



## Higher National Unit Specification

### General information for centres

**Unit title:** Community Learning and Development: Principles and Practice

**Unit code:** DK1C 34

**Unit purpose:** This Unit is designed to enable candidates to investigate the principles, values and practice required to work successfully with people in community learning and development. It prepares them for the role of community-based worker by giving them the underpinning knowledge to carry out this role effectively.

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

- 1 Describe the evolutionary development of working in community learning and development.
- 2 Describe the principles, values and practice underpinning working with people in community learning and development.
- 3 Describe the underpinning features, purposes and variety of approaches to the strands of community learning and development.
- 4 Explore current national and local policies influencing community learning and development work.

**Credit points and level:** 2 HN Credits at SCQF level 7: (16 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 and oral communication skills and good interpersonal skills. It would also be beneficial if candidates had some work experience either in a paid or voluntary capacity.

**Core Skills:** There are opportunities to gather evidence towards Core Skills in this Unit, particularly *Problem Solving*, *Working with Others* and *Communication*. There is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** This is a mandatory Unit of the HNC Working with Communities. It should be taught and assessed within the subject area of this Group Award. However, it is a free-standing Unit, and as well as forming part of the Group Award it may be used as a source for Continuing Professional Development. Due recognition must be given to the community dimension in the teaching of the Unit.

## **General information for centres (cont)**

### **Assessment:**

Written or oral evidence is required for each of the assignments below.

- 1 Outcome 1 may be assessed by an essay of approximately 1,000 words. The topic and question will be known in advance.
- 2 Outcome 2 could be assessed by extended response questions under closed-book conditions
- 3 Outcome 3 requires candidates to produce one essay of approximately 1,000 words. The topic and questions will be known in advance.
- 4 Outcome 4 could be assessed by extended response questions of 750 to 1,000 words under open-book conditions.

## **Higher National Unit specification: statement of standards**

**Unit title:** Community Learning and Development: Principles and Practice

**Unit code:** DK1C 34

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**

Describe the evolutionary development of working in community learning and development.

#### **Knowledge and/or Skills**

- ◆ Definition of a community
- ◆ Variety of definitions
- ◆ Historical development of community learning and development
- ◆ Youth Work
- ◆ Adult Learning
- ◆ Community Development

#### **Evidence Requirements**

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

- ◆ Describe the significant features which have contributed to the development of one strand of community learning and development **or** to community learning and development in general
- ◆ Explain a minimum of two definitions of community

#### **Assessment Guidelines**

This Outcome will be assessed by an essay of approximately 1,000 words or equivalent.

### **Outcome 2**

Describe the principles, values and practice underpinning working with people in community learning and development.

#### **Knowledge and/or Skills**

- ◆ Personal and occupational values
- ◆ Empowerment
- ◆ Anti-discriminatory practice
- ◆ Self-determination
- ◆ Inclusion
- ◆ Working collaboratively

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Community Learning and Development: Principles and Practice

- ◆ Promoting life-long learning
- ◆ Barriers to participation
- ◆ Promoting diversity
- ◆ Reflective practitioner

### **Evidence Requirements**

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

- ◆ Provide examples of principles and values in practice

### **Assessment Guidelines**

Outcome 2 will be assessed by extended response questions under supervised conditions

### **Outcome 3**

Describe the underpinning features, purposes and variety of approaches to the strands of community learning and development.

### **Knowledge and/or Skills**

- ◆ Purposes of Youth work
- ◆ Purposes of Adult Learning
- ◆ Purposes of Community Development/Capacity Building
- ◆ Underpinning features
- ◆ Variety of approaches

### **Evidence Requirements**

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

- ◆ Describe the purposes and range of approaches to Youth Work
- ◆ Describe the purposes and range of approaches Adult Learning
- ◆ Describe the purposes and range of approaches to Community Development

### **Assessment Guidelines**

Outcome 3 requires candidates to produce one essay of approximately 1,000 words. This will not be conducted under supervision. The topic and question will be known in advance. The essay will focus on youth work **or** adult learning **or** community development.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Community Learning and Development: Principles and Practice

### **Outcome 4**

Explore current national and local policies influencing community learning and development work.

#### **Knowledge and/or Skills**

- ◆ Current national policies
- ◆ Impact on practice of policies

#### **Evidence Requirements**

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

- ◆ Explain the key points of at least two current policies which relate to practice in community learning and development
- ◆ Explain how at least two current policies influence practice and priorities in community learning and development settings

#### **Assessment Guidelines**

Candidates could be assessed by extended response questions of 750 to 1,000 words under open-book conditions.

## Administrative Information

|                                      |  |
|--------------------------------------|--|
| <b>Unit code:</b>                    | DK1C 34  |
| <b>Unit title:</b>                   | Community Learning and Development:<br>Principles and Practice |
| <b>Superclass category:</b>          | EE   |
| <b>Original date of publication:</b> | December 2004  |
| <b>Version:</b>                      | 04 (August 2010)   |

### History of changes:

| Version | Description of change   | Date     |
|---------|---|----------|
| 02      | Outcomes 1 and 2 — revision of Assessment Guidelines.<br>Outcome 3 — addition of one new Evidence Requirement and revision of Assessment Guidelines.<br>'Guidance of the delivery and assessment of this Unit' — Core Skills statement added. | 27/09/07 |
| 03      | Outcome 1 — changed 'historical' to 'evolutionary'<br>Outcome 2 — Reduction in amount of knowledge and skills points and change to Assessment Guidelines. Bullet point removed from Evidence.   | 14/05/10 |
| 04      | Minor Amendment to Information for Candidates.  | 24/08/10 |
|         |   |          |
|         |   |          |

**Source:** SQA

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## **Higher National Unit specification: support notes**

**Unit title:** Community Learning and Development: Principles and Practice

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 80 hours.

