss the steps involved in budgetary planning and show an understanding of the limitations and advantages of budgets (both Fixed and Flexible)
- evaluate the implications of operating a budgetary control system including variance analysis, negotiation, staff inputs, and control
- understand the meaning of full cost recovery and its importance to sustainability

Outcome 2 Understand the main use of the accounting function and signpost groups to organisations which are able to assist with making informed decisions to meet the requirements of the organisation, funders and regulatory bodies

The candidate knows how to:
- demonstrate an understanding of the need for accounting records and the processes of recording financial information
- make recommendations for adjusting budgets, forecasts and targets for annual accounts or project accounts
- identify and seek guidance from organisations available which are able to assist a group or an organisation in making informed financial decisions

Outcome 3 Demonstrate an understanding of the differences between the financial requirements for not-for-profit groups, charities, companies and charitable companies

The candidate knows how to:
- evaluate the differences in the financial requirements for the different types of groups/organisations
- explain the importance of published accounts in different types of community groups/voluntary sector organisations
- discuss the information required to enable annual accounts to be prepared for the different types of groups/organisation
Outcome 4  Understand the purpose of, and analyse, financial statements used by voluntary and community sector organisations

The candidate knows how to:

- define the purpose, structure and layout of receipts and payments account, statement of assets and liabilities, SOFA and a balance sheet
- demonstrate an understanding of the need for cash flow statements and how this relates to other areas of operations in the organisation
- evaluate the links between the financial statements and their part in informing stakeholders and managers of the organisation’s performance
- recognise external and internal factors which have had an impact on performance or projects, and other ethical, environmental, or moral factors which may impact
- discuss the importance of accurate financial records for calculating returns and decision-making
- support and advise others in using financial statements to inform organisational decision-making
Unit 9  Understanding finance to support community groups
Assessment

The following suggests how the outcomes of the unit could be assessed:

• An analytical report detailing the financial requirements of a community group or local voluntary organisation when starting up as a new venture or starting a new project. The report should include appropriate comparative data from a like or benchmark organisation

and

• A 15 minute presentation using a variety of visual aids, which makes an assessment of a project which an organisation has undertaken.

The presentation should show:
  o an analysis of the financial techniques used and how these were applied
  o how non-financial aspects of the project were considered
  o budgetary objectives and outcomes with reasons for any variances
  o reporting mechanisms or most recent progress accounts
  o an assessment of financial statements/records
  o details of any organisations which were able to offer support/advice in making financial decisions
  o recommendations, which might be applied to this or future similar projects

Evidence for the presentation should include notes and copies of visual aids in relation to its content together with records of observation or witness testimonies.

The above work should total approximately 2,500 words.
Unit 9  Understanding finance to support community groups

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
C4.3  Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number
N4.1  Develop a strategy for using application of number skills over an extended period of time.
N4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving deductive and inferential reasoning and algebraic modelling.
N4.3  Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Information and Communication Technology
ICT4.1  Develop a strategy for using ICT skills over an extended period of time.
ICT4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.
ICT4.3  Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Links with other units/qualifications
This unit relates to the following units in the Higher Professional Diploma in Community Development:
Unit 3  Understanding community development and other approaches to working in communities
Unit 7  Managing a community development project
Unit 8  Funding and resources for community groups
Unit 10  Building the capacity of community groups

It also has links with the following National Occupational Standards in Community Development Work:

Level 3
E2  Review and develop funding and resources

Level 4
E3.2 and 3.3  Make strategic recommendations about funding resources/ evaluate the effectiveness of the funding/ resourcing strategy
Delivery advice
This unit should involve approximately 100 hours of study – 40 of which should be through guided learning. There is a need for the candidate to have access to a resourced learning centre/library with a stock of relevant materials for reference purposes. A facility with IT provision needs to be available on a flexible basis to allow the candidate to produce the evidence required for assessment.

Assessments should be practical and realistic and relate to current workplace practice. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and codes of practices. Similarly safe working methods and health and safety precautions should be applied, as necessary.

Suggested resources list
An extended range of textbooks and materials are available to candidates undertaking research studies in financial management and include:

Management of Finance
Cox D & Fardon M (Osborne Books, 1997)

Management Accounting

Financial Management

Management Accounting for Non-Specialists
Atrill P & McLaney E (Prentice Hall, 1998)

A practical guide to Charity Accounting
Kate Sayer (Directory of Social Change)

A practical guide to Financial Management for Charities and Voluntary Organisations
Kate Sayer (Directory of Social Change)

The Voluntary Sector Legal Handbook
Sandy Adirondak & James Sinclair Taylor (Directory of Social Change)

Accounting & Reporting by Charities: Statement Of Recommended Practice
Charity Commission (2005)
Unit 10 Building the capacity of community groups
Overview and outcomes

Unit summary
This unit examines the role of community development workers in supporting groups to develop their organisational structures and ways of working together. Community development workers may be working with a few individuals to develop their own group, or they may be working with existing groups who need to change their structure to be able to take advantage of, or respond to, changing situations. The role of a community development worker is to work with groups to explore their aims and objectives and the impact of these when considering different organisational structures that might be appropriate. Community development workers will need to have an overview of the various legal and organisational structures available and their key features, but they are more likely to refer a group to specialist help on setting up new legal structures.

This unit aims to equip candidates with the skills and knowledge to undertake this task effectively and to ensure that all group members are able to participate.

Successful achievement of this unit depends upon candidates meeting the assessment outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit enables the candidates to:

- Support groups to determine their vision and their aims/objectives
- Recognise the range of different organisational structures that community groups and voluntary organisations can adopt to best achieve their aims
- Appreciate the requirements of different organisational structures for the management committee or organising group
- Identify the range of policies and procedures required by different kinds of groups
- Assess the needs of a group/organisation for volunteers and/or staff, how to recruit and how to determine their training and learning needs

Outcomes
On successful completion of the unit the candidate will be able to:

1. Demonstrate a range of techniques for assisting a community group/local voluntary organisation to determine its vision and objectives
2. Understand the range of informal and formal structures that groups and organisations can adopt and analyse their suitability for different purposes
3. Establish the range of policies and procedures required by different groups with different aims and organisational structures
4. Assist community groups to determine and meet their personnel needs
Unit 10 Building the capacity of community groups
Unit content

Outcome 1 Demonstrate a range of techniques for assisting a community group/local voluntary organisation to determine its vision and objectives

The candidate knows how to:
- work with groups to agree a shared vision
- develop their repertoire of techniques for use with groups
- determine which techniques to use to suit different groups to ensure the participation of all members
- prepare for and deliver vision and objective setting sessions with groups
- assist a group of people to consider if there are other ways of meeting the needs they identify other than by creating a new group

Outcome 2 Understand the range of informal and formal structures that groups and organisations can adopt and analyse their suitability for different purposes

The candidate knows how to:
- analyse a group's need for informal or formal structures to enable it to achieve its objectives
- identify why a new group or an existing group may need to consider changing its structure
- explain to community group members the differences between different organisational structures and their implications for the responsibilities for group members, including legal, charitable, company requirements
- gather up to date information on the different organisational structures available and analyse the pros and cons of each of them for different purposes
- enable a group to make a shared and informed decision on their preferred organisational structure (if any)
- identify issues of accountability and sustainability relevant to community groups
- signpost groups to specialists / infrastructure organisations for support in setting up formal/legal organisational structures

Outcome 3 Establish the range of policies and procedures required by different groups with different aims and organisational structures

The candidate knows how to:
- identify the governing documents required by a group and to ensure they are updated to remain relevant
- identify different ways that a group can make decisions to ensure the participation of its members/committee
- establish which regulatory bodies a community group may need to be aware of/register with in relation to its activities
- facilitate the development of guidelines to make meetings effective (including agenda-setting, taking minutes, ground-rules, listening, working with a chair, making effective contributions, information needed for decision-making)
- explain the responsibilities of different committee members
- determine the requirements of funders and resource allocating bodies which the groups may apply to and the likely impact on their systems and ways of working
Outcome 4  Assist community groups to determine and meet their personnel needs

The candidate knows how to:

• undertake a skills audit with a community group/local voluntary organisation to determine the skills they have and need
• support a group to make a realistic assessment of its personnel needs
• identify the motivations and interest of potential and actual members/volunteers, and assist with planning a recruitment drive for new members/volunteers
• advise a group about the implications and requirements for employing staff, including preparing job descriptions, person specifications, advertising, good practice in short listing, interviewing, appointing
• provide support and supervision for staff and volunteers, including management committee members
• encourage a group/organisation to build in learning and support to meet the needs of all its members, using different approaches to learning
Unit 10  Building the capacity of community groups

Assessment

The following suggests how the outcomes of this unit could be assessed:

- A detailed plan produced for a session with a community group to explore their vision, aims and objectives which uses participative techniques. The plan should be accompanied by a short rationale for the techniques used and issues that are expected to arise which will need to be addressed.

- A briefing paper prepared for a community group outlining the main organisational structures available to community groups and voluntary organisations, their requirements for group members, their pros and cons, and where to get specialist support.

- A checklist of policies and procedures drafted for a group running a multi purpose community building and planning to employ staff in the near future.

and

- A short description of how the candidate would work with a group to establish their existing skills and knowledge and to identify gaps. This should highlight existing resource material that they can draw upon.

The above work should total approximately 2,500 words.
Unit 10  Building the capacity of community groups

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.3  Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Information and Communication Technology
ICT4.3  Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Problem Solving
PS4.1  Develop a strategy for problem solving.
PS4.2  Monitor progress and adapt your strategy for solving the problem.
PS4.3  Evaluate your strategy and present the outcomes of your problem solving skills.

Working with Others
WO4.1  Develop a strategy for working with others.
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives.
WO4.3  Evaluate your strategy and present the outcomes from your work with others.

Links with other units/qualifications
This unit relates to the following units in the Higher Professional Diploma in Community Development:

Unit 3  Understanding community development and other approaches to working in communities
Unit 5  Working collectively to support effective community groups
Unit 7  Managing a community development project
Unit 6  Funding and resources for community groups
Unit 12 Marketing and publicity for community groups
Unit 9  Understanding finance to support to community groups
Unit 11 Legal frameworks for community groups
Unit 21 A Community development approach to partnership working
It also has links with the following National Occupational Standards in Community Development Work:

**Level 3**
A2.3  Initiate working relationships with and within communities  
B2  Facilitate the development of community groups/ networks  
B3  Facilitate ways of working collaboratively  
B4  Promote and support learning from practice and experience  
C6  work with communities to identify needs, opportunities, rights and responsibilities  
E2.3  Support community groups to monitor the use of funding and resources  
E4  Develop peoples skills and roles within community groups/ networks  
E61.2.3 Develop and review community based organisational structures

**Level 4**  
E3.1  Identify funding and resourcing needs  
E5.1/5.2  Work with communities to define human resources/ to meet personnel requirements  
E7.1/7.2  Establish organisational framework/establish ways of working

**Delivery advice**
This unit should provide approximately 100 hours of study - 40 of which should be through guided learning. The learning programme should incorporate a range of methodologies including desk research; observation of practice; discussion groups; formal input from practitioners; exercises and case studies and should utilise peer learning and mentoring opportunities wherever possible.

Assessment should be based on the ability to identify and apply how concepts can work in practice. The learning and assessment should draw on actual examples of practice and how they relate to the current environment and best practice in community development. Wherever possible, study should draw on the experience of the candidate. Where candidates are currently working in the sector they should be encouraged to use evidence from their actual experience wherever possible.

Candidates will be expected to research and reflect on material from a range of sources identifying how current thinking relates to best organisational development practice in the prevailing climate and with respect to local and national initiatives in the voluntary and community sector. Full use should be made of information technology for research and presentation of work.

Candidates should be expected to demonstrate understanding and knowledge within the established practice principles for community work ie social justice, sustainable communities, community participation and promoting collective working.
**Suggested resources list**

*Managing Community Practice*
Banks.3 et al, Bristol Policy Press. 2003

*Developing Community Organisations*
FCDL resource Packs 2006

*The Community Work Skills Manual*
Harris.V ed 2001

*Voluntary Not Amateur; a guide to law for voluntary organisations and community groups*
London Voluntary Service Council LVSC 2002

*Human Rights Act Toolkit*

**Useful organisations**

NACVA and their members of CVS/ Voluntary Actions in each district [www.nacva.org.uk](http://www.nacva.org.uk)

Community Matters who support community associations and have knowledge of community buildings [www.communitymatters.org.uk](http://www.communitymatters.org.uk)

BASSAC – social action centres national body [www.bassac.org.uk](http://www.bassac.org.uk) who also support the Community Sector Coalition – a grouping of national bodies providing infrastructure support to community groups and voluntary organisations

NCVO [www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk) provide a range of services to support voluntary organisations and community groups
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Unit 11  Legal frameworks for community groups
Overview and outcomes

Unit summary
This unit provides an overview of the legal frameworks that apply to many community groups. Candidates need to develop the ability to recognise the relevance of these frameworks to a particular activity or organisation and to work with a group to ensure that appropriate policies are put in place as well as compliance with the correct and most up to date legislation. The unit also equips candidates to advise community activists on a range of legal matters and direct them to appropriate professional advice.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit aims to enable the candidate to:
- Develop their knowledge of the law and sources of law relevant to community development
- Recognise how to apply this knowledge
- Present legal requirements to people active in communities in a relevant and user friendly way

Outcomes
On successful completion of the unit, the candidate will be able to:
1  Explain the relevant law and sources of law and their purpose
2  Support the application of appropriate legal structures for community groups and organisations
3  Draft appropriate policy documents based on the law
4  Prepare information for use by community groups which takes into account the legal implications of a range of issues
5  Explain legal requirements to community groups
6  Advise community group members on appropriate legal issues, identifying further sources of help and guidance as necessary
Unit 11  Legal frameworks for community groups

Unit content

Outcome 1  Explain the relevant law and sources of law and their purpose

The candidate knows how to:
- locate up to date sources/copies/summaries of appropriate law relating to a range of issues such as:
  - health and safety
  - equal opportunities
  - employment law
  - public liability
  - child protection
  - education
  - planning and building regulations
  - data protection
  - insurance
- explain and analyse that information for its relevance to community groups and organisations

Outcome 2  Support the application of appropriate legal structures for community groups and organisations

The candidate knows how to:
- identify appropriate legal structures for community groups
- prepare constitutions that are relevant to the group
- work with a group to identify what needs to be included in a constitution
- explain to a group the different structures and what each has to offer to them

Outcome 3  Draft appropriate policy documents based on the law

The candidate knows how to:
- identify key components/requirements of a health and safety policy for a voluntary organisation
- draft a meaningful equal opportunities policy for an organisation
- advise a voluntary organisation on the employment law to which they need to adhere
- draft an appropriate child protection policy for a voluntary organisation
- advise on the existence of law relating to public liability and education
- draft a constitution/governing document
Outcome 4    Prepare information for use by community groups which takes into account the legal implications of a range of issues

The candidate knows how to:

- consider possible legal implications of a range of issues for community groups, for example:
  - a community centre wishing to run a holiday play scheme
  - a charity considering whether to become a company
  - a group of volunteers who have received funding for a part time worker
  - a village hall committee who want to run a gala day
  - a community group wanting to apply for funding for a community research/consultation exercise
- locate sources of information on appropriate legislation
- extract the information that is relevant to community groups
- write in plain English and prepare materials in an accessible format

Outcome 5    Explain legal requirements to community groups

The candidate knows how to:

- maintain a store of information on relevant legislation
- keep this store of information updated
- extract information when required
- prepare accessible presentations on legal issues
- respond to questions from community group members

Outcome 6    Advise community group members on appropriate legal issues, identifying further sources of help and guidance, as necessary

The candidate knows how to:

- signpost a community group to appropriate sources of written information
- signpost community groups to appropriate professionals
- work through the process of deciding on an appropriate legal structure
- work through the processes of drafting a set of rules and the various policies required
Unit 11  Legal frameworks for community groups

Assessment

The outcomes of this unit will be assessed on the production of:

- Evidence which shows the candidate understands the legal issues that relate to community organisations, what the relevant law is and where information can be found, and how community groups need to translate their obligations into practice eg drafted policies, a drafted constitution, examples of prepared briefings on specific legal issues, a statement of terms and conditions. These should be accompanied by a commentary that explains the context in which these examples were produced and the process that was used.

