



Higher National Graded Unit Specification

General information for centres

This group award Graded Unit has been validated as part of the HNC Working with Communities. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit Title: Working with Communities: Graded Unit 1

Graded Unit Code: DK16 34

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit points and level: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Purpose: This group award Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Working with Communities:

- ◆ To provide a qualification which meets the needs of current practitioners in Community Learning and Development and also those seeking an entry route to employment in a range of community settings.
- ◆ To provide a qualification that offers an integrated course of theory and practice which will equip candidates to work effectively in the wide-ranging field of community work.
- ◆ To enable candidates to evaluate and reflect on their practice.

Recommended Prior Knowledge and Skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above aims prior to undertaking this Graded Unit:

- ◆ DK1C 34: Community Learning and Development: Principles and Practice
- ◆ DK17 34: Community Learning and Development: Learning Approaches
- ◆ DK19 34: Community Learning and Development: Preparing to Work with Community Groups
- ◆ DK1G 35: Community Learning and Development: Social Science Approaches
- ◆ DK1K 34: Community Learning and Development: Workplace Practice
- ◆ DK13 34: Community Learning and Development: Accountability for and Management of Resources

General information for centres (cont)

Plus one double credit optional Unit from:

- ◆ DK14 35: Community Learning and Development: Adult Learning
- ◆ DK15 35: Community Learning and Development: Capacity Building
- ◆ DK1H 35: Community Learning and Development: Working with Young People
- ◆ DK1F 35: Community Learning and Development: Promoting Health in the Community

Core Skills: There is no automatic certification of Core Skills or a Core Skill component as part of this Graded Unit. However, there may be opportunities to develop the Core Skill of *Problem Solving*.

Assessment: This group award Graded Unit will be assessed by the use of a practical assignment. The practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the group award that this Graded Unit covers.

Assessment is based on the **product** and the **process**.

Candidates must

- ◆ Plan the event/activity
- ◆ Implement the plan and complete the event/activity
- ◆ Evaluate the event/activity

The project brief should sample, as appropriate, the outcomes of the following mandatory Units of the group award:

Unit Title	Outcomes
Community Learning and Development: Principles and Practice	<ol style="list-style-type: none"> 1 Explain the nature and processes of working in community learning and development 2 Describe the purpose and diversity of community learning and development 3 Describe the principles, values and practice underpinning working with people in community learning and development
Community Learning and Development: Learning Approaches	<ol style="list-style-type: none"> 2 Outline the key principles when designing programmes in different settings 3 Identify and use an appropriate evaluation tool
Community Learning and Development: Social Science Approaches	<ol style="list-style-type: none"> 3 Apply sociological theories to explain how social issues affect communities
Community Learning and Development: Preparing to work with Community Groups	<ol style="list-style-type: none"> 1 Outline the roles and behaviour of community groups 2 Analyse the features affecting the performance of community groups
Community Learning and Development: Workplace Practice	<ol style="list-style-type: none"> 1 Undertake workplace practice using a community learning and development approach 2 Establish and maintain effective relationships with community groups and with colleagues 3 Evaluate and review learning, and workplace practice
Community Learning and Development: Accountability for and Management of Resources	<ol style="list-style-type: none"> 3 Identify funding sources and describe the main criteria for application within a community based setting

General information for centres (cont)

Project Brief: Practical Assignment

This assignment relates to working with an individual or group within the community to plan, implement and evaluate an activity/event which promotes the development of that individual or group.

Stage 1 — Planning

Select an individual or group with whom you are working, analyse current needs and apply the planning process to plan an activity/event with reference to:

- ◆ aims objectives and timescales
- ◆ concerns and aspirations of participants
- ◆ lifestyle and socio-economic factors
- ◆ barriers to learning
- ◆ current national and local priorities
- ◆ legal and agency guidelines and parameters
- ◆ details of funding requirements/resources

Stage 2 — Developing

Give an account of the activity/event/process with reference to:

- ◆ empowerment and involvement of participants
- ◆ group/individual centred approach
- ◆ meeting participants' needs
- ◆ equal opportunities and anti-discriminatory practice
- ◆ the role of the worker

Stage 3 — Evaluating

Evaluate and review the activity/event/process with reference to:

- ◆ reflection on own practice
- ◆ reflection on own learning
- ◆ impact on participants
- ◆ effectiveness of original plan

The project will be marked out of 100.

