



Higher National Unit Specification

General information for centres

Unit title: Community Learning and Development: Learning Approaches

Unit code: DK17 34

Unit purpose: The Unit enables candidates to understand the issues to be addressed, and their own role, in the development of community based learning opportunities. It prepares them for this role by introducing them to a range of learning theories that are applicable to the context of informal learning and which inform current practice in Community Learning and Development. The candidates are introduced to assessment methodologies and to evaluation tools. This Unit will be relevant for candidates who have an active involvement in communities.

On completion of the Unit the candidate should be able to:

- 1 Explore a range of learning theories, methods and styles that underpin Community Learning and Development practice.
- 2 Outline the key factors when designing programmes in different settings.
- 3 Select and describe a suitable evaluation tool for learners.

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.*

Recommended prior knowledge and skills: While there are no prescribed prior knowledge and skills for this Unit, it would be beneficial for candidates to have good written, verbal and interpersonal communication skills. It is recommended that candidates have studied *Community Learning and Development: Principles and Practice* prior to or concurrent with this Unit. It is anticipated that candidates have some active involvement in a community-based setting.

Core Skills: There are opportunities to gather evidence towards Core Skills in this Unit, particularly *Problem Solving*, *Working with Others* and *Communication*. There may be potential to develop *ICT* and *Numeracy* depending on context although there is no automatic certification of Core Skills or Core Skills components.

General information for centres (cont)

Context for delivery: This Unit is normally delivered within the HNC Working with Communities Group Award. However, it is a free-standing Unit and may also be delivered for Continuing Professional Development.

This is a mandatory Unit of the HNC Working with Communities. Throughout all Units of the award emphasis must be placed on the candidate demonstrating awareness of equal opportunities and of anti-discriminatory practice. It should be taught and assessed within the subject area of this Group Award. Due recognition must be given to the community dimension in the teaching of the Unit and the particular circumstances which may arise in supporting small organisations in resource management issues.

Assessment: This Unit is assessed by candidates producing a report which explains the process of developing a programme to meet the needs of learners. The candidates will be expected to demonstrate their understanding of how to design and evaluate a learning opportunity for a community group. The programme content should be attached to the report. Candidates must achieve all of the minimum evidence specified for each Outcome.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explore a range of learning theories, methods and styles that underpin Community Learning and Development practice

Knowledge and/or Skills

Background to learning approaches, incorporating a range of theories, methods and styles appropriate to working in a community-based setting.

Those include:

- ◆ group work
- ◆ one-to-one
- ◆ peer learning
- ◆ flexible
- ◆ distance learning
- ◆ blended learning
- ◆ e-learning
- ◆ formal
- ◆ informal
- ◆ experiential/transformatory

Evidence Requirements

Candidates will need evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe a range of methods and styles which meet the learning needs of individuals and groups
- ◆ identify the learning theory(ies) which they consider appropriate to the needs of a community group or individual learners

Higher National Unit specification: statement of standards (cont)

Unit title: Community Learning and Development: Learning Approaches

Assessment Guidelines

This Unit is assessed by candidates producing a report which explains the process of programme development to meet the needs of learners. The candidates will be expected to demonstrate their understanding of designing and evaluating a learning opportunity for a community group. The programme content should be attached to the report. Candidates must achieve all of the minimum evidence specified for each Outcome.

Outcome 2

Outline the key factors when designing programmes in different settings

Knowledge and/or Skills

- ◆ needs and strengths analysis of learners
- ◆ learner-centred approach
- ◆ learning theories
- ◆ planning
- ◆ planning checklists
- ◆ targeting needs
- ◆ guidance and support
- ◆ methods
- ◆ styles
- ◆ communication
- ◆ resource issues
- ◆ informal learning
- ◆ disabilities
- ◆ inclusion: culture/race/disability/gender
- ◆ assessment
- ◆ barriers

Evidence Requirements

Candidates will need evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify the needs of learners
- ◆ identify a theory suitable to learners' needs
- ◆ develop a suitable programme
- ◆ select an appropriate assessment tool

Higher National Unit specification: statement of standards (cont)

Unit title: Community Learning and Development: Learning Approaches

Assessment Guidelines

This Unit is assessed by candidates producing a report which explains the process of programme development to meet the needs of learners. The candidates will be expected to demonstrate their understanding of designing and evaluating a learning opportunity for a community group. The programme content should be attached to the report. Candidates must achieve all of the minimum evidence specified for each Outcome.

Outcome 3

Select and describe a suitable evaluation tool for learners.

Knowledge and/or Skills

- ◆ range of evaluation tools
- ◆ context for application of the evaluation tool

Evidence Requirements

Candidates will need evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ select a suitable evaluation tool
- ◆ explain the choice of evaluation tool

Assessment Guidelines

This Unit is assessed by candidates producing a report which explains the process of developing a programme to meet the needs of learners. The candidates will be expected to demonstrate their understanding of designing and evaluating a learning opportunity for a community group. The programme content should be attached to the report. Candidates must achieve all of the minimum evidence specified for each Outcome.