- A case study, of a minimum of 1,000 words, detailing the legal matters to which a particular group should adhere in a specific situation and the implications of not doing so.

and

- a summary of a consideration of the different legal structures (as per Outcome 2) that a particular community group might adopt, setting out the pros and cons of each, of approximately 1,500 words.
Unit 11  Legal frameworks for community groups
Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
C4.3  Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Improving your own learning and performance
LP4.1  Develop a strategy for improving your own learning and performance.
LP4.2  Monitor progress and adapt your strategy to improve your performance.
LP4.3  Evaluate your strategy and present the outcomes of your learning

Problem solving
PS4.1  Develop a strategy for problem solving.
PS4.2  Monitor progress and adapt your strategy for solving the problem.
PS4.3  Evaluate your strategy and present the outcomes of your problem solving skills.

Links with other units/qualifications
This unit relates to the following units in the Higher Professional Diploma in Community Development:

Unit 1  Personal development and reflective practice in community development work
Unit 2  Values and principles in community development work
Unit 13 Understanding government for effective community development
Unit 7  Managing a community development project
Unit 8  Funding and resources for community groups
Unit 10 Building the capacity of community groups

It also has links with the following National Occupational Standards in Community Development Work:

Level 3
E6  Develop and review community based organisational structures

Level 4
E7  Develop and maintain organisational frameworks for community based initiatives
Delivery advice
This unit should provide approximately 100 hours of study - 40 of which should be through guided learning. The learning programme should incorporate a range of methodologies including desk research; observation of practice; discussion groups; formal input from practitioners; exercises and case studies and should utilise peer learning and mentoring opportunities wherever possible.

Assessment should be based on the ability to identify and apply how concepts can work in practice. The learning and assessment should draw on actual examples of practice and how they relate to the current environment and best practice in community development. Wherever possible, study should draw on the experience of the candidate. Where candidates are currently working in the sector they should be encouraged to use evidence from their actual experience wherever possible.

Candidates will be expected to research and reflect on material from a range of sources identifying how current thinking relates to best organisational development practice in the prevailing climate and with respect to local and national initiatives in the voluntary and community sector. Full use should be made of information technology for research and presentation of work.

Candidates should be expected to demonstrate understanding and knowledge within the established practice principles for community work ie social justice, sustainable communities, community participation and promoting collective working.

Suggested resources list

Voluntary Sector Legal Handbook
Adirondack, S, Directory of Social Change

Just about Managing

Reference Manual for Community Organisations Advisors
Community Matters

Developing Community Organisations

Voluntary not Amateur

Websites:

Community Matters www.communitymatters.org.uk

Third Sector (periodical) www.thirdsector.co.uk
Unit 12  Marketing and publicity for community groups
Overview and outcomes

Unit summary
This unit aims to equip community development workers with effective marketing and publicity skills to support groups and voluntary organisations working within communities.

It will explore the target audiences with which the groups/organisations wish to make contact, and how to use and develop appropriate strategies, techniques and campaigns. The unit will also consider the legal issues that need to be considered and how to handle issues that can arise from publicity and marketing. It is expected that candidates will be currently engaged in community development work within a range of settings.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
This unit enables the candidate to:
- Recognise the different reasons why groups would want to publicise and market their activities
- Assess the interests of different audiences and the implications of this for a publicity/marketing strategy
- Support groups to design, develop and implement a strategic plan for publicity and marketing
- Understand the legal issues involved in different forms of publicity
- Recognise the range of methods and opportunities for publicity and marketing available for groups to use
- Identify likely issues that need to be addressed prior to a publicity or marketing campaign

Outcomes
On successful completion of the unit the candidate will be able to:
1. Analyse the publicity and marketing requirements of a community group/local voluntary organisation
2. Establish the needs of different target audiences
3. Understand the range of publicity and marketing options open to community groups and voluntary organisations
4. Prepare a strategic publicity and marketing plan with a community group/local voluntary organisation
5. Implement and evaluate a strategic publicity and marketing plan
Unit 12  Marketing and publicity for community groups
Unit content

Outcome 1  Analyse the publicity and marketing requirements of a community group/local voluntary organisation

The candidate knows how to:
- recognise the different reasons for groups wishing to publicise themselves, their activities or their services. (This could include increasing membership, increasing take up of services, demonstrating need in an area, campaigning on behalf of their communities, promoting specific events, objecting to external threats or plans for their neighbourhood, challenging myths and stereotypes, raising public awareness, promoting their area.)
- assist groups to identify the specific message(s) they wish to convey
- differentiate between publicity and marketing, news and advertisements
- assess the issues of equality and diversity that the group needs to consider when publicising/marketing itself (including those groups and communities that they have not traditionally engaged, those specified under any funding or commissioning agreements)

Outcome 2  Establish the needs of different target audiences

The candidate knows how to:
- enable a community group/local voluntary organisation to determine the audiences they seek to reach, including those who may not be the most obvious audiences, addressing issues of equality and diversity
- analyse the implications of the different audiences and how these could affect the marketing and publicity approaches and formats used
- facilitate the group’s plans for linking the message(s) to the intended audiences, including research and investigation into the response of audiences to publicity and marketing campaigns

Outcome 3  Understand the range of publicity and marketing options open to community groups and voluntary organisations

The candidate knows how to:
- gather and share information on different approaches that can and have been used by groups/organisations, including those directly under the control of the group (posters, adverts, own websites, blogs, leaflets, stunts for example) and those which are controlled by others (use of existing media – press releases, interviews, phone-ins)
- analyse the effectiveness of different approaches and methods for particular audiences and kinds of publicity
- recognise the legal issues involved in the different methods and approaches that can be used, including copyright, getting permissions, slander, libel, protecting vulnerable people
- design and create effective publicity materials, including writing press releases, using photography, ICT packages
- facilitate a group to develop their skills in making contact and working with people involved in the media to give effective interviews, etc

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Outcome 4  Prepare a strategic publicity and marketing plan with a community group/local voluntary organisation

The candidate knows how to:

- define the marketing and publicity strategy – being clear about the target audience, the aims of the communication strategy and what the messages are
- promote the value of a strategic publicity and marketing plan for a community group / local voluntary organisation
- understand the different components required within any strategic plan, including short, medium and long term actions, the focus, the resources, the methods, issues to be addressed, plans for review
- identify the appropriate techniques and approaches to use to support different groups prepare their strategies and action plans
- identify the most appropriate media to be used to promote a particular message
- understand how to draw up realistic costings, including hidden costs and the need for contingency budget headings
- establish with the group who needs to be involved from within the group and from outside of the group
- undertake a risk assessment of the plan and identify potential problems that might arise (including inaccurate reporting, inaccurate contact details, an overwhelming response, inappropriate responses, irate responses)

Outcome 5  Implement and evaluate a strategic publicity and marketing plan

The candidate knows how to:

- establish realistic timescales which take account of cultural differences between communities and between organisations
- define the activities and who’s doing them
- specify resources and support needed for them (for example printers booked for leaflets or newsletters, people committed to distributing materials or inserts arranged with existing mail outs)
- establish regular reviews of the plan and facilitate appropriate changes to the plan as a response to external situations
- recognise the follow up work that is needed to handle responses
- recognise and respond to unexpected outcomes of a publicity and marketing campaign
- enable a group to deal with ‘bad press’ and turn negatives into positives
- understand the importance of monitoring and evaluating any publicity and marketing campaign, the differences between the concepts and the techniques that can be used by groups in monitoring and in evaluating their publicity and marketing
- determine what will count as success and how this can be celebrated and built upon
Unit 12  Marketing and publicity for community groups

Assessment

The following suggests how the outcomes of this unit could be assessed:

- A detailed plan of a session they would deliver to introduce a strategic publicity/marketing plan to a community group/local voluntary organisation, which would cover all the main points (relating to the outcomes of the unit) that would be expected within a detailed strategy and how to support them to implement the agreed strategy.

- Examples of three or more publicity materials (their own or others) with an analysis of the materials’ effectiveness in terms of clear messages, reaching different audiences, forming part of an overall strategy, appropriate media, etc.

and

- A report (1,000 words) analysing the issues faced by community group/local voluntary organisations trying to implement a strategy for promoting and publicising themselves/their activities/campaigns/services. It would cover how to support groups to evaluate the effectiveness of their plan and propose solutions for overcoming the barriers they have faced and which have been revealed through the evaluation.

The above work should total approximately 2,500 words.
Unit 12  Marketing and publicity for community groups
Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills
development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes
required in work involving at least one group discussion about a complex subject and one
document of 1,000 words or more about a complex subject.
C4.3  Evaluate your overall strategy and present the outcomes from your work, using at least one
formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate
your points.

Application of Number
N4.1  Develop a strategy for using application of number skills over an extended period of time.

Information and Communication Technology
ICT4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes
required in work involving the use of ICT for two different, complex purposes.
ICT4.3  Evaluate your overall strategy and present the outcomes from your work using at least one
presentation, showing integration of text, images and number.

Problem Solving
PS4.1  Develop a strategy for problem solving.
PS4.2  Monitor progress and adapt your strategy for solving the problem.
PS4.3  Evaluate your strategy and present the outcomes of your problem solving skills.

Working with Others
WO4.1  Develop a strategy for working with others.
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives.
WO4.3  Evaluate your strategy and present the outcomes from your work with others.

Links with other units/qualifications
This unit relates to the following units in the Higher Professional Diploma in Community
Development:

Unit 7  Managing a community development project
Unit 8  Funding and resources for community groups
Unit 10 Building the capacity of community groups
It also has links with the following National Occupational Standards in Community Development Work:

**Level 3**
A2.1/.2 Develop contacts with and within communities/ negotiate the purpose and basis for CD opportunities
B2.2 Support community groups to develop their own practice
C3 Support communities to plan and take collective action

**Level 4**
A3.2 Establish ways of involving people
B5.2 Facilitate opportunities for learning from practice and experience
C4.1/.2 Ensure participation by communities/ develop arrangements for planning of collective actions

**Delivery advice**
This unit should involve approximately 100 hours of study - 40 of which should be through guided learning.

The unit has been designed to facilitate and reflect the Community Development approach; this means working with the candidates to identify needs within the framework of the unit, negotiating curriculum and assessments, encouraging participatory ways of learning together and allowing time for reflection. Candidates should be encouraged to keep a reflective journal to assist their own learning. While not part of the formal assessment, this could also be viewed by the assessors for evidence of learning.

Assessments should be practical and realistic and relate to their current community development practice. Where candidates are currently working in the sector, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Candidates should be encouraged to use ICT resources for activities involving research, investigation, processing and presentation of information. In assessment output candidates must demonstrate appropriate and effective use of ICT resources.
Suggested resources list

Media trust [www.mediatrust.org](http://www.mediatrust.org) - online checklists on dealing with the media / writing press releases

Community media association [www.commedia.org.uk](http://www.commedia.org.uk)

Local community radio stations provide training and support to use radio.

[http://www.campaigncreator.org/](http://www.campaigncreator.org/) use the CampaignCreator application to quickly and easily create your own website, e-newsletters, online surveys and e-petitions. The CampaignCreator application will also create your offline campaigning materials like leaflets and posters.


[http://www.plainenglish.co.uk/training.html](http://www.plainenglish.co.uk/training.html)
Friends of the Earth have written guidance for people new to campaigning. [http://www.foe.co.uk](http://www.foe.co.uk)


[http://www.volresource.org.uk/briefing/market.htm](http://www.volresource.org.uk/briefing/market.htm) has a section devoted to marketing of the voluntary sector and several good links and [http://www.volresource.org.uk/info/mediapr.htm](http://www.volresource.org.uk/info/mediapr.htm) for getting your message across

[http://www.londonmet.ac.uk/depts/bssm/research/cermark/publications/nonprofit.cfm](http://www.londonmet.ac.uk/depts/bssm/research/cermark/publications/nonprofit.cfm) provides a long list of research articles for non-profit and voluntary sector marketing, although much is aimed at international organisations

**Tools for Tomorrow - A practical guide to strategic planning for voluntary organisations**
Published by NCVO and the Centre for Charity Effectiveness 2004 ISBN 0 7199 1638 0

**The Campaigning Handbook**

**An Activist’s Guide to Exploiting the Media**
George Monbiot, ISBN 1898876738 available free from: [http://www.urban75.com/Action/media.html](http://www.urban75.com/Action/media.html)

**Good Campaigns Guide for the Voluntary Sector**
Tess Kingham and Jim Coe 2005 ISBN 0 7199 1651 8

**The DIY Guide to Marketing: For Charities and Voluntary Organisations**
Moi Ali 2001

**Marketing for the Voluntary Sector: A Practical Guide for Charities and Non-government Organizations**
Paula Keaveney 2001

Committee of Advertising Practice (Non-broadcast) has Help Notes on Voluntary Sector Marketing [http://www.cap.org.uk](http://www.cap.org.uk)
Unit 13 Understanding government for effective community development

Overview and outcomes

Unit summary
This unit covers government structures, departments and operations; national, regional and local levels of government; understanding policies relevant to communities; how to influence, where to influence and at what stage.

Whilst community workers work locally this is within a multi-layered context of other agencies. All community workers need to know about government whether they choose to work together with government or as independently as possible. They need to ensure their own knowledge and understanding is great enough to serve the needs of the communities they work with so that strategies can be designed to influence policies in ways that benefit those communities. This unit therefore relates to all the key skills needed for good community learning and development to take place.

The unit involves candidates in exploring the vast and constantly changing area of influencing governmental agencies and therefore focuses in on a specific piece of policy of their choice, usually related to their personal or work lives.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and producing work of a satisfactory and reliable standard.