### **Guidance on the delivery and assessment of this Unit**

Throughout this Unit the recommended approach should include a variety of teaching methods including discussion and participative exercises.

Candidates should be encouraged to exchange and learn from each other's experience and practice as well as a range of community based visits and speakers.

Candidates could utilise workplace diaries to generate evidence/discussion regarding the application of theory to practise.

#### **Outcome 1**

Candidates should be introduced to the concept of community. The various definitions should be explored. Exposing candidates to the evolutionary development of community learning and development work is an important part of this Outcome. This will put community learning and development into context and develop their appreciation of the important role community learning and development has played in society over the years.

#### **Outcome 2**

Candidates should be introduced to a range of stated values in order to see the relevance and importance of being aware of personal and occupational values. Further information may be found on the web sites below.

**[www.cldstandardscouncil.org.uk/cld/202.html](http://www.cldstandardscouncil.org.uk/cld/202.html)**

**<http://www.lluk.org>**

## Higher National Unit specification: support notes (cont)

**Unit title:** Community Learning and Development: Principles and Practice

### Outcome 3

Consideration should be given to common underpinning features for all approaches eg empowerment; confidence building; needs analysis. Examples of the variety of approaches/contexts for these should be reviewed.

#### Youth Work

**Approaches:** uniformed organisations, youth clubs, detached youth work, issue based groups youth action groups. Duke of Edinburgh's award; youth achievement award; ethnic groups, gender groups

**Purposes:** Educator, develop skills, new experience, promote citizenship

#### Community Based Adult Learning

**Approaches:** Literacies; further education; vocational classes; leisure classes, support groups

**Purposes:** Improve skills, gain qualifications, gain support, socialise, personal development

#### Community Development

**Approaches:** tenants groups; welfare rights groups, unemployed workers groups, issue based forums (eg woman's groups, ethnic groups) community forums.

**Purposes:** Social change, capacity building, regeneration, political education

It is important that the strands of Youth Work, Adult Learning, and Community Development are all discussed but for the essay, candidates should focus on only one of these areas.

**Outcome 4:** This Outcome must be flexible to take into account policy changes relating to community-based work. Appropriate current policies/guidelines influencing priorities and practice should be reviewed.

Reference could be made to current priorities, which may include;

- ◆ Active citizenship
- ◆ Social inclusion
- ◆ Social justice
- ◆ Community capacity building
- ◆ Lifelong learning
- ◆ Community Planning
- ◆ Adult Literacies



## Higher National Unit specification: support notes (cont)

**Unit title:** Community Learning and Development: Principles and Practice

- ◆ Early years framework
- ◆ Youth Strategies
- ◆ Curriculum for excellence
- ◆ Health improvement
- ◆ Volunteering

The influence of these policies on fieldwork practice should be considered. Current relevant examples could include the voluntary and statutory sectors particularly regarding priorities and funding. Candidates need to be aware of current legislative and policy priorities which may impinge on their day to day work.

### Guidance on the content and context for this Unit

This Unit lends itself to being delivered in conjunction with Community Learning and Development: Group Work and Community Learning and Development: Workplace Practice.

**Outcome 1:** Consideration should be given to concepts of community as an area of debate with no one established definition. Candidates should also explore the evolutionary development of community learning and development.

**Outcome 2:** The principles, values and practice underpinning working with people in community learning and development should be explored. CLD Standards Council for Scotland or professional body guidelines should be examined and participants must identify how these could be applied/translated into practice.

**Outcome 3:** The key features and diversity of Youth Work, Adult Learning and Community Development should be examined. All areas should be covered in the teaching and learning but only one area need be covered in the essays.

**Outcome 4:** A flexible approach should be taken when teaching this Outcome to take account of policy or legislative changes relating to Community Learning and Development. Appropriate current policies/guidelines which may influence priorities and practice should be discussed.

### 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 Communication (Written and Oral) in the assessments (all Outcomes) and Working with Others (Outcomes 2 and 3).

### 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](http://www.sqa.org.uk/assessmentarrangements)

## General Information for Candidates

### **Unit title:** Community Learning and Development: Principles and Practice

This Unit is designed to enable you to investigate the principles, values and practice required to work successfully with people in community learning and development. It prepares you for the role of a community-based worker by giving you the underpinning knowledge to carry out this role effectively.

The Unit has four Outcomes

For Outcome 1 you will be asked to describe the significant features which have contributed to the development of one strand of community learning and development **or** to community learning and development in general and to explain a minimum of **two** definitions of community.

For Outcome 2 you will be asked to provide examples of principles and values in practice.

For Outcome 3 you will be asked to describe the purposes and range of approaches to three strands of community learning and development; Youth Work, Adult Learning and Community Development.

For Outcome 4 you will be asked to explain the key points of at least **two** current policies which relate to practice in community learning and development and to explain how at least **two** current policies influence practice and priorities in community learning and development settings.

The assessments for the Unit could be a mix of essays and extended response questions.

Although there is no automatic certification of Core Skills in this Unit., there are clear opportunities to develop aspects of Communication (Written and Oral) in the assessments (all Outcomes) and Working with Others (Outcomes 2 and 3).