Assessors will aggregate the marks achieved by the candidate for each stage to arrive at an overall mark for the project. Assessors will then assign a grade to the candidate for the Graded Unit based on the following grade boundaries:

- ◆ **A** = 70 – 100 %
- ◆ **B** = 60 – 69%
- ◆ **C** = 50 – 59%

Administrative Information

Graded Unit Code: DK16 34

Graded Unit Title: Working with Communities Graded Unit 1

Original Date of publication: December 2004

Version: 02 (August 2009)

Version	Description of change	Date
2	Changes to minimum evidence requirements and associated marking scheme	17/08/09

Source:

SQA

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Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

Graded Unit Title: Working with Communities: Graded Unit 1

Conditions of Assessment

The candidate should be given a date for completion of the practical assignment. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

At this level, candidates should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research, etc is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be an event/activity which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this group award Graded Unit has been designed to cover

Guidance on grading candidates

Candidates who meet the minimum evidence requirements will have their achievement graded as C — competent, or A — highly competent, or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ Produces evidence for the three essential stages of the Practical Assignment which is clearly interrelated ◆ Is highly focused and demonstrates an insightful interpretation and a balanced, integrative approach ◆ Is tightly structured, relevant to the content of the Units and displays a high level of subject/occupational expertise ◆ Effectively applies integrated and consolidated knowledge, understanding and skills from the course Units to complex situations 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ Produces documentation for the three essential stages of the Practical assignment which shows some integration between them ◆ Demonstrates an acceptable interpretation from a balanced integrative approach ◆ Is reasonably well structured and displays subject/occupational expertise ◆ Applies integrated and consolidated knowledge understanding and skills with some lack of continuity and consistency

Evidence requirements

The project consists of three stages: planning; preparing/implementing; and evaluating. The following tables specify the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the group award Graded Unit.

Project Stage	Minimum Evidence Requirements
Stage 1 Planning — 25% of total marks	<p>This stage is worth 25 marks. The candidate must achieve all of the minimum evidence specified below to pass the Planning stage. The planning stage is assessed by a short planning document and an individual interview.</p> <p>The tutor's role is as a facilitator and so to gain high marks the candidate must demonstrate a high degree of autonomy in planning activities.</p> <p>Produce a plan which includes:</p> <ol style="list-style-type: none"> 1 an analysis of the current strengths and weaknesses of the individual/group (3 marks) 2 a description of the community using sociological theories (5 marks) 3 identification of the event/activity planned including the reason for agreeing this event/activity (3 marks) 4 objectives agreed for the event/activity (3 marks) 5 identification of the methods and process, including evaluation, to be used (4 marks) 6 resources identified (1 mark) 7 timescale for completing the event/activity (1 marks) 8 awareness of relevant legislation (2 marks) 9 awareness of polices affecting the event/activity (2 marks) 10 a proposed timescale for completing the stages of the Graded Unit (1 mark) <p>The plan should be 750–1,000 words</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
<p>Stage 2 Developing</p> <p>—</p> <p>35% of total marks</p>	<p>This stage is worth 35 marks. The candidate must achieve all of the minimum evidence specified below to pass the preparing/implementing stage.</p> <p>Produce a report of the activity/event/process which:</p> <ol style="list-style-type: none"> 1 outlines the preparation undertaken for the event (3 marks) 2 identifies how resources were located, accessed and used (4 marks) 3 outlines how the group was consulted and kept involved in the event (5 mark) 4 describes the activity (2 marks) 5 outlines how the plan was adhered to including adjustments to objectives and timescales (5 marks) 6 describes the evaluation process (3 marks) 7 describes how the needs of individual learners were met and appropriate links made to theory (5 marks) 8 demonstrates how the principles and values of Community Learning and Development were followed (6 marks) 9 is verified by the placement supervisor as an authentic record of what actually took place (2 marks) <p>The report should be 1000 – 1500 words</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage</i></p>
<p>Stage 3 Evaluating</p> <p>—</p> <p>40% of total marks</p>	<p>This stage is worth 40 marks. The candidate must achieve all of the minimum evidence specified below to pass the Evaluating stage.</p> <p>Produce an evaluation of the activity which reviews the overall effectiveness of the plan in relation to:</p> <ol style="list-style-type: none"> 1 whether or not the objectives were realistic and achieved (3 marks) 2 the timescales set (2 marks) 3 the appropriateness of the methods and approach taken for the completion of the activity (3 marks) 4 the extent to which the resources identified contributed to the event/activity (3 marks) 5 the extent that the activity/event met the needs of the individual/group (3 marks) 6 the appropriateness of the evaluation method(s) used (3 marks) 7 demonstrate how the course Units have informed practice in relation to the Graded Unit (6 marks) 8 identify the skills and knowledge of the course supported the completion of the Graded Unit (6 marks) 9 discuss what the candidate learned about her/his own strengths and weaknesses (3 marks) 10 identify areas for future professional development (3 marks) 11 has good structure and style (2 marks)* 12 is well presented (1 marks)* 13 has good referencing (2 mark)* <p>The report should be 1000 – 1500 words</p> <p><i>* Applies to all sections of the report.</i></p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Support notes

Some suggested topics for this project might be:

Plan, deliver and evaluate an event in the community, which is linked to the chosen option.