Aims
The unit aims to enable the candidate to:

- Research policy development
- Assess ways to influence policy development
- Design intervention strategies to shape and influence the policies which affect the communities they work with
- Promote critical reflection and action by communities as to best ways to influence policy

Outcomes
On successful completion of the unit the candidate will be able to:

1. Investigate current policies and assess at least one policy in relation to the needs of a specific community
2. Relate that policy to other policies at local, regional and national level
3. Monitor, evaluate and communicate the impact of current policies so as to engender active reflection within a community about potential positive changes
4. Access information about current government structures, assess their relationship and relevance to the policies under investigation and identify and assess strengths and weaknesses of a variety of contact strategies
5. Design strategies for intervention so as to maximise positive impact on policy
6. Communicate relevant aspects of those strategies in order that a community can effectively decide on their own plan of action
Unit 13 Understanding government for effective community development

Unit content

Outcome 1 Investigate current policies and assess at least one policy in relation to the needs of a specific community

The candidate knows how to:
- establish a variety of ways to discover facts about existing and developing policies
- locate and identify ways to research how these policies have developed over time
- demonstrate how to identify methods for keeping up to date with relevant research, policy changes and initiatives
- analyse policies in terms of local needs and activities
- have a clear understanding how policy affects community learning and development

Outcome 2 Relate that policy to other policies at local, regional and national level

The candidate knows how to:
- assess the overlaps and contrasts between differing policies at local, regional and national level related to one topic
- explore any tensions between differing policy developments
- understand the complexities of policy development
- relate and compare one policy to at least two other policies
- relate these policies to values and principles of community learning and development
- relate these policies to issues of equality, diversity and cohesion
- identify how the inter-relationship of policies affects a community

Outcome 3 Monitor, evaluate and communicate the impact of current policies so as to engender active reflection within a community about potential positive changes

The candidate knows how to:
- monitor the development of policies in relation to the needs of a community
- evaluate the impact of policies in terms of local needs and activities
- reflect on and assess motivation levels for a community to engage in influencing policy change
- interpret the impact of policy developments of particular relevance for one community
- promote critical analysis and reflection on how government policies and processes contribute to promoting equality, diversity and cohesion
- identify a range of activities and ways to communicate those points so as to maximise community development and learning
Outcome 4  Access information about current government structures and assess their relationship and relevance to the policies under investigation and identify and assess strengths and weaknesses of a variety of contact strategies

The candidate knows how to:
- find information about structures within a variety of government agencies
- assess relationships between structures related to at least one policy
- find information on members and officials within the various layers of government
- identify barriers to positive contact between members, officials, community groups and community development workers
- differentiate and evaluate differing ways to make contact
- evaluate possible ways to intervene in structures
- draw up a swot analysis for a variety of contact strategies
- analyse the costs and benefits
- identify positive contact and intervention strategies
- demonstrate how to develop, maintain and monitor contacts with key stakeholders and those with influence

Outcome 5  Design strategies for intervention so as to maximise positive impact on policy

The candidate knows how to:
- identify existing policy influences and ways they may be successful
- compare and contrast positive and negative aspects of a variety of existing strategies
- critically review possible routes of influence
- draw up at least one plan of action annotated with possible alternatives

Outcome 6  Communicate relevant aspects of those strategies in order that a community can effectively decide on their own plan of action

The candidate knows how to:
- design and communicate options for strategic working and present findings to a community
- work with community members to determine a strategy and develop detail.
- work with community members to design ways to monitor strategies for intervention as part of that strategy
- ensure active participation by a diversity of community members
- identify ways to ensure participative learning is maximised
Unit 13  Understanding government for effective community development

Assessment

The outcomes of this unit will be assessed on the production of:

- A portfolio, or reflective diary, of information gathered by individual research and during discussion sessions, related to general policy development citing at least 2 policies other than the one the candidate has primarily focused on.

- Annotation of the above information commenting on relevance to and usefulness for communities the candidate works with (300 words)

and

- A case study of one aspect of policy ensuring all outcomes 1-4 are covered together with a written report relating the case study to an assessment of the diversity of influences and including a design of a strategy for action referring in particular to outcomes 5 & 6.

The above work should total approximately 2,500 words.
Unit 13 Understanding government for effective community development

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1 Develop a strategy for using communication skills over an extended period of time
C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving continuous group discussion about each policy chosen for investigation by candidates and more general findings found through collection of data about government workings. Those discussions will contribute to the understanding shown in the 2 substantial pieces of work around one small area of policy.
C4.3 Evaluate your overall strategy and present the outcomes from your work, using a variety of presentation skills at group discussion sessions.

Application of Number
N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Information and Communication Technology
ICT4.1 Develop a strategy for using ICT skills over an extended period of time
ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for research and communication
ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text and images.

Improving own Learning and Performance
LP 4.1 Develop a strategy for improving your own learning and performance
LP4.2 Monitor progress and adapt your strategy to improve your performance
LP4.3 Evaluate your strategy and present the outcomes of your learning

Problem Solving
PS4.1 Develop a strategy for problem solving
PS4.2 Monitor progress and adapt your strategy for solving the problem
PS4.3 Evaluate your strategy and present the outcomes of your problem solving skills

Working with Others
WO4.1 Develop a strategy for working with others
WO4.2 Monitor progress and adapt your strategy to achieve agreed objectives
WO4.3 Evaluate your strategy and present the outcomes from your work with others
Links with other units/qualifications
This unit underpins all key roles in community development and therefore links with all other units within the Higher Professional Diploma in Community Development.

Delivery advice
This unit should involve approximately 100 hours of study - 40 of which should be through guided learning in class.

Candidates should be encouraged to relate their study to policies of particular interest to themselves. They should demonstrate a general knowledge through their portfolio with additional more in-depth knowledge and understanding of one small piece of specific policy displayed in the case study along with a measured analysis of positive action strategies in the report. This should be related to their everyday personal or work lives.

Decisions on what policies to be investigated and reported on for individual assessment should be instigated during the early input sessions. Individual students should be encouraged to consider what policy they would like to investigate and begin such investigations, bringing preliminary work into early sessions. A substantial part of each session will therefore comprise of group discussions, led and facilitated by the tutor, about policies being looked at and progress made. The tutor will suggest further action and encourage supportive cross fertilisation of ideas and understandings. Candidates must relate the findings of other students to their own investigations. Tutors are advised to agree definitive titles and outlines for each piece of assessed work with each student before the midway point of input sessions.

Candidates should be encouraged to use ICT resources. Accessing and analysing available information is key to this unit. Accessing alternative sources of information, from other agencies and other data sources with subsequent comparison of such information with government sources will provide evidence towards grading.

Suggested resources list
While the following books should be interesting and useful, the information related to this unit is constantly changing so books quickly become out of date:

**Inside Britain**

**The Good Campaigns Guide**

Resources therefore will be accessed mostly through ICT, for example:

- [www.communities.gov.uk](http://www.communities.gov.uk)
- [www.cdf.org.uk](http://www.cdf.org.uk)
- [www.direct.gov.uk](http://www.direct.gov.uk)
- [www.electoralcommission.gov.uk](http://www.electoralcommission.gov.uk)
- [www.hansard-society.org.uk](http://www.hansard-society.org.uk)
- [www.idea.gov.uk](http://www.idea.gov.uk)
- [www.lgiu.gov.uk/publications](http://www.lgiu.gov.uk/publications)
- [www.locata.co.uk](http://www.locata.co.uk)
- [www.niace.org.uk/publications/M/MkgDiff.htm](http://www.niace.org.uk/publications/M/MkgDiff.htm)
- [www.powerinquiry.org](http://www.powerinquiry.org)
- [www.publications.parliament.uk](http://www.publications.parliament.uk)
- [www.toolkitparticipation.com](http://www.toolkitparticipation.com)
Unit 14  Diversity and inequalities within communities
Overview and outcomes

Unit summary
Understanding diversity and equality issues is a fundamental aspect of any field of work today. This unit explores the concepts of ‘diversity’, ‘inequality’ and ‘equal opportunity’, and asks candidates to highlight key differences between them. Candidates are required to learn about current legislation, policy and good practice and the duties that arise. They are asked to explore the ways in which definitions of different identities (e.g. in terms of sexual orientation, age, race, ethnicity, caring responsibilities, disability and gender) are socially constructed. Candidates are also asked to examine the way in which their own attitudes, and social trends impact on diversity and equality issues within their settings.

The unit relates to anyone in the workplace, including managers, colleagues, users/clients/customers, group members and any other person with whom the candidate has contact.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory standard.

Aims
This unit aims to enable the candidate to:
- Understand diversity and inequalities, their interrelationships and impacts on individuals and communities, including themselves
- Identify the legal, policy and good practice framework for tackling inequality and devise and implement policy and practice for their own context
- Explore multiple levels of oppression and discrimination and their links to key aspects of citizenship and identity

Outcomes
On successful completion of the unit the candidates will be able to:
1. Explain key concepts in diversity and inequality and their interrelationships
2. Describe the main elements of equal opportunities law, policy, good practice and consequent duties in relation to valuing diversity and tackling inequality
3. Develop policy and practice for valuing diversity and tackling inequality within their own groups, organisations and communities
4. Identify the way in which discussions of diversity and inequality issues are affected by the social construction of different identities, such as, gender, age, race, disability, sexual orientation, caring responsibilities and ethnicity
Unit 14  Diversity and inequalities within communities

Unit content

Outcome 1  Explain key concepts in diversity and inequality and interrelationships

The candidate knows how to:

• explain the meanings of ‘diversity’, ‘inequality’ and ‘equal opportunities’ and how they relate to their own community and context

• outline the differences between diversity and equal opportunities and their impact on practice for individuals, groups and communities.

• analyse the impact of their own perspectives, experience and behaviour on valuing diversity and tackling inequality in their groups, organisations and communities

• describe at least six equality topic areas (eg. gender, age, sexual orientation, race, caring responsibilities and disability), identify how they interlink in relation to their own context

Outcome 2  Describe the main elements of equal opportunities law, policy, good practice and consequent duties in relation to valuing diversity and tackling inequality

The candidate knows how to:

• explain the main aspects of equality law: discrimination (direct and indirect), victimisation, harassment and bullying, positive action and genuine occupational requirements / qualifications

• review the duties placed on individuals, groups and organisations by equality law

• establish the case for positive action measures in their organisation

• describe the impact of implementing equality law on valuing diversity and tackling inequality

Outcome 3  Develop policy and practice for valuing diversity and tackling inequality within their groups, organisations and communities

The candidate knows how to:

• identify where support is available for developing and implementing policy and good practice

• develop and implement policy that is consistent with the letter and spirit of the law

• develop practice to implement policy which seeks to move beyond compliance with legislation to establishing good practice

• research and analyse the impact of demographic trends on diversity and inequality issues within their own context

• monitor and evaluate the implementation of policy and good practice in their groups, organisation and communities

• recommend and argue within their own setting for changes in policy and practice based on monitoring and evaluating the impact of current policy and practice making use of ICT
Outcome 4 Identify the way in which discussions of diversity and inequality issues are affected by the social construction of different identities, such as, gender, age, race, disability, sexual orientation, caring responsibilities and ethnicity

The candidate knows how to:
- identify issues of citizenship and identity
- review the definitions of the social groups considered to be experiencing inequality
- recognise the way in which the groups experiencing inequality are socially constructed
- identify the tension between different diversity and inequality issues (including ideas of citizenship and identity)
Unit 14  Diversity and inequalities within communities
Assessment

The following suggests how the outcomes of the unit could be assessed:

- A fifteen minute presentation for colleagues highlighting the key differences between diversity and equality approaches to achieving social justice and equity and their implications for practice. This should include an identification of the ways in which legislation and current ideas of good practice impact on working together across sector boundaries, and working with the tensions within and between communities and community groups

and

- An assignment, of approximately 2,000 words, based on the candidate’s own work context which:
  o shows an understanding of the social construction of group identities (eg. race, gender, age, disability and sexual orientation)
  o includes a reflection on diversity and equality issues, and the tensions and issues that arise from this, within the candidates’ own group or organisation
  o develops an action plan and strategy to address the diversity and equality challenges and tensions that the candidates have identified within their group, organisation or community, taking into account the requirements of current legislation and the role that positive action might play within the strategy.
Unit 14  Diversity and inequalities within communities

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Application of Number
In analysing the impact of demographic trends on diversity and inequality issues, candidates will have the opportunity to demonstrate some achievement of unit elements:
N4.1  Develop a strategy for using application of number skills over an extended period of time.
N4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving deductive and inferential reasoning and algebraic modelling.

Information and Communication Technology
The use of ICT is fundamental to this unit as it provides candidates with opportunities for researching, processing and presenting information:
ICT4.1  Develop a strategy for using ICT skills over an extended period of time.
ICT4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.

Improving own Learning and Performance
The overall process of completing unit will contribute to candidates improving their own learning and performance:
LP4.1  Develop a strategy for improving your own learning and performance.
LP4.2  Monitor progress and adapt your strategy to improve your performance.

Problem Solving
Candidates will have the opportunities to demonstrate their achievements of:
PS4.1  Develop a strategy for problem solving.
PS4.2  Monitor progress and adapt your strategy for solving the problem.

Working with Others
This unit provides limited opportunities for candidates to work with others:
WO4.1  Develop a strategy for working with others.
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives
Links with other units/qualifications
Valuing diversity and tackling inequality are underpinning aspects of the Community Development Work National Occupational Standards and as such relates to every key role and also to all units within the Higher Professional Diploma in Community Development.

Delivery advice
This unit should involve 100 hours of study, 40 hours of which should be through guided learning.

Where this unit is delivered outside of England and Wales, reference to the relevant equality legislation will be required.

Within the limits of good practice and confidentiality, candidates should be encouraged to research and provide examples from their own organisation or experience for group discussion and critical evaluation.

Candidates must make reference to current legislation and may use case law to demonstrate their understanding of the law.

Any work done for assessment must be the candidates’ own work and candidates are expected to plan and carry out assessments independently. Tutors will provide appropriate advice and guidance as necessary.

Suggested resources list
Books, articles and journals:

Independent living, politics and implications

Making Diversity Happen! A guide for voluntary and community organisations
Bliss, Janet (2003), NCVO

Equality in Action
Cheung-Judge (1994) M & Henley A NCVO

Managing Diversity: Can it offer anything to the delivery of race equality or is it a distraction?

Hayfield, Anne and Aziz, Mohammed Abdul, (2005), NCVO

Just about managing
Diversity in action: managing the mosaic.