Administrative Information

Unit code:	DK17 34
Unit title:	Community Learning and Development: Learning Approaches
Superclass category:	GA
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History of Changes: Version	Description of change	Date
02	Outcome 1 — revision of 'Evidence Requirements'. Outcomes 1, 2 & 3 — amendment to wording of 'Assessment guidelines'. Outcome 3 — revision of 'Assessment guidelines'. 'Guidance on the delivery and assessment of this Unit' — Core Skills statement added. 'General information for candidates' — minor addition.	27/09/07
03	Outcome 1 and Outcome 3 — changes to Evidence Requirements to clarify requirements Minor changes to wording on Pages 2, 3, 7, 8.	14/05/10

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Higher National Unit specification: support notes

Unit title: Community Learning and Development: Learning Approaches

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is for candidates who have, or are preparing for, an active involvement in communities. Its purpose is to prepare candidates for their role in developing community based learning opportunities. It introduces them to a range of learning theories which inform current practice in community learning and development. The focus of the Unit should be the development of the learner in an informal situation. It is a mandatory Unit of the HNC Working with Communities.

The Unit should be delivered in a context which is familiar to candidates. It is recommended that candidates have studied the Unit *Community Learning and Development: Principles and Practice* prior to or concurrent with this Unit. Throughout this Unit, emphasis should be placed on the candidate demonstrating an awareness of the benefits of diversity and of equal opportunities taking account of particular requirements eg childcare, literacy issues, and cultural differences, physical and sensory abilities.

This Unit encourages the candidate to consider various learning styles and to reflect on a range of delivery methods using their own experiences and the observed experiences of others. These delivery methods could include group work, candidate centred approaches, flexible, distance, blended learning. The style of delivery of the Unit should reflect a range of learning approaches.

For **Outcome 1** lecturers/tutors should present the historical and current perspective of the Community Learning and Development approach. Community based settings demand a variety of approaches. The candidate should be encouraged to consider a range of learning theories methods and styles which inform practice in community learning and development. Reference should be made to the Unit *Community Learning and Development: Principles and Practice* in exploring values.

For **Outcome 2** the lecturer/tutor should introduce the candidates to learning theories, methods and styles so that the candidates further their understanding of how these learning theories, methods and styles impact on programme design. In addition, the importance of enrichment and empowerment should be discussed and examples provided. An understanding of resource issues will have been provided through the Unit *Community Learning and Development: Accountability for and Management of Resources*.

Higher National Unit specification: support notes (cont)

Unit title: Community Learning and Development: Learning Approaches

For **Outcome 3** candidates should be encouraged to recognise evaluation as a useful tool in improving the quality of programmes. Current forms of evaluation should be sampled.

The strengths and weaknesses of evaluation tools should be discussed and the importance of user-friendly formats should be stressed.

Some examples of possible sources of information are listed below.

<http://www.scotland.gov.uk/Resource/Doc/1046/0069751.pdf>

‘Working and Learning Together to Build Stronger Communities’ A joint statement on community learning and development (CLD), including adult literacy and numeracy (ALN), by the Scottish Government and COSLA.

<http://www.ltscotland.org.uk/curriculumforexcellence/index.asp> (curriculum for excellence)

<http://www.lluk.org/2760.htm> (3 priorities for CLD))

<http://www.scotland.gov.uk/Publications/2002/11/15766/13343> (Social justice Scotland 2002)
reviewing.co.uk/evaluation/methods1.htm

Guidance on the delivery and assessment of this Unit

This Unit is part of a Group Award which is primarily designed to provide candidates with professional knowledge and skills related to working in a community based setting. It is a mandatory Unit and would tend to be delivered towards the beginning of the course. Wherever possible, links should be made to other Units studied by the candidate eg the political and sociological contexts, and to making links between theory and practice. It is important that the candidate is encouraged to think of links between informal and formal learning and that they are given guidance on current approaches to encourage learners into formal education, eg means of retaining evidence in order to credit learning: Access courses: LTS: SCQF. Where possible much of the knowledge and skills should relate to real-life practice.

This Unit is assessed by candidates producing a report which explains the process of developing a programme to meet the needs of learners. The candidates will be expected to demonstrate their understanding of designing and evaluating a learning opportunity for a community group. The programme content should be attached to the report. Candidates must achieve all of the minimum evidence specified for each Outcome.

Centres may wish candidates to develop a programme for learners with whom they are familiar. Alternatively, centres may choose to use a relevant case study or case studies to enable candidates to gather evidence for the report.

Higher National Unit specification: support notes (cont)

Unit title: Community Learning and Development: Learning Approaches

Opportunities for developing Core Skills

There is no automatic certification of Core Skills in this Unit. However, there are clear opportunities to develop aspects of Core Skills in *Communication* (written — all Outcomes), *Problem Solving* (Evaluation — particularly Outcomes 1 and 2), *Working with Others* (Outcome 3). There may also be the potential to develop aspects of the Core Skill *Information and Communication Technology*.

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

General information for candidates

Unit title: Community Learning and Development: Learning Approaches

This Unit is designed to enable you to understand the principles of community-based lifelong learning, the policies and strategies informing this practice, and to prepare you to work primarily with those who have become disengaged from learning. If you have experience of being a learner, or have work experience in a community-based setting, you should be able to make use of your experience during your study of this Unit.

The Unit has three main areas, each of which is the subject of a separate Outcome. To begin with, you will look at the current policy and practice in lifelong learning at national and local levels within which you will have to work. You will then examine the context in which lifelong learning takes place and how your style can affect the experience of the learner. Overall you will be expected to use the knowledge and skills from the Unit to be as effective as possible in designing and delivering lifelong learning in the community.

In order to complete this Unit successfully you will be required to achieve a satisfactory level of performance in each of the Outcomes. The Unit is assessed by an integrated assignment with associated questions covering the three Outcomes.