- 1 Health awareness day
- 2 Literacy and numeracy activity
- 3 Youth work outing
- 4 Community group participation

Project Stage	Additional guidance on grading
Stage 1 Planning	<p>For the Planning stage marks must be allocated in the following way:</p> <p>The candidate is required to state the proposed timescale for completing the graded Unit. An analysis of the needs of an individual or group. Using the sociological theories encountered in the Social Sciences Approaches Unit candidates should also be able to describe the community within which they are working. The event/activity must be agreed with the individual/group and the objectives to be achieved should be clearly specified. (Up to 12 marks can be awarded for this part)</p> <p>Candidates should also match the objectives agreed with the individual or group and the method and approach that they will take to achieve the specified goals. Candidates should show that they have taken on board the concerns and aspirations of the individual or the group. Details of any funding and resources required should be identified. (Up to 8 marks can be awarded for this part)</p> <p>The proposed timescale for completing the activity should be set out. Candidates should demonstrate an awareness of policies and guidelines that may impinge on the event/activity. These may include national legislation, college policies, organisational policies etc. At college and workplace level (s)he needs to show awareness of how national legislation is put into practice. (Up to 5 marks can be awarded for this part)</p>
Stage 2 Developing	<p>This is the candidate's opportunity to demonstrate that (s)he can put his/her plan into practice. The candidate must clearly outline how (s)he prepared for the event. The report should show how the resources identified in the plan were put to use. This section should also describe the preparation undertaken by the candidate in order to facilitate the event. (Up to 10 marks can be awarded for this part)</p> <p>At this stage candidates have an opportunity to showcase their learning. Candidates should give a detailed account that shows the extent to which they followed the plan. High marks should be awarded where the implementation matches the plan. They should bear in mind, during the implementation and the write up, that they are proving that they have taken on board and can use the principles that underpin community learning and development.</p> <p>This section must show that the plan outlined during the planning stage was, as far as was possible, put into action. Relevant links to theory should be made. Candidates have to show that during the implementation they have put their clients at the centre of the assignment by taking an appropriate approach. Successful management of resources should also be demonstrated. (Up to 19 marks can be awarded for this part)</p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Additional guidance on grading
Stage 2 Developing (cont)	<p>During the implementation the plan outlined by candidates may have to undergo changes due to unforeseen circumstances. Candidates should not be marked down in such a situation provided they show how they successfully responded to the changed circumstances. Within any group there will be a range of needs that may be quite diverse. Candidates should be able to show how they dealt with any diversity of needs and choices that they encountered.</p> <p>(Up to 6 marks can be awarded for this part)</p>
Stage 3 Evaluating	<p>For the evaluating stage marks could be allocated as follows:</p> <p>This is where candidates can show what they have learned from the planning and implementation processes. They should show that they can reflect on their own practice and on the impact that they may have had on the group involved. Identification of strengths and weaknesses is an important part of reflection and should be encouraged. Reflection is a critically important skill for those working in communities. Candidates should reflect on the success, or otherwise, of the plan. Were the objectives set achievable by the individual/group and in the timescale set and within the capabilities of the candidate? Were the resources that were identified appropriate and used effectively?</p> <p>(Up to 11 marks can be awarded for this part)</p> <p>Candidates should show where their planning skills were effective and where lessons were learned for the future. Successful evaluation will result from using appropriate methods. The candidate should show why the evaluation method was selected and why it was appropriate to the individual/group concerned. The effectiveness of the methods should be discussed. Candidates should reflect on the lessons learned from the evaluation, including any feedback about the activity/event and feedback about their own participation. Candidates should show that the individual/group was successfully engaged and (s)he should consider the impact of the event/activity on the participant(s) and also on him/herself, including considering what (s)he learned about themselves. Candidates should also discuss their own strengths and weaknesses and how these may have impacted on the individual/group and on the event activity.</p> <p>(Up to 12 marks can be awarded for this part).</p> <p>Candidates should discuss where (s)he consciously employed the principles and values that are an essential element of working with communities. The Graded Unit is an opportunity for candidates to put into practice some of the learning gained on the course. They should, therefore, discuss where they used this learning and if it helped consolidate their learning. Candidates should also consider how they would employ their experience in the future.</p> <p>(Up to 12 marks can be awarded for this part)</p> <p>By this stage of the course candidates should be able to produce a well presented, structured and properly referenced piece of work.</p> <p>(Up to 5 marks can be awarded for this part)</p>

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.