Managing Diversity in the Workplace: An Introduction for Voluntary Organisations
NCVO. (2003)

All Equal Under The Act - a practical guide to the 1989 Children Act for social workers
McDonald, Sheila, REU

Racism
Miles, Robert (1995) Routledge

Ethnic Minorities in Britain: Diversity and Disadvantage
Modood, T (1991), Policy Studies Institute

Citizenship and Disabled People

People Management
The magazine of the Chartered Institute of Personnel and Development

Voluntary but not amateur: A guide to the law for voluntary organisations and community groups

Organisations:

Advisory, Conciliation and Arbitration Service (ACAS), Brandon House, 180 Borough High Street, London, SE1 1LW, 020 7210 3613 (www.acas.gov.uk)

Chartered Institute of Personnel and Development,151 The Broadway, London, SW19 1JQ, 020 8612 6200 (www.cipd.co.uk)

Commission for Racial Equality, St Dunstan’s House, 201-211 Borough High Street, London SE1 1GZ, 020 7939 0000 (www.cre.gov.uk)

DRC Helpline, FREEPOST MID02164, Stratford upon Avon, CV37 9BR, 08457 622 633 (www.drc.org.uk)

Equal Opportunities Commission, Arndale House, Arndale Centre, Manchester, M4 3EQ 0845 601 (www.eoc.org.uk)

Stonewall, Tower Building, York Road, London SE1 7NX, 020 7593 1850 (www.stonewall.org.uk)
Unit 15  A community development approach to developing sustainable communities

Overview and outcomes

Unit summary
The development of sustainable communities is one of the values and practice principles for Community Development Work. This unit is for community development practitioners and those people who are using a community development approach as part of their work.

Sustainability, when applied to communities, has a number of different uses which reflect the different perceptions of what counts as ‘sustainable’. This unit provides participants with an opportunity to explore these different perceptions and their implications and to examine the role of community development in creating and sustaining communities (of interest, identity as well as locality).

This unit also considers the practical skills needed to work towards creating and supporting sustainable communities, including working with others from differing backgrounds to understand their roles and interests, exploring expectations, working with diversity and difference and handling power inequalities.

Successful achievement of this unit depends upon candidates meeting the assessment outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit aims to enable the candidate to:
- Understand the background to and reasons for the development of the ‘Sustainable Communities’ agenda
- Explore different perceptions of sustainable communities, including the definitions used by government departments, the community development work value and practice principles, and the views of different communities
- Analyse the components that are seen as the building blocks for sustainable communities
- Recognise the different policies and players within the sustainable communities field, at national, regional and local levels
- Appreciate and promote good practice in developing and supporting sustainable communities, from national and international examples
- Support community representatives to engage effectively and appropriately in partnership with other professionals charged with a sustainable community remit for their area

Outcomes
On successful completion of the unit the candidate will be able to:
1  Understand the wider social, political and economic context that surrounds the concept of sustainable communities
2  Critically examine the different approaches to developing and maintaining sustainable communities
3  Analyse the key components of a sustainable community
4  Identify and examine the varying roles and skills needed for community development work that promotes sustainable communities
5  Understand and implement the factors that lead to good practice in developing sustainable communities
Unit 15  A community development approach to developing sustainable communities

Unit content

Outcome 1  Understand the wider social, political and economic context that surrounds the concept of sustainable communities

The candidate knows how to:

• identify the historical development of the sustainable communities agenda and where the impetus has come from to develop and implement the concept
• understand different approaches to, interests in and definitions of ‘sustainable development’ within national government departments and within different local government authorities
• recognise the tensions and contradictions between these different approaches and definitions
• identify the key policies, strategies and legislation relating to sustainable communities
• examine the relationship between government policies on sustainable communities and sustainable development

Outcome 2  Critically examine the different approaches to developing and maintaining sustainable communities

The candidate knows how to:

• identify the key features of a community development work approach to sustainable communities, based on community empowerment, informal learning and valuing what people in communities can offer
• differentiate between the agendas for regeneration and renewal programmes and that of sustainable communities, and recognise the relationship between them, the disparities between them and contradictions within them
• identify the national, regional, local bodies charged with the delivery of the sustainable communities agenda and their particular role(s) within this agenda
• identify and analyse the different kinds of activities designed to promote and support sustainable communities being developed within public policy and public services
• identify the other professions who are involved in the sustainable communities agenda and critically comment on their roles
• identify the expectations on local communities to become involved in delivering on the sustainable communities agenda
• gather and understand the perspectives of different kinds of communities in relation to the sustainable communities agenda – particularly those from the most marginalized, excluded and diverse communities.
• recognise the roles of environmental bodies (such as NGOs, campaign groups) in supporting community actions around sustainable communities
Outcome 3  Analyse the components of a sustainable community

The candidate knows how to:
- present and analyse the commonly accepted key components of sustainable communities which can be found within the strategies of all sectors with responsibility for developing sustainable communities (such as participation, representation and leadership; transport services and communication; appropriate and accessible services; environmentally friendly places; a flourishing and diverse local economy; quality housing and the built environment; vibrant, inclusive, harmonious communities)
- critically examine the approaches of different government departments and their impact on the development of sustainable communities
- recognise the different types of locality based communities that are being targeted by the government and the tensions between new developments/growth areas and deprived areas being regenerated – urban and rural
- examine the concept of sustainable communities from the perspectives of communities of interest and identity

Outcome 4  Identify and examine the varying roles and skills needed for community development work that promotes sustainable communities

The candidate knows how to:
- identify the role of Community Development workers in the delivery of sustainable communities
- identify the skills that will be needed to work with communities on the sustainable communities agenda
- identify the skills and knowledge required by stakeholders engaging in sustainable communities, for them to be effective
- recognise the tensions that will arise between communities’ views of what makes for sustainable communities and those of other agencies
- develop and use techniques for supporting community members and other professionals to work together and agree common goals and the actions needed to achieve these aims
- identify ways to support people to develop their skills and knowledge in their roles of supporting sustainable community goals
- enable community groups to develop structures to maintain their autonomy
- assess the resources needed for developing sustainable communities, maximising the use of existing resources and generating the necessary additional resources

Outcome 5  Understand and implement the factors that lead to good practice in developing sustainable communities

The candidate knows how to:
- gather examples of positive working practices and share these with the groups
- recognise the barriers to the creation of sustainable communities (for example the planning processes)
- establish performance indicators demonstrating the effectiveness and value added of partnership working to support sustainable communities
- use monitoring and evaluation tools to improve joint working
- examine who is involved and who has been excluded from building sustainable communities
- put into place processes, procedures and policies that overcome or challenge barriers and inequalities, and follow anti discriminatory practice
- use processes and procedures that are accountable – clear, accessible, open to questioning
- create effective communication and decision-making structures
- present information clearly to different people
Unit 15  A community development approach to developing sustainable communities

Assessment

The following suggests how the outcomes of the unit could be assessed:

- A description of a geographical area in which they are working followed by an analysis of how it matches against the key components of a sustainable community that have been selected by the candidate as relevant to that particular area.

- An analysis of the activities of the different sectors (public, private and VCS) either individually or in partnership, in promoting the sustainable community agenda in the geographical area they are working in, which will include the impetus and drivers for these activities (such as government policies, local champions of sustainable communities), the context within which these activities are located, and the different approaches being taken. This analysis should include an assessment of the role of all the parties involved in the work described, and a commentary on (which includes the rationale for) any changes they would make/like to see made to these approaches.

and

- An analysis of the role that the candidate is currently taking in promoting sustainable communities against the key purpose, values and roles of community development work. It should include their role in informal learning and encouraging sharing and learning from examples of good practice, what additional roles they could take on, and their current/future skills and techniques in relation to promoting sustainable community development goals.

The above work should total approximately 2,500 words.
Unit 15  A community development approach to developing sustainable communities

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units

Communication
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Improving own Learning and Performance
LP4.1  Develop a strategy for improving your own learning and performance.
LP4.2  Monitor progress and adapt your strategy to improve your performance.
LP4.3  Evaluate your strategy and present the outcomes of your learning.

Links with other units/qualifications
This unit relates to all the mandatory units in the Higher Professional Diploma in Community Development, as it is a key element of the purpose of Community Development work. It also relates to, and underpins many of the Group B optional units.

It also has links with the following National Occupational Standards in Community Development Work:

Level 3
A2  build relationships within and with communities and organisations
B2.3  promote inclusive and empowering ways of working within communities
B4  promote and support learning from practice and experience
B5  facilitate ways of working collaboratively
C3  support communities to plan and take collective action
C6  support groups to identify needs and opportunities, right and responsibilities

Level 4
A3  develop strategic relationships with communities and organisations and within partnerships
B2  create opportunities for learning from practice and experience
C4  ensure community participation in planning and taking collective action
**Delivery advice**

This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

The unit has been designed to facilitate and reflect the Community Development approach; this means working with the students to identify needs within the framework of the unit, negotiating curriculum and assessments, encouraging participatory ways of learning together and allowing time for reflection.

The assessment should be practical and realistic and relate to their current community development practice. Candidates should be encouraged to investigate and critically review current trends and innovative practice in developing sustainable communities and use a range of resources to gather data.

**Suggested resources list**

From JRF – Findings; all available on [www.jrf.org.uk/knowledge/findings/](http://www.jrf.org.uk/knowledge/findings/)

*Local Agenda 21, community planning and neighbourhood regeneration*

*Attracting and retaining families in new urban mixed income communities.*

*Representing neighbourhood environmental concerns within LSPs*

*Role and future of BME organisations*

*Inclusive strategies for race and gender in urban regeneration*

*Community involvement in rural regeneration strategies*

Books :

*Creating and Sustaining Mixed Income Communities*

Badey N. (ed) 2006. CIH, Coventry

*Skills for Sustainable Communities*


*Local Partnerships for Better Governance*

OECD, 2001. OECD, Paris

*Sustainable Communities Plan*

Sustainable Communities: People, Places and Prosperity
ODPM, 2005. ODPM, London

Estates on the Edge

Urban Regeneration

Small is Beautiful
Schumacher E.F. 1999 Hartley and Marks, Point Roberts Washington

The UK Independence Report

A New Commitment to Neighbourhood Renewal

Websites:

www.resurgence.org

www.localworks.org

www.sd-research.org.uk for the Sustainable Development Research Network

www.creativecommunities.org.uk

www.foe.co.uk

Department for Communities and Local Government: www.dclg.gov.uk

The Academy for Sustainable Communities: www.ascskills.org.uk

Journals:

New Start

Regeneration and Renewal

BURA Newsletter

NCVO Newsletter
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Unit 16  A community development approach to neighbourhood regeneration

Overview and outcomes

Unit summary
This unit explores the distinctive approach that community development workers bring to neighbourhood regeneration/renewal. Neighbourhoods are currently the focus of many government initiatives and this unit seeks to place this interest within a wider context of government policy over time. It examines the concept of sustainable communities which is often the goal of neighbourhood based programmes.

Many neighbourhood programmes seek to engage with residents although few are initiated by people living in those communities, and it is often unclear what role is being assigned to local people. Community workers may be supporting communities and community groups to gain some influence over top down programmes and/or working with other professionals with an interest in neighbourhood renewal but with a focus on the built environment and little interest in, or knowledge, of the social aspects of neighbourhood renewal.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit enables the candidate to:
- Understand the historical and current context of government policy in relation to neighbourhoods
- Identify the key features and issues involved in developing sustainable communities
- Recognise the range of regeneration, renewal and other regional and local structures that relate to neighbourhoods
- Identify a community development work approach to this work, and the difference between this and other approaches to neighbourhood regeneration

Outcomes
On successful completion of the unit the candidate will be able to:
1. Analyse current government policy in relation to neighbourhood regeneration and renewal
2. Evaluate the concept of sustainable communities within the context of local-global relationships
3. Identify the range of initiatives aimed at neighbourhoods and the different structures that relate to particular initiatives affecting the communities they support
4. Differentiate between a community development work approach to neighbourhood regeneration and renewal and others approaches that currently exist
Unit 16  A community development approach to neighbourhood regeneration

Unit content

Outcome 1  Analyse current government policy in relation to neighbourhood regeneration and renewal

The candidate knows how to:

- locate current initiatives within a historical framework of government interest in renewing neighbourhoods
- understand the geography of poverty and how areas have been identified for renewal and regeneration
- draw out the lessons learnt from the successive waves of intervention within neighbourhoods and apply them to current policy and practice
- explore the tensions between national, regional, and local government departments and their approaches to neighbourhood regeneration and renewal policies and implementation

Outcome 2  Evaluate the concept of sustainable communities within the context of local-global relationships

The candidate knows how to:

- identify the key elements needed to develop sustainable communities and introduce the concept to members of community groups and local voluntary organisations they work with
- analyse the impacts of increasing globalisation on the potential for achieving sustainable communities – economically, socially, environmentally etc
- identify good practice from the UK and other countries in developing sustainable communities

Outcome 3  Identify the range of initiatives aimed at neighbourhoods and the different structures that have been created in response to particular initiatives which affect the communities they support

The candidate knows how to:

- gather information on the implementation of policies at a local level and relay this to community groups and members
- analyse local strategies and structures that have been developed to improve neighbourhoods for their community participation elements and their effectiveness in engaging with community members and groups
- identify management structures and funding arrangements in renewal programmes
- identify the barriers to effective community participation and engagement that can be created by different structures
Outcome 4  Differentiate between a community development work approach to neighbourhood regeneration and renewal and others approaches that currently exist

The candidate knows how to:

- describe the main elements of a community development approach to regeneration – relating to the key purpose, values and practice principles of community development work
- recognise the issues that regeneration policies can raise for value based and effective community development, particularly those that are based upon developing the built environment
- identify and critically reflect upon the role of community development workers in relation to neighbourhood regeneration
- design community consultation and participation exercises to determine the needs of communities within a neighbourhood
- recognise and promote effective communication between all parties involved in renewing a neighbourhood, which aims to reduce inequalities arising from factors such as power, influence, resources
- facilitate the training and support needs of community members engaged in neighbourhood regeneration forums and partnerships
- devise systems to ensure accountability to community members and groups
**Unit 16  A community development approach to neighbourhood regeneration**

**Assessment**

The following suggests how the outcomes of the unit could be assessed:

- A report of 2,500 words based on a planned or actual piece of work on neighbourhood renewal/regeneration. The report will cover:
  - a thumbnail sketch of the neighbourhood being written about to set the scene and provide information about previous neighbourhood based regeneration initiatives
  - details of the particular neighbourhood programme/ initiative that is the subject of this report, which is put into the wider context of government policy, and how it is being implemented on the ground (who is taking the lead, partners, community involvement etc)
  - information about the candidates' actual or planned role as community development workers, and those of other professionals involved with this initiative
  - an analysis of the contribution of this initiative to developing a sustainable community in the area
  - comments on the issues raised by this neighbourhood initiative, a prognosis for it achieving its aims and outcomes, and suggestions for changes that would make it a more effective programme from a community perspective

and

- A summary of the report should be prepared as a presentation to a group.
Unit 16  A community development approach to neighbourhood regeneration

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Information and Communication Technology
ICT4.1  Develop a strategy for using ICT skills over an extended period of time.
ICT4.3  Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Problem Solving
PS4.1  Develop a strategy for problem solving.
PS4.2  Monitor progress and adapt your strategy for solving the problem.
PS4.3  Evaluate your strategy and present the outcomes of your problem solving skills.

Working with Others
WO4.1  Develop a strategy for working with others.
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives.
WO4.3  Evaluate your strategy and present the outcomes from your work with others.

Links with other units/qualifications
This unit has close links with Unit 15 A community development approach to neighbourhood regeneration within the Higher Professional Diploma in Community Development.

It also relates to the following units:

Unit 2  Values and principles in community development work
Unit 3  Understanding community development and other approaches to working in communities
Unit 4  Social and welfare policy relating to community development work
Unit 6  Research, evaluation and development within community development work
Unit 13  Understanding government for effective community development
Unit 14  Diversity and inequalities within communities
Unit 21  A Community development approach to partnership working
It also has links with the following National Occupational Standards in Community Development Work, as follows:

**Level 3**

A2  Initiate joint working relationships with and within communities
B2  Promote inclusive and empowering ways of working with communities
B4  Promote the value of learning from practice
C3  Support communities to identify aims and objectives of community action
C6  Support groups/ networks to identify needs and opportunities - co-ordinate the collective prioritising of community needs, opportunities, rights and responsibilities
E2  Work with community groups/ networks to identify and secure required funding and resources
E4  Assist community groups to define their needs for people and skills

**Level 4**

A3  Ensure social inclusion in the development of partnerships
B5  Promote opportunities for learning from practice and experience
E3  Identify funding/resourcing need within communities

**Delivery advice**

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning.

The unit has been designed to facilitate and reflect the community development approach. This means working with the candidates to identify needs within the framework of the unit, negotiating curriculum and assessments, encouraging participatory ways of learning together and allowing time for reflection. Candidates should be encouraged to keep a reflective journal to assist their own learning. While not part of the formal assessment, this could also be viewed by the assessors for evidence of learning.

Assessments should be practical and realistic and relate to their current community development practice. Where candidates are currently working in the sector, there will be opportunities for them to draw evidence from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data.

Candidates should be encouraged to use ICT resources for activities involving research, investigation, processing and presentation of information. In assessment output candidates must demonstrate appropriate and effective use of ICT resources.
Suggested resources list

*People and Places, a 2001 Census Atlas of the UK*

*Urban Policy and Politics in Britain*

*Poverty: the facts*

*Urban Renaissance? New Labour, Community and Urban Policy*

*Tackling Social Exclusion*

*Skills for Neighbourhood Renewal*

*Community self help*

*Community Leadership in Area Regeneration*

*A New Commitment to Neighbourhood Renewal*

*Tackling Social Exclusion; taking stock and looking to the future*
Social Exclusion Unit (2004) London ODPM

Useful websites:

ODPM is now the Department for Communities and Local Government (DCLG). The DCLG website can be found at [www.communities.gov.uk](http://www.communities.gov.uk)

DCLOG have the Neighbourhood renewal archives

[www.socialexclusionunit.gov.uk](http://www.socialexclusionunit.gov.uk) for social exclusion info
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Unit 17  The role of informal learning in community development

Overview and outcomes

Unit summary
Informal learning is an integral element of community development. This unit covers principles and practices that enable the practitioner to support and facilitate learning through experience and practice, with individuals and organisations. It relates to the key community development roles of encouraging people to work with and learn from each other, of developing community organisations, and of developing one’s own practice. It builds on the capacity for reflective practice developed in Unit 1, and enables the candidate to support reflective practice in communities.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit aims to enable the candidate to:
• Acquire an understanding of the role of informal learning in community development
• Investigate the principles and skills involved in supporting self and others to learn from practice and to learn from others
• Use various methods to support self and others to learn informally

Outcomes
On successful completion of this unit the candidate will be able to:
1 Review and apply the principles and skills needed to support informal learning in community development work
2 Analyse the learning needs of an individual or organisation, and support them to plan to meet those needs and to integrate their learning into their practice
3 Understand how participatory methods of consultation and project evaluation can contribute to informal learning in community development, and apply the skills to support this
4 Create and support opportunities for learning from practice and experience
Unit 17  The role of informal learning in community development

Unit content

Outcome 1  Review and apply the principles and skills needed to support informal learning in community development work

The candidate knows how to:
- evaluate the principles appropriate to informal learning in community development
- apply the principles of reflective practice, peer learning and participatory methods within a variety of contexts relating to community development
- apply the skills to support the use of reflective practice, peer learning and participatory methods within a variety of contexts relating to community development. The skills could be applied using methods that enable reflection on practice (such as mentoring, coaching and Action Learning), methods of peer learning (such as shadowing, visits, participation in networks) and participatory methods (such as Action Research, Appreciative Inquiry or Participatory Rural Appraisal).

Outcome 2  Analyse the learning needs of an individual or group/organisation, and support them to plan to meet those needs and to integrate their learning into their practice

The candidate knows how to:
- evaluate approaches to understanding the learning needs of an individual or group/organisation
- apply skills in using techniques for learning needs analysis to enable an individual or group/organisation to understand their own learning needs
- research, analyse and evaluate information on learning opportunities with respect to particular learning needs (including visits, shadowing, mentoring, buddying, web based support and advice groups as well as one to one and other kinds of learning)
- apply the skills to support an individual or community to plan and undertake informal learning relating to their needs
- apply skills to support the integration of new learning and developments into an group/organisation’s or individual’s practice

Outcome 3  Understand how participatory methods of consultation and project evaluation can contribute to informal learning in community development, and apply the skills to support this

The candidate knows how to:
- evaluate participatory approaches to consulting with stakeholders or evaluating a project with respect to their potential for informal learning
- apply skills that support communities to use participatory approaches in consultation and evaluation
Outcome 4  Create and support opportunities for learning from practice and experience

The candidate knows how to:

- apply principles of reflective practice and community development to create opportunities for informal learning
- apply skills to support a community in identifying common issues and interests around which they wish to work collaboratively
- apply skills to enable a group to identify strengths and weaknesses and plan actions accordingly
- apply skills to enable a group to review their purpose
- understand different methods of, and opportunities for, participatory working that enable informal learning.
- understand pathways in informal learning for community development
Unit 17  The role of informal learning in community development

Assessment

The following suggests how the outcomes of this unit could be assessed:

- A proposal of approximately 1,000 words for informal learning that relates to the candidate’s community development work. This proposal should focus on the learning needs of an individual or group/organisation.

  The proposal should include specific learning aims, and should analyse and evaluate the informal learning opportunities available to meet those aims. This may include learning through reading and research, attending events, visits to other projects and centres, participating in networks, shadowing, mentoring, coaching, Action Learning, Action Research, accreditation of prior experience, and using participatory methods with groups. For each opportunity described, the report should explain what learning aims this will meet and how, as well as the support, responsibilities, time scales and resources required in order to communicate this to the relevant organisation or individual(s).

and

- A project report of approximately 1,500 words that analyses and evaluates an extended piece of work with a community, organisation or small group of individuals, or plans for such a piece of work, within which the candidate has taken/will take an active role to support informal learning. The project may take the form of:
  - a learning needs analysis
  - the development of an action learning set or peer learning network
  - a piece of action research
  - a placement for shadowing, mentoring or coaching
  - other support for informal learning

The above proposal and report should be supported by evidence (e.g. plans, reports, facilitation materials, questionnaires, notes of interviews) of the candidate's work which would demonstrate that they have a good understanding of the role and nature of informal learning in community development and has applied or has the capability to apply the key principles and skills.
Unit 17  The role of informal learning in community development

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Improving own Learning and Performance
LP4.1  Develop a strategy for improving your own learning and performance.
LP4.2  Monitor progress and adapt your strategy to improve your performance.
LP4.3  Evaluate your strategy and present the outcomes of your learning.

Working with Others
WO4.1  Develop a strategy for working with others.
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives.
WO4.3  Evaluate your strategy and present the outcomes from your work with others.

Links with other units/qualifications
The role of informal educator is a key one within community development work, and underpins good community development practice and links to the key purpose of community development work.

It relates also to the following units in the Higher Professional Diploma in Community Development:

Unit 1  Personal development and reflective practice in community development
Unit 2  Values and principles in community development work
Unit 3  Understanding community development and other approaches to working in communities
Unit 5  Working collectively to support effective community groups
Unit 6  Research, evaluation and development within community development work
Unit 10  Building the capacity of community groups
It also has links with the following National Occupational Standards in Community Development Work:

**Level 3**

B2  Facilitate the development of community groups/networks  
B4  Promote and support learning from practice and experience  
F2  Review own practice, knowledge and values  
E4  Develop people’s skills and roles within community groups/networks  
F5  Review and meet own learning and development needs

**Level 4**

B5  Create opportunities for learning from practice and experience  
F3  Monitor, review and evaluate own practice  
E5  Facilitate the development of people and learning in communities

**Delivery advice**

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning.

Assessments should be practical and realistic and relate to community development and adult learning practice. Where candidates are currently working in the sector, there will be opportunities for them to draw evidence from activities carried out in their work as agreed by their employer. Candidates should be encouraged to investigate and critically review practice from community development and related fields such as community regeneration and international development.

Candidates should be encouraged to use ICT resources for activities involving research and investigation of information, and where appropriate, its presentation.

Evidence for projects/assignments should be the candidates’ own work and candidates are expected to plan and carry out their assessments independently. Tutors will provide appropriate advice and guidance as necessary.

**Suggested resources list**

An extended range of resources is available to students developing their understanding and skills to support informal learning in a community development context. These include resources from adult learning, advice and guidance, regeneration and international development contexts as well as those specifically aimed at community development work.

Websites:

- [http://www.fcdl.org.uk](http://www.fcdl.org.uk)  Federation for Community Development Learning – training and resources

- [http://cdx.org.uk](http://cdx.org.uk)  Community Development Exchange – networking and resources

- [http://www.niace.org.uk](http://www.niace.org.uk)  National Institute of Adult Continuing Education – bookshop, journals and resources
http://www.infed.org  “a space for people to explore the theory and practice of informal education and lifelong learning.” This site is a good source of straightforward introductions to thinkers, theories and issues in informal education.

http://www2.essex.ac.uk/ces/CommParticipation/ComPartPrinciplesnmeth.htm#coreprinciples An overview of participatory methods – why and what and how.


http://appreciativeinquiry.case.edu Appreciative Inquiry Commons – resources for this participatory method, which starts from what people appreciate, instead of what the problem is.

Books:

Learning in social action: a contribution to understanding informal education
Argues for the importance of the incidental learning which takes place when people get involved in voluntary organisations, social struggle and political activity.

First Steps to Community Development Learning: A Handbook for Trainers
Grant B and Horrocks N, September 2004, NIACE, ISBN 1 86201 197 4
A photocopiable training manual that provides ideas and methods for recognising the learning that occurs when people are engaged in community development activity.

The complete facilitator’s handbook
Heron J 1999, Kogan Page
A complex but useful analysis of different modes of facilitation and the theory of learning behind them.

Training for Transformation: A handbook for community workers
Hope A and Timmel S. Books 1 to 4, available from: ITDG Publishing, 103-105 Southampton Row, London WC1B 4HL. Tel: 020 7436 9761. Email: orders@itpubs.org.uk
Four practical manuals developed in Africa, supporting participatory education for social transformation based in the work of Paulo Freire. These are a rich source of ideas for participatory ways to work with groups.

Well-referenced overview discussions of different theories and practices of learning.

Learning in Regeneration: identifying and meeting learning needs in community regeneration
Scottish Centre for Regeneration, 2006, available free from Learndirect Scotland for Business on 0845 6000 111.
Includes a skills framework and workbooks for learning needs analysis and planning, and a guide to ‘helping others to learn’.
Unit 18 Promoting health & wellbeing: CD principles and practice

Overview and outcomes

Unit summary
This unit gives an overview of a community development approach to health within different settings and equips candidates with the skills and knowledge to undertake co-ordinating and facilitating roles in delivering community health projects.

The unit examines the underlying causes of health inequalities and the social and medical models of health and well-being. It compares approaches adopted within the UK to international models of managing change for health and well-being.

It focuses on approaches which involve the participation of communities in developing their own meaning of health. It also explores collaborative action at the local level and the establishment of inter-sectoral partnerships to design and implement their own methods and strategies, based on identifying local health needs and the analysis of differences in health and well-being between different areas.

This unit will provide community health educators, health workers and community development workers with opportunities to build on professional and personal experiences. Linking CD practice and health enables learners to understand current issues of relevance to health education and awareness, and health practitioners to consider issues they face in their daily community development work. This unit promotes health and well-being change through co-operative social learning.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit aims to enables the candidate to:

- Understand the basic principles and skills of CD within a health context
- Identify how CD principles can be applied to health and well-being in practice and work
- Define the importance of models of health and well-being in determining policies and strategies
- Contribute to the development, implementation and review of a community based health project / initiative

Outcomes
On successful completion of the unit the candidate will be able to:

1. Understand national and international models of change for the health and well-being of individuals and communities
2. Analyse the impact of social and economic factors on the health and well-being of specific communities
3. Demonstrate how to plan the delivery of a CD-based health project within an existing community or health initiative.
4. Evaluate the impact of the project on the health and well-being of target communities
5. Understand how to promote community development practice to health organisations/practitioners and community health educators
Unit 18  Promoting health & wellbeing: CD principles and practice

Unit content

Outcome 1  Understand national and international models of change for the health and well-being of individuals and communities

The candidate knows how to:
- access and evaluate information about national and international discussions and policy documents relating to models of change
- critically assess strategies linked to specific UK health policies identifying
  - links and contradictions between implementation strategies and community development values
  - opportunities and obstacles for participation by communities and partnerships in negotiating aims and objectives for collective action
- present learning and development materials, highlighting options in change and development strategies and illustrating on what models these actions would be based
- produce a profile of a community health project describing the approach to change being used
- outline a strategy to ensure the development of inclusive strategies for evaluating actions for change.
- reflect on personal understanding and awareness of health and well-being
- identify strategies to maintain an overview of global and emerging topics of public health significance

Outcome 2  Analyse the impact of social and economic factors on the health and well-being of specific communities

The candidate knows how to:
- promote and support collective learning through identifying social and economic and medical factors on health and well-being
- produce materials to enable community members to assess the differences between the social and medical models of health.
- assess the impact of social and economic factors on the health and well-being of participants of a community health project / service
- support communities to set up systems to monitor and review their level of understanding and control of factors affecting health and well-being
- recognise inequalities in health and how a community development approach might address these
- recognise the services available within their own communities, identify the gaps in provision and explore a community development approach to addressing those gaps.
Outcome 3  Demonstrate how to plan the delivery of a CD-based health project within an existing community or health initiative

The candidate knows how to:

- promote learning and professional development through collaboration
- plan and facilitate informal learning activity for community members / groups & networks
- support community groups / networks to develop their community development practice within health programme
- develop and deliver an outreach and health education programme for members of diverse marginalised and excluded communities
- design and deliver strategy to promote participation, self determination and self help by local communities
- conduct health education and participatory health promotion research
- promote awareness, informed debate and collective action

Outcome 4  Evaluate the impact of the project on the health and well-being of target communities

The candidate knows how to:

- support community members in identifying the purpose, criteria and focus of monitoring
- establish performance indicators demonstrating the effectiveness and added value of a community health educator’s intervention
- understand how to develop strategies with communities to evaluate actions for critical reflection and change
- plan and implement appropriate evaluation for effective health education and health promotion interventions
- use community based participatory methods when conducting research, assessment, and evaluation
- identify monitoring and evaluation strategies appropriate to the scope and purpose of the project

Outcome 5  Understand how to promote community development practice to health organisations/practitioners and community health educators

The candidate knows how to:

- negotiate the purpose and basis for community development activities with community members
- identify, assess, and communicate group and community health education related assets, needs, and resources
- promote community health and well-being through working in collaboration with community organisations and networks
- outline methods and approaches of community involvement that will promote effective channels of communication with members of specific diverse, marginalised and excluded communities
- promote and demonstrate the value of CD practice to health organisations and practitioners
- describe own role in facilitating and promoting the process of personal empowerment at community group and system levels
Unit 18 Promoting health & wellbeing: CD principles and practice

Assessment

The following suggests how the outcomes of the unit could be assessed:

- A report outlining actual or planned work on a community health project (approximately 2,000 words).

  It should contain:
  o information about how the health needs of communities were/ will be identified
  o the social and economic factors within the community affecting its health needs
  o relevant national, regional and local community health strategies
  o a proposal for developing and agreeing an action plan in negotiation with community groups/ networks, and its key elements – for example setting out the project’s aims and objectives and ways to achieve them
  o a description of the relationship of the planned health project to the different models of health
  o proposals for the content of a presentation which would be aimed at both community members and health practitioners to promote this planned community development health project and encourage their involvement
  o information about how an evaluation of the key strategies used within the community health project will be undertaken and how the learning from it will be used.

and

- A personal development plan outlining the steps the candidate needs to take to establish and maintain an overview of relevant international and UK policy for Health and Wellbeing improvement within communities (approximately 500 words)
Unit 18  Promoting health & wellbeing: CD principles and practice

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.
C4.3  Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Improving own Learning and Performance
LP4.1  Develop a strategy for improving your own learning and performance.
LP4.2  Monitor progress and adapt your strategy to improve your performance.
LP4.3  Evaluate your strategy and present the outcomes of your learning.

Problem Solving
PS4.1  Develop a strategy for problem solving.
PS4.2  Monitor progress and adapt your strategy for solving the problem.

Working with Others
WO4.1  Develop a strategy for working with others.
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives.
WO4.3  Evaluate your strategy and present the outcomes from your work with others.

Links with other units/qualifications
This unit relates to the following units in the Higher Professional Diploma in Community Development:

Unit 7  Managing a community development project
Unit 21  A community development approach to partnership working
It also has links with the following National Occupational Standards in Community Development Work:

**Level 3**
- A2 build relationships within and with communities and organisations
- B3 facilitate ways of working collectively
- B4 promote and support learning for practice and experience
- C3 support communities to plan and take collective action
- D1 support communities to monitor and review action for change
- E6 develop and review community-based organisational structures

**Level 4**
- B5 create opportunities for learning from practice and experience
- C4 ensure community participation in planning and taking collective action
- D2 facilitate the development of evaluation frameworks
- E7 develop and maintain organisational frameworks for community based initiatives

**Delivery advice**
This unit should provide approximately 100 hours of study – 40 of which should be through guided learning. The learning programme should incorporate a range of methodologies including small group discussion; seminars and practical skills and practice sessions; placement projects; work based learning; desk research; observation of practice; discussion groups; formal input from practitioners; exercises and case studies and should utilise peer learning and mentoring opportunities wherever possible.

Candidates will be expected to research and reflect on material from a range of sources identifying how current thinking relates to best practice in the prevailing climate and with respect to local and national initiatives in community development health work. Full use should be made of information technology for research and presentation of work.

Candidates should be expected to demonstrate understanding and knowledge within the established practice principles for community work ie social justice, sustainable communities, community participation and promoting collective working.

**Suggested resource list**

*Working for equality in health*

*Developing Healthier Communities*

*Tackling Inequalities*
Pantazin & Gordon The Policy Press 2000

*Debates and Dilemmas in promoting health*
Sidell M et al (1997) Buckingham OUP

*Community Involvement in Health.*
Journals:
Community Health Action
Health Education and Behaviour
Health policy and planning

Web sites and organisations:
Radical Statistics Group;  www.radstats.org.uk
Online articles, information search on use of statistics for progressive social change

Community Data Services  www.comdata.co.uk
Source of official health statistics for geographical areas. Information at local authority level, ward and postcode level

Health Development Agency  www.hda.nhs.uk
The Health Development Agency is a special health authority that aims to improve the health of people in England - in particular, to reduce inequalities in health between the affluent and the poor, particularly in areas such as diet and the prevention of cancer, heart disease and stroke.

Healthy Cities and Communities  http://www.healthycities.org
This is a site that looks at cities and communities holistically.

National Institute of Clinical Excellence  http://www.nice.org.uk/
NICE is an independent organisation responsible for providing national guidance on promoting good health and preventing and treating ill health.

World Health Organisation Collaborating Centre for Research on Healthy Cities
All WHO Press Releases, Fact Sheets, and Features can be obtained on the Internet on the WHO home page  http://www.who.int

The Department of Health for all policy and guidance documents -  www.dh.gov.uk
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Unit 19  Community development with families and young people

Overview and outcomes

Unit summary
This unit covers the knowledge and skills required to work with families and young people to enable them to become self-determining and empowered to achieve their aspirations. The focus will be on the developmental process of children and their families, and ways in which community development is part of a national strategic approach to meeting their needs. There will be an emphasis on cultural diversity, and anti-discriminatory and anti-oppressive practice. Candidates will analyse their own roles and responsibilities, and identify complementary roles, partnerships and networks relating to their practice.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit enables the candidate to:

• Recognise the factors influencing family interaction
• Acquire an understanding of developmental factors relating to children and young people
• Investigate the relevant legal and political framework in relation to families and young people
• Develop an awareness of community networks and partnerships instrumental in meeting their needs

Outcomes
On successful completion of the unit, the candidate will be able to:

1 Demonstrate an understanding of the models of family structure and interaction and assess the risk factors for social exclusion
2 Explain the key developmental stages of children and young people in terms of their physical, social and emotional needs and examine how a variety of factors can inhibit this development and increase the risk of social exclusion
3 Assess the main provisions of the legal and political framework relating to families and young people, identifying key policies and their implications in terms of enabling a community development approach
4 Research and assess ways in which a community development approach can be used to respond to the needs of families and young people, identifying examples of good practice.
5 Work collaboratively to develop and implement community development programmes that enable and empower families and young people and promote an anti-discriminatory and anti-oppressive practice model
Unit 19  Community development with families and young people

Unit content

Outcome 1  Demonstrate an understanding of the models of family structure and interaction and assess the risk factors for social exclusion

The candidate knows how to:

- appreciate the validity of different family structures eg
  - ‘traditional’ families
  - one-parent families
  - multi-generational families
  - culturally diverse patterns of family structure and interaction
- recognise contemporary trends in family structure eg decline in proportion of children in larger families, increase in long intergenerational spacing, increase in children ‘commuting’ between families as a result of divorce or family breakdown
- identify the different familial responsibilities which are undertaken by children and young people and their possible impacts
  - children as carers
  - teenage parenthood
  - supporting non-English-speaking parents
  - sibling care
- explain the factors which can increase the risk of social exclusion, including:
  - low income
  - debt
  - housing
  - social class
  - unemployment
  - ill health
  - family breakdown
  - periods in care
  - teenage pregnancy
  - lack of basic skills/qualifications
  - crime/fear of crime
  - isolation/poor transport links
  - inequality/barriers in relation to race, ethnicity, religion, disability, mental health problems, gender, sexual orientation
- assess the impact of domestic violence and abuse (physical, sexual and emotional abuse) on children and families
  - behavioural problems/emotional difficulties
  - disempowering effects
- assess the effectiveness of support networks for socially excluded children and families
  - statutory support eg health and social services, education, probation
  - voluntary agencies eg NSPCC, Barnardos, NCH, Women’s Aid, etc
  - family centres
  - self-help groups
  - the role of community development programmes
Outcome 2  Explain the key developmental stages of children and young people in terms of their physical, social and emotional needs and examine how a variety of factors can inhibit this development and increase the risk of social exclusion

The candidate knows how to:

• describe the key developmental stages between birth and 18 years
  o the course of physical growth
  o perceptual development
  o cognitive development
  o development of language and communication
  o emotional development
  o social development

• explain how a range of factors may inhibit the developmental process and lead to social exclusion
  o disability
  o deprivation
  o neglect
  o illness
  o parental expectations
  o learning difficulties
  o anxiety disorders
  o attention deficit/hyperactivity disorder
  o conduct disorders
  o autism

• recognise the factors which may lead to disaffection and social exclusion of young people
  o non-attendance at school
  o offending behaviour
  o anti-social behaviour
  o substance misuse
  o under-achievement
  o peer group bullying
Outcome 3  Assess the main provisions of the legal and political framework relating to families and young people, identifying key policies and their implications in terms of enabling a community development approach

The candidate knows how to:

- analyse the standards of the U. N. Convention on the Rights of the Child
  - incorporation of the full range of human rights; civil, cultural, economic, political and social
  - non-discrimination, devotion to the best interests of the child, the right to life, survival, and development
  - respect for the views of the child
- identify the main provisions of the Children’s Act 2004
  - background to the Act
  - government Green Paper “Every Child Matters”
  - local planning processes
  - implementation of effective and accessible services
- apply Child Protection Procedures in relation to their own role
  - Children Act 1989
  - local provision and procedures
- critically analyse the provisions of national policies designed to meet the needs of families and young people
  - Sure Start
  - Children First (Wales)
  - Children in Scotland
  - Northern Ireland Parliament Children's Manifesto
  - Children's Trusts
  - Local Network Fund for children and young people
- appreciate the role of the voluntary sector
  - partnership between statutory and voluntary sectors
  - national and local compacts
  - community power structures
Outcome 4  Research and assess ways in which a community development approach can be used to respond to the needs of families and young people, identifying examples of good practice

The candidate knows how to:

- research national and international organisations delivering community development programmes with families and young people, such as:
  - Communities That Care
  - National Children’s Bureau Network
  - Save the Children
  - OXFAM
  - European Anti-Poverty Network
  - International Federation of Settlements and Family Centres
  - International Association of Community Development

- demonstrate knowledge of the work of Family Centres
  - NEWPIN
  - NCH
  - Barnardos
  - local provision

- research Community Health Projects for families and young people
  - projects with community workers who apply a community development approach to health issues
  - women’s health groups
  - black and ethnic minority groups
  - young people’s health groups
  - environmental groups

- identify the value base of health projects for families and young people
  - holistic definition of health
  - collective approach to health issues
  - sharing experiences
  - joint action
  - challenging oppression
  - empowerment of families and young people to express individually and collectively their own health needs
  - different perspectives on health issues, other than a medical model

- appraise the effectiveness of community development approaches in involving families and young people
  - communicating with families and young people
  - use of visual illustration eg mind maps and spider graphs, to identify problems and solutions
  - group roles and cohesion
  - mutual support
  - corporate action
Outcome 5  Work collaboratively to develop and implement community programmes that enable and empower families and young people and promote an anti-discriminatory and anti-oppressive practice model

The candidate knows how to:

- work in partnership with families/young people and others to establish needs
  - communication
  - consultation
  - statistics
  - surveys
  - existing information
  - other projects
  - common assessment framework

- participate in the planning and implementation of community development programmes specifically geared to the needs of families/young people
  - participant users
  - aims and objectives
  - desired outcomes
  - duration
  - networks
  - sustainability
  - funding

- mobilise resources to meet the needs of families and young people
  - Youth Opportunity Fund
  - Local Network Fund for Children and Young People
  - Youth Capital Fund
  - local resources

- evaluate the effectiveness of programmes
  - monitoring strategies
  - formative assessment on process
  - summative assessment on outcomes

- evaluate own practice to include:
  - reflective consideration of own value base
  - an understanding of the impact of class, race, ethnicity, gender, disability, sexual orientation
  - a recognition of the effects of immigration on families and young people
  - an appreciation of how the use of values and practice principles can demonstrate his/her compliance with an anti-discriminatory practice model
  - continual review of anti-discriminatory and anti-oppressive approach
  - reflective consideration of communication and interaction with others
  - identification of further learning needs
Unit 19  Community development with families and young people

Assessment

The following suggests how the outcomes of this unit could be assessed:

- A word-processed report which critically evaluates one community development scheme for families and/or young people in which the candidate has participated in the planning and implementation

This will include details of:
- how evidence of need was determined
- possible factors which have contributed/may lead to the social exclusion of the given families/young people, drawing on knowledge of family structures and interaction, and the (physical, social, emotional) needs of children and young people
- the stated aims and objectives of the scheme
- how the scheme is placed within the legal and political framework relating to families/young people
- how the scheme relates to key policies within this field, in particular,
  - UN Convention on the Rights of the Child
  - “Every Child Matters”
- methodology and community development approaches used to implement the scheme
- monitoring, reviewing and evaluating the effectiveness of the scheme, both of the formative stage, in terms of process, and the summative stage, in terms of outcomes
- evaluation of own contribution and improvements in own practice, including reference to the anti-discriminatory practice model
- identification of further personal learning needs

and

- A seminar presentation on one other national or international community development project for families or young people.

This will include:
- the project rationale
- a summary of the project organisation
- statistical evidence of need
- local involvement
- an assessment of how well the community development approach has addressed the needs of families or young people
- outcomes to date and lessons learnt which can be applied to candidate’s own practice
- future plans

The presentation will be of fifteen minutes duration and candidates will illustrate their presentation by the use of ICT.

A question and answer session of five minutes duration should follow.

The above work should total approximately 2,500 words.
Unit 19  Community development with families and young people

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
  a. one group discussion about a complex subject;
  c. one extended written communication about a complex subject.

Application of Number
N4.1  Develop a strategy for using application of number skills over an extended period of time

Information and Communication Technology
ICT4.1  Develop a strategy for using ICT skills over an extended period of time.

Improving own Learning and Performance
LP4.1  Develop a strategy for improving your own learning and performance.
LP4.2  Monitor progress and adapt your strategy to improve your performance

Working with Others
WO4.1  Develop a strategy for working with others
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives

Links with other units/qualifications
This unit relates to the following units in the Higher Professional Diploma in Community Development:
Unit 1  Personal development and reflective practice in community development work
Unit 2  Values and principles in community development work
Unit 3  Understanding community development and other approaches to working in communities
Unit 4  Social and welfare policy relating to community development work
Unit 5  Working collectively to support effective community groups
Unit 8  Funding and resources for community groups
Unit 14 Diversity and inequalities within communities
Unit 18 Promoting health and wellbeing: CD principles and practice
Unit 21 A community development approach to partnership working
It also has links with the following National Occupational Standards in Community Development Work:

**Level 4**

A3  Develop strategic relationships with communities and organisations and within partnerships
E5  Facilitate the development of people and learning in communities.

**Delivery advice**

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning.

To undertake this unit, candidates should be engaged in the delivery of community development programmes for families or young people, either as employees, or volunteers.

The links with other units are crucial, in being able to apply the common framework of community development values and skills within the context of work with families and/or young people.

Candidates will need to access a resourced learning centre/library, and will require extensive use of ICT, in order to research relevant legislation, current policies, and to make national and international comparators. They should use their own locality to further their research by eg observation studies of children and young people, attendance at relevant local council meetings, visits to projects and family centres.

A critical and analytic approach will be required, and candidates should use statistical evidence, whenever possible. These should be presented in the form of graphs, bar charts and diagrams.

**Suggested resources list**

An extensive range of materials relating to families and young people are available. Some primary suggestions are:

*An Introduction to Child Development*  

*The Well-being of Children in the UK*  

*Health Promotion –Effectiveness, Efficiency & Equity*  

*Child Welfare & Social Policy*  

*Promoting Equality: Challenging discrimination and Oppression*  

*The Participation Rights of the Child: Rights and Responsibilities in Family and Society*  

*A Real Part to Play - A resource pack for involving young people in community regeneration*  
Meeting with Respect. Promoting Social Inclusion: A Practice Manual for Community Workers
Barnardos 2001, ISBN 090246 74 8

Websites:

There are a number of web-sites concerning families and young people, of which these are just a sample:

Current Policy
WWW.everychildmatters.gov.uk

European Convention on the Rights of the Child
www.unicef.org.uk

Child Rights Information Network
www.crin.org

Children Act 1989
www.opsi.gov.uk

National Children’s Homes
www.nch.org.uk

Barnardos
www.barnardos.org.uk

National Children’s Bureau
www.ncb.org.uk

N.S.P.C.C.
www.nspcc.org.uk

Euronet. The European Children’s Network
www.europeanchildrensnetwork.org

African Continent Children’s Charities (ACT)
www.africanchildtrust.org.uk

Muslim Children's Charities U.K.
www.tijarapages.com

International Falcon Movement for International Children’s Rights
www.ifm-sei.org
Unit 20 Community development and globalisation
Overview and outcomes

Unit summary
This unit aims to make connections between the issues faced by people in communities with wider global events, emphasising the issues of social justice that are common to people across the world and linking them with the way in which political decisions are made. It will explore local, regional, national and international policies on globalisation and the links between these and community development. Candidates will consider the nature of power and decision making and its impact on globalisation issues as well as some practical examples of the ways in which community development has attempted to address them.

Successful achievement of this unit depends upon candidates meeting the assessment outcomes and producing work of a satisfactory and reliable standard.

Aims
This unit enables the candidate to:
• Place their work in a wider social, economic and environmental context
• Examine how current policy aims to address globalisation issues
• Explore the impact of globalisation issues on community development work
• Make connections between local and global approaches to community action and the promotion of social justice

Outcomes
On successful completion of the units, the candidate will be able to:
1. Describe the economic, social and environmental issues related to globalisation that affect people’s lives
2. Analyse current local, regional, national and international policy in relation to globalisation
3. Compare national and international approaches to community action which aims to address the issues arising from globalisation
4. Understand the nature of power and decision-making and its impact on globalisation issues
5. Investigate how the principles of community development can be practically applied to address globalisation issues
Unit 20  Community development and globalisation
Unit content

Outcome 1  Describe the economic, social and environmental issues related to
globalisation that affect people’s lives

The candidate knows how to:
- define globalisation
- research the economic, social and environmental issues that arise from globalisation
- identify the impact that these issues are having on people’s lives
- analyse globalisation in relation to social justice

Outcome 2  Analyse current local, regional, national and international policy in relation
to globalisation

The candidate knows how to:
- research the policy initiatives being taken by local governments, Regional Development
  Agencies, central government, the EU and international bodies such as the World Trade
  Organisation and the International Monetary Fund in relation to globalisation issues
- investigate the different agendas held by these and other bodies in relation to globalisation
  issues
- carry out a political analysis of the policies and agendas in relation to their effectiveness in
  having an impact on people’s lives
- draw conclusions about the effect these policies are likely to have on economic, social and
  environmental justice
- share their developing understanding with communities and groups they are working with

Outcome 3  Compare national and international approaches to community action which
aims to address the issues arising from globalisation

The candidate knows how to:
- make connections between the issues affecting people locally and those affecting people
  across the world, and share these with those they work with in communities
- research developments in other parts of the world that aim to address issues of globalisation
- draw conclusions from the research that can be applied to community development locally
Outcome 4  Understand the nature of power and decision-making and its impact on globalisation issues

The candidate knows how to:
- research and recognise the different power relationships around the world and how decisions taken elsewhere impact on communities
- outline formal decision making processes
- recognise the different aspects of pluralist decision-making processes and the various influences on decisions
- analyse the power imbalances in decision-making and the impact they have on people's lives, and share this with the individuals and groups with which they work

Outcome 5  Investigate how the principles of community development can be practically applied to address globalisation issues

The candidate knows how to:
- describe the key principles of community development
- identify different perspectives on economy, environment and social justice
- identify and research case studies of successful community action that addresses issues arising from globalisation
- identify the barriers that work to prevent successful community action
- assess the skills required by a community development worker to challenge or overcome these barriers
- recognise the dilemmas and contradictions inherent in working with communities and community groups on these issues
- identify the limitations of a community development approach in tackling problems caused by power imbalances around the world
- identify the relevant partnerships and alliances they need to be made in order to carry out effective community development
- link their own community development practice to the issues raised by globalisation
Unit 20  Community development and globalisation

Assessment

The following suggests how the outcomes of this unit could be assessed:

- An analysis of one current policy initiative on globalisation in terms of how it aims to address economic, environmental and social issues and connects with community development practice and principles.

- A learning journal reflecting on the way in which the candidate’s community development practice makes connections between local issues and global events. It should include examples of how his/her work has had an impact on social justice issues and identify the criteria for determining the success of projects.

and

- A case-study which describes an example of successful community action which has addressed issues arising from globalisation. It should identify reasons for its success as well as the barriers faced, issues in relation to power and decision-making, and the dilemmas and contradictions faced by the community development worker and the group.

The above work should total approximately 2,500 words.
Unit 20  Community development and globalisation
Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Information and Communication Technology
ICT4   Develop a strategy for using ICT skills over an extended period of time

Problem solving
PS4.1   Develop a strategy for problem solving.
PS4.2   Monitor progress and adapt your strategy for solving the problem.
PS4.3   Evaluate your strategy and present the outcomes of your problem solving skills.

Links with other units/qualifications
This unit relates to the following units in the Higher Professional Diploma in Community Development:

Unit 3  Understanding community development and other approached to working in communities
Unit 13 Understanding government for effective community development
Unit 21 A community development approach to partnership working

It also has links with the following National Occupational Standards in Community Development Work:

Level 3
B4.1   Promote the value of learning from practice and experience
C3.1   Support communities to identify aims and objectives for community action
C6     Contribute to the review of needs, opportunities, rights and responsibilities within communities
D1.3   Support communities to monitor action for change

Level 4
A3.3   Ensure social inclusion in the development of partnerships
B5.1   Promote opportunities for learning from practice and experience
B6.1   Support groups and communities to identify and deal with the causes of conflict
C4     Ensure community participation in planning and taking collective action
Delivery advice
This unit should provide approximately 100 hours of study – 40 of which should be through guided learning. The learning programme should incorporate a range of methodologies including desk research; discussion groups; formal input from practitioners; exercises and case studies and should utilise peer learning and mentoring opportunities wherever possible.

Assessment should be based on the ability to identify and apply how concepts can work in practice. The learning and assessment should draw on actual examples of practice and how they relate to the current environment and best practice in community development. Wherever possible, study should draw on the experience of the candidate. Where candidates are currently working in the sector they should be encouraged to use evidence from their actual experience wherever possible.

Candidates will be expected to research and reflect on material from a range of sources identifying how current thinking relates to best community development practice in the prevailing climate and with respect to local, national, and international initiatives in the NGO sector. Full use should be made of information technology for research and presentation of work.

Candidates should be expected to demonstrate understanding and knowledge within the established practice principles for community work ie social justice, sustainable communities, community participation and promoting collective working.

Suggested resources list

Shopped
Blythman J

Sharing the World
Carley M and Spapens P 1998

Environmental Citizenship
Dobson A and Bell D 2005

Principles of Sustainability
Dresner S 2005 Earthscan

The Gaia Atlas of Green Economics
A New World Order: Grassroots Movements for Global Change
The Living Economy: A new economics in the making
Ekins. P

Not on the Label
Lawrence F

Community Development
Ledwith M 2005 Policy Press

Soil and soul
McIntosh A

Captive Britain
Monbiot G
Desperately Seeking Sustainability
National Consumer Council

Securing the Future
Gov strategy 2005

One future, different paths
(UK shared framework) 2005

Websites:
New Economics Foundation www.neweconomics.org
Groundwork www.groundwork.org.uk
National Consumer Council www.ncc.org.uk
Joseph Rowntree www.jrf.org.uk
Unit 21 A community development approach to partnership working
Overview and outcomes

Unit summary
This unit is for people working in the voluntary and community sectors who are involved with, or being invited to join, any of the growing number of partnerships. These partnerships usually involve participation alongside local government and private business members as well as other voluntary sector organisations.

Community development practitioners may find partnership working both rewarding and frustrating, depending on the way the partnership is set up and how its members work with each other. This unit aims to give participants a wider view of what is driving the growth in partnership working, and to give them some critical analysis of underlying issues to inform decisions on engaging in partnerships. It also covers the practical skills needed to work with others from differing backgrounds, and offers ways to work with the challenges faced in partnerships.

Successful achievement of this unit depends upon candidates meeting the assessment outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit aims to enable the candidate to:
- Understand the political climate around partnership working and the rationale for involving communities and voluntary and community sector organisations
- Explore different kinds of formal and informal partnerships and their appropriateness for communities
- Analyse the issues that community groups need to consider before engaging in partnership working
- Appreciate and promote good practice in partnership working
- Support community representatives to analyse the effective workings of partnerships and gain the necessary skills to contribute appropriately

Outcomes
On successful completion of the unit the candidate will be able to:
1 Understand the political and economic context for partnership working involving the voluntary, community, public and private sectors
2 Recognise the range of partnerships available for communities to join or engage with, and judge when it is in communities’ interests not to join
3 Critically analyse the position of partnership members from all sectors and the implications this has on effective partnership working
4 Identify and examine the varying roles required at different levels of partnership working, and the skills required for these roles to be carried out effectively
5 Understand and implement the factors that lead to good practice in partnership working
Unit 21  A community development approach to partnership working

Unit content

Outcome 1  Understand the political and economic context for partnership working involving the voluntary, community, public and private sectors

The candidate knows how to:
- identify the historical development of partnership working and the interest of government in promoting this approach
- explore the interests of the different sectors in partnership working
- examine the difference between rhetoric and reality about partnerships with communities

Outcome 2  Recognise the range of partnerships available for communities to join or engage with, and judge when it is in communities' interests not to join

The candidate knows how to:
- identify the different kinds of partnerships and collaborative ventures being developed within public policy and public services
- assess the expectations being placed on community groups by those charged with developing partnerships and the impact this may have on community groups, in relation to resources, legal commitments, etc
- differentiate between different kinds and levels of partnership working being offered to community groups (ladders of participation)
- assess potential allies and partners and whether they support community interests
- negotiate a place(s) on a partnership that takes into account matters of equality and effectiveness, particularly in respect of the needs, abilities and resources of each member

Outcome 3  Critically analyse the position of partnership members from all sectors and the implications this has on effective partnership working

The candidate knows how to:
- identify the factors that underpin effective partnerships and create:
  o commonality of purpose and full involvement
  o respect, equality and parity of voice
  o clarity of partner expectation, commitment, contribution and project role
  o power imbalances, lack of resources
- assess the capacity of groups to engage with partnerships effectively and enable groups to make decisions based on clear information about the pros and cons of joining partnerships
- enable community groups to develop structures to maintain their autonomy
- gather examples of positive working practices and share these with the groups
- establish performance indicators demonstrating the effectiveness and value added of partnerships
- use monitoring and evaluation tools to improve partnership working
- examine who is involved and who has been excluded from partnerships
Outcome 4  Identify and examine the varying roles required at different levels of partnership working, and the skills required for these roles to be carried out effectively

The candidate knows how to:
- identify the needs, rights, responsibilities of partnership members
- differentiate between the different roles of community representative, delegate, advocate, individual community member
- identify the skills and knowledge required by stakeholders to engage in effective partnership working, for them to be effective
- identify ways to support people in developing their skills and knowledge in their roles of supporting community reps, being a partnership worker, or being on a partnership board
- find out what community reps can bring to partnerships and how to make use of their skills and expertise

Outcome 5  Understand and implement the factors that lead to good practice in partnership working

The candidate knows how to:
- identify barriers that may occur in partnership working, both in relation to the partnership’s work and individual members
- put into place processes, procedures and policies that overcome or challenge barriers and inequalities, and follow anti-discriminatory practice
- use processes and procedures that are accountable (clear, accessible, open to questioning)
- create effective communication and decision-making structures
- present information clearly to different audiences
- appreciate that conflict and differences of opinion are likely to arise within many partnerships, and put in place strategies for handling any possible conflict
- plan, prepare and contribute effectively to partnership meetings, using meeting styles that suit all members
Unit 21  A community development approach to partnership working

Assessment

The following suggests how the outcomes of this unit could be assessed:

- A word-processed analysis of one partnership of which the candidate has a working knowledge. It should include:
  - the background and role of the partnership
  - how it links to current government approaches
  - the constituents or communities that each member represents
  - links between partnership members outside of partnership meetings (other working connections)
  - what role each member has and their influence on the partnership, including on decision-making
  - ways in which members participate and communicate (talking at meetings, reports, during breaks, through other members)
  - an assessment of how effectively the partnership is working, both in terms of working practices and structure, identifying barriers or conflict that should be addressed
  - detailed suggestions for changes that could make the partnership more equal and accountable, and strategies for implementation.

The above work should total approximately 2,500 words.
Unit 21  A community development approach to partnership working

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Information and Communication Technology
ICT4.3  Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Problem Solving
PS4.1  Develop a strategy for problem solving.
PS4.2  Monitor progress and adapt your strategy for solving the problem.
PS4.3  Evaluate your strategy and present the outcomes of your problem solving skills.

Working with Others
WO4.1  Develop a strategy for working with others.
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives.
WO4.3  Evaluate your strategy and present the outcomes from your work with others.

Links with other units/qualifications
This unit relates to the following units in the Higher Professional Diploma in Community Development:

Unit 1 Personal development and reflective practice in community development work
Unit 2 Values and principles in community development work
Unit 3 Understanding community development and other approaches to working in communities
Unit 4 Social and welfare policy relating to community development work
Unit 5 Working collectively to support effective community groups
Unit 8 Funding and resources for community groups
Unit 16 A Community development approach to neighbourhood regeneration
Unit 18 Promoting health and wellbeing: CD principles and practice
It also has links with the following National Occupational Standards in Community Development Work:

**Level 3**
A2.3 initiate joint working relationships with and within communities  
B2.3 promote inclusive and empowering ways of working within communities  
B6 support individuals, community groups and communities to deal with conflict  
C6.1 support groups to identify needs and opportunities, rights and responsibilities

**Level 4**
A3 develop strategic relationships with communities and organisations and within partnerships  
B3 facilitate ways of working collaboratively  
B7 take action with individuals, community groups and communities to deal with conflict  
C4 ensure community participation in planning and taking collective action

**Delivery advice**
This unit should involve approximately 100 hours of study – 40 of which should be through guided learning.

The unit has been designed to facilitate and reflect the Community Development approach; this means working with the students to identify needs within the framework of the unit, negotiating curriculum and assessments, encouraging participatory ways of learning together and allowing time for reflection.

Assessments should be practical and realistic and relate to their current community development practice. Candidates should be encouraged to investigate and critically review current trends and innovative practice in partnership working and use a range of resources to gather data. Candidates should be encouraged to use ICT resources for activities involving research, investigation, processing and presentation of information.

**Suggested resources list**

*Effective partnership working*
FCDL (2006) resource pack for trainers

*Eradicate Poverty!*

*Get Heard*

*Building Successful Partnerships*

*Making partnerships work*
Joseph Rowntree Foundation have a vast collection of research reports and publication on all aspects of partnerships working [www.jrf.org.uk](http://www.jrf.org.uk). For example:

**Methods of learning and development in regeneration partnerships**  
July 2003 - Ref 743

**Local authority members and partnership working**  
November 2002 - Ref N52

**Urban regeneration through partnership: A critical appraisal**  
May 2000 - Ref 560

**Partnership working in rural regeneration**  
October 1999 - Ref 039

**Community involvement in rural regeneration partnerships**  
November 2002 - Ref N12

**Urban regeneration through partnership: A critical appraisal**  
May 2000 - Ref 560

**Local Strategic Partnerships: lessons from the experience of the New Commitment to Regeneration**  
November 2001 - Ref N51

**Developing people - regenerating place: achieving greater integration for local area regeneration**  
July 2003 - Ref 753

**Area committees and neighbourhood management**  
July 2001 - Ref 761

**A Real Part to Play**  
A resource pack for involving young people in community regeneration.  
National Children's Bureau 2005 ISBN 1904787 302

**Meeting with Respect. Promoting Social Inclusion**  
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Unit 22  Using creative techniques to encourage community participation
Overview and outcomes

Unit summary
This unit covers the principles and practice of involving people through creative techniques within community groups and networks. This is essential because different approaches enable groups to include people who might otherwise be excluded. The techniques should be seen primarily as a means to promote the key values of community development. They should be value driven.

These values include social justice, self-determination, working and learning together, sustainable communities, participation, reflective practice, respecting and valuing diversity and difference, promoting the empowerment of individuals and communities, promoting the participation of individuals and communities in learning and development, particularly those traditionally marginalised or excluded, and supporting and developing individuals to contribute effectively to communities.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims
The unit aims to enable the candidate to:

- Understand the policy background of involvement and community engagement
- Help community groups to select and sequence a variety of creative techniques which involve people and transfer power to the more marginalised groups
- Help community groups to evaluate the effect of the techniques they have used and develop their own skills in using them

Outcomes
On successful completion of the unit the candidate will be able to:

1. Contextualise community engagement within the policy background
2. Help a group to map which parts of the community are currently most excluded from their service or activity, set objectives for developing contact with them, and structure and plan a process of engagement
3. Assist a group in using technology as a medium for community development work
4. Explore, with others, the use of participatory group work as a medium for community development work
5. Help a group to use the arts as a medium for community development work
6. Support communities to evaluate the impact of their community engagement process and ways of integrating the principles into all their activities
Unit 22 Using creative techniques to encourage community participation

Unit content

Outcome 1 Contextualise community engagement within the policy background

The candidate knows how to:
- interpret the impact of key policy on community groups - eg effective public services, of sustainability, regeneration and enterprise, civil renewal, community cohesion
- understand the role of Local Strategic Partnerships and Local Area Agreements and how they might affect the community groups they work with
- find sources of information about national and regional variations in policy
- critique policy on democratic processes and explain alternative viewpoints

Outcome 2 Help a group to map which parts of the community are currently most excluded from their service or activity, set objectives for developing contact with them, and structure a process of engagement

The candidate knows how to:
- help a group to source and interpret local demographic data eg Super Output Area (SOA) data of the multiple deprivation index
- design a process with a group which maps those included and not included in the work of the group using participatory tools
- develop a strategy to target the involvement of under-represented groups based on clear aims and objectives
- value the need to “go to them” and plan involvement where people already gather eg the street and other events and projects
- advise on different models of structuring community development and learning eg Kolb’s Adult Learning Cycle, ABCD Achieving Better Community Development and how they can be used to structure the sequencing of participatory approaches

Outcome 3 Assist a group in using technology as a medium for community development work

The candidate knows how to:
- explain in an appropriate and accessible way, the range of different purposes that ICT can have in the work of a community organisation or group: including internet based, office applications, video and SMS technologies
- help groups to select appropriate new technologies and evaluate their use according to the principles of inclusion and community development
- analyse some of the pitfalls of using ICT and strategies to avoid those pitfalls
- assess online training and local ICT training suitable for community groups
- research ICT opportunities and options and communicate them to a community network or group
- help groups to use ICT based advice services for voluntary organizations eg Experts Online
Outcome 4  Explore, with others, the use of participatory group work as a medium for community development work

The candidate knows how to:
- understand the principles of participatory approaches and the range of approaches that exist
- understand the role of visual and creative verbal techniques and when they are most appropriate
- advise on the selection of suitable participatory tools
- help a group to access ideas on a range of participatory approaches on specialised themes and with specific groups such as strategies for involving children, participatory approaches in health, participatory budgeting
- find sources of training and support in extending and deepening the practice of these approaches in the communities, groups and networks

Outcome 5  Help a group to use the arts as a medium for community development work

The candidate knows how to:
- advise the group how art can contribute to social inclusion using a variety of forms: poetry, music, dance, visual art, drama
- understand the contribution of art and culture to regeneration projects
- advise community groups where there might be opportunities to develop the arts in their current activities and services
- help the group to introduce or extend art practice into their existing activities
- find and make links with organisations that promote art and support art practice in the community

Outcome 6  Support communities to evaluate the impact of their community engagement process and ways of integrating the principles into all their activities

The candidate knows how to:
- explain the key principles of participatory monitoring and evaluation
- encourage groups to actively seek participants' perspectives on the criteria for evaluation especially the most marginalised
- advise community groups on ways to include the widest possible range of participants in data collection, interpretation and analysis of results, drawing up action and recommendations and communicating them to others.
- help the group to find ways to communicate the findings to other relevant bodies in inclusive and participatory ways
- help the group to find ways to integrate the principles of participatory and creative methods into other aspects of the group’s work
Unit 22  Using creative techniques to encourage community participation
Assessment

The following suggests how the outcomes of the unit could be assessed:

- A detailed plan for a training event for a community group on the potential and pitfalls of using four ICT tools (only two of them related to the internet) as a means of widening participation in the group

- A written account of a participatory workshop which the candidate has facilitated. The workshop should take participants through the process of establishing an issue of concern and help them to analyse the reasons for the situation and select creative techniques as a medium for addressing their concerns. The account should detail:
  - reasons for the choice of activities used
  - an assessment of how well they worked
  - the kind of participation which took place
  - how the least confident in the group was enabled to take part
  - records of the discussion which took place

Photographs and other records of participant feedback should supplement the report.

AND

either

- A survey of two projects using two different art forms where art is being used to address social exclusion - at least one of which should be local to the candidate and describe the specific policy context of this project. Evaluate the work in terms of the key values of community development. It should include transcripts from interviews with organisers and participants, emails, web pages and any evaluation material that can be obtained for the projects visited.

or

- A plan of how the candidate might support a local Bangladeshi Association entirely staffed by volunteers. One sessional youth worker works for the project. The Bangladeshi association has the objective of benefiting the local Bangladeshi community and of raising a positive profile amongst the local population (5% African, 5% African Caribbean, 10% Pakistani, 5% Indian, 70% White British 5% other European white). The group are eager to find out more about which groups of people they could involve more successfully. The plan should describe how the candidate would help them to design a participatory process which helps the Association focus on groups they most want to support and target activities which will be used and are needed. The candidate needs to consider and record the current policy contexts of such a group.

The above work should total approximately 2,500 words.
Unit 22  Using creative techniques to encourage community participation

Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1  Develop a strategy for using communication skills over an extended period of time.
C4.3  Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number
N4.1  Develop a strategy for using application of number skills over an extended period of time.

Information and Communication Technology
ICT4.1  Develop a strategy for using ICT skills over an extended period of time.
ICT4.2  Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.
ICT4.3  Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Improving own Learning and Performance
LP4.1  Develop a strategy for improving your own learning and performance.
LP4.2  Monitor progress and adapt your strategy to improve your performance.
LP4.3  Evaluate your strategy and present the outcomes of your learning.

Problem Solving
PS4.1  Develop a strategy for problem solving.
PS4.2  Monitor progress and adapt your strategy for solving the problem.
PS4.3  Evaluate your strategy and present the outcomes of your problem solving skills.

Working with Others
WO4.1  Develop a strategy for working with others.
WO4.2  Monitor progress and adapt your strategy to achieve agreed objectives.
WO4.3  Evaluate your strategy and present the outcomes from your work with others.
Links with other units/qualifications
This unit provides ideas for different ways of working with communities to actively engage them in issues relevant to them and as such can be used in conjunction with any other unit in the Higher Professional Diploma in Community Development to increase the range of techniques that a community development worker can draw upon. It will be particularly relevant to all the Group B optional units.

It also has links with the following National Occupational Standards in Community Development Work:

**Level 3**
A2 build relationships with and within communities
B2 facilitate the development of community groups/ networks
C3 support communities to plan and take collective action
C6 work with communities to identify needs, opportunities, rights and responsibilities
D1 support communities to monitor and review action for change
E4 develop peoples skills and roles within community groups/ networks

**Level 4**
C4 ensure community participation in planning and taking collective action
E5 facilitate the development of people and learning in communities

Delivery advice
This unit should provide approximately 100 hours of study - 40 of which should be through guided learning. All delivery of group work theory should relate to community development work approaches and be relevant to voluntary and community groups. The learning programme should incorporate a range of methodologies including experiential learning; research; discussion groups; formal input from practitioners; debates; analysis of community practice and should utilise peer learning wherever possible.

Assessment should be based on the ability to identify and apply theoretical concepts to current work in practice. The learning and assessment should draw on actual examples of practice and how they relate to the current environment and best practice in community development. Study should draw on the experience of the candidate.

Candidates will be expected to research and reflect on material from a range of sources reflecting current debates around different ways of organising and working collectively in response to social and welfare policy impacts on communities. Full use should be made of information technology for research and presentation of work.

Candidates should be expected to demonstrate understanding and knowledge within the established practice principles for community work ie social justice, sustainable communities, community participation and promoting collective working.
Suggested resources list

Websites:

Policy
http://www.communities.gov.uk/

Technology
http://www.partnerships.org.uk
http://www.cdx.org.uk/resources/library/ict.htm#ict
http://www.makingthenetwork.org/
http://www.flexibility.co.uk/issues/modgov/communities.htm
http://www.egovmonitor.com/node/5541
http://www.multimap.co.uk
http://www.adviceguide.org.uk/
http://www.direct.gov.uk
http://www.uﬁ.com/ukol/
http://www.nhsdirect.nhs.uk

Art
http://www.communityarts.net
http://www.anjali.co.uk/index.htm
http://www.nayt.org.uk/guide/introduction.htm
http://www.voluntaryarts.org
http://www.ncvo-vol.org.uk (voluntary arts network)
Community development and participation
http://www.cdx.org.uk/resources/library/commdev.htm#commdev

http://www.pnet.ids.ac.uk/prc_index.htm

http://www.involve.org.uk/

http://www.carnegieuktrust.org.uk/cypi/publications

http://www.oxfamgb.org/ukpp/sid/

http://www.reflect-action.org

Books:

*Have you been PA’ed?*

*Community Development and Networking*
Gilchrist A and Rauf T CDX 2006

*Involve People and Participation* 2005

*Participatory Learning & Action: A Trainer’s Guide*

*Strengthening Communities: A guide to capacity building for communities and the public sector*
Skinner S. CDF 2006

*Reaching the parts: community mapping: working together to tackle social exclusion and food poverty*
SUSTAIN 2000

*We the People*
Walker P New Economics Foundation 2003
### Appendix 1  Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Who to contact</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>The Qualifications and Curriculum Authority</td>
<td><a href="http://www.qca.org.uk">www.qca.org.uk</a></td>
</tr>
<tr>
<td>Scotland</td>
<td>The Scottish Qualifications Authority</td>
<td><a href="http://www.sqa.org.uk">www.sqa.org.uk</a></td>
</tr>
<tr>
<td>Wales</td>
<td>The Department for Education, Lifelong Learning and Skills Wales</td>
<td><a href="http://www.new.wales.gov.uk">www.new.wales.gov.uk</a></td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>The Council for Curriculum, Examinations and Assessment</td>
<td><a href="http://www.ccea.org.uk">www.ccea.org.uk</a></td>
</tr>
</tbody>
</table>
Appendix 2  Funding

This qualification is accredited and included on the National Qualifications Framework, and is therefore eligible for funding.

City & Guilds does not provide details on funding as this may vary between regions. Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements for this qualification.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Who to contact</th>
<th>For higher level qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>The Learning and Skills Council (LSC) is responsible for funding and planning</td>
<td>Contact the Higher Education Funding Council for England at</td>
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<td>education and training for over 16-year-olds. Each year the LSC publishes</td>
<td><a href="http://www.hefce.ac.uk">www.hefce.ac.uk</a>.</td>
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<td>guidance on funding methodology and rates. There is separate guidance for</td>
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<td>further education and work-based learning. Further information on funding is</td>
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<td>available on the Learning and Skills Council website at <a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a> and, for</td>
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<td>funding for a specific qualification, on the Learning Aim Database http://</td>
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<td>providers.lsc.gov.uk/ład.</td>
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<td>Scotland</td>
<td>Colleges should contact the Scottish Further Education Funding Council, at</td>
<td>Contact the Scottish Higher Education Funding Council at</td>
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<td><a href="http://www.sfc.co.uk">www.sfc.co.uk</a>. Training providers should contact Scottish Enterprise at www.</td>
<td><a href="http://www.shefc.ac.uk">www.shefc.ac.uk</a>.</td>
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<td>scottish-enterprise.com or one of the Local Enterprise Companies.</td>
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<td>Wales</td>
<td>Centres should contact Education and Learning Wales (ELWa) at <a href="http://www.elwa.ac.uk">www.elwa.ac.uk</a></td>
<td>For higher level qualifications, centres should contact the Higher</td>
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<td></td>
<td>or contact one of the four regional branches of ELWa.</td>
<td>Education Funding Council for Wales at <a href="http://www.hefcw.ac.uk">www.hefcw.ac.uk</a>.</td>
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<td>Northern</td>
<td>Please contact the Department for Employment and Learning at <a href="http://www.delni.gov.uk">www.delni.gov.uk</a>.</td>
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<td>Ireland</td>
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