



## Higher National Unit specification

### General information for centres

**Unit title:** Community Learning and Development: Group Work

**Unit code:** F8L1 34

**Unit purpose:** This Unit is designed to enable candidates to work in a community setting, primarily with those who have become disengaged from learning. It prepares candidates for this role by giving them knowledge and understanding of how groups function. This Unit provides the knowledge and skills required to work effectively with groups in community group settings.

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

- 1 Outline roles and behaviour of community groups.
- 2 Explain the role of the worker in the development of community groups
- 3 Demonstrate group work skills through a group-work exercise.

**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 oral and written communication skills and good interpersonal skills. It would also be beneficial if candidates had some work experience either in a paid or voluntary capacity. It is recommended that prior to this Unit candidates should have completed the following:

- ◆ *Community Learning and Development: Social Science Approaches*
- ◆ *Community Learning and Development: Principles and Practice*

**Core Skills:** There are opportunities to gather evidence towards the Core Skills — *Communication, Working with Others* and *Problem Solving*. There is no automatic certification of Core Skills.

**Context for delivery:** This Unit is a mandatory Unit within the HNC Working with Communities Group Award. However, it is a free-standing Unit and may be used as a source for Continuing Professional Development.

## General information for centres (cont)

**Assessment:** This Unit may be assessed using two instruments of assessment, as follows:

- 1 Outcomes 1 and 2 require candidates to answer a set of extended response questions.
- 2 Outcome 3 requires candidates to demonstrate group work skills and produce a reflective account.

## **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**

Outline roles and behaviour of community groups

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

- ◆ Purpose and focus of groups
- ◆ Formal and informal groups
- ◆ Group objectives
- ◆ Life cycle of groups
- ◆ Theory of group dynamics
- ◆ Theory of communication
- ◆ Importance of Ownership
- ◆ Verbal and non-verbal communication

#### **Evidence Requirements**

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

- ◆ describe the various purposes of groups
- ◆ explain group dynamics and how this influences groups
- ◆ demonstrate an understanding of the impact of communication within groups

#### **Assessment Guidelines**

This Outcome may be delivered and assessed in conjunction with Outcome 2. The suggested assessment is a set of extended response questions and covering roles, behaviour and features of a group.

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

**Unit title:** Community Learning and Development: Group Work

### **Outcome 2**

Explain the role of the worker in the development of community groups

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

- ◆ Barriers to participation and learning
- ◆ Leadership styles
- ◆ Personal development of group members
- ◆ Group motivation
- ◆ Methods of monitoring and evaluation
- ◆ Boundaries and limitations
- ◆ Methods of addressing difficulties
- ◆ Reflective practice

#### **Evidence Requirements**

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

- ◆ explain the role of the worker in relation to developing and supporting groups
- ◆ describe issues relating to personal and group development and possible barriers to participation
- ◆ identify a minimum of two effective intervention strategies that could be used to address difficulties within groups

#### **Assessment Guidelines**

Outcome 2 may be assessed in conjunction with Outcome 1. The suggested assessment is a set of extended response questions and covering roles, behaviour and features of a group.

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

**Unit title:** Community Learning and Development: Group Work

### **Outcome 3**

Demonstrate group work skills through a group exercise

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

- ◆ Communication skills
- ◆ Maintaining the group
- ◆ Motivating the group
- ◆ Supporting individuals
- ◆ Evaluation methods
- ◆ Group work methods

#### **Evidence Requirements**

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

- ◆ plan a group exercise
- ◆ apply group work skills in a group exercise
- ◆ evaluate and reflect on own contribution

#### **Assessment Guidelines**

This Outcome may be assessed by a group exercise with individual's contribution being clearly identified through a reflective account. Tutors/lecturers may wish to use an observation checklist during this exercise.

## Administrative Information

**Unit code:** F8L1 34

**Unit title:** Community Learning and Development:  
Group Work

**Superclass category:** PN

**Original date of publication:** August 2009

**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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

### **Unit title: Community Learning and Development: Group Work**

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 examines key areas that influence the effectiveness of community groups and projects. In particular, it explores the role of the reflective practitioner. It should be undertaken prior to the *Workplace* Unit and the chosen optional Unit.

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

The major focus of the work of the community worker relates to working with groups in local communities. In this Unit the lecturer/tutor should present the theories of group work and should stimulate candidates to enthuse over their role in working with groups. This Unit should encourage reflection on the task and process of groups and their relative importance in developing community groups.

In Outcome 1 candidates should be introduced to the theory which underpins group dynamics, and in particular to how group dynamics and processes impact on the role of the worker.

There should be discussion using candidates' own experience with groups, but focus should be kept on the community group and experiences supported by group work theorists.

Communication theories are also a focus of this Outcome as candidates should be aware of how miscues, misinterpretation and perception can influence group development and performance. David Jacques *Learning in Groups* ISBN 0-7494-0440-X and Ian Stewart et al *TA Today* ISBN1-870244-00-1 are useful sources.

Role play, videos and television programmes should be used to illustrate theory into practice. A case study or several case studies should be used as part of the learning and teaching. These case studies will help provide different context for candidates when they complete the formal extended response questions.

Outcome 2 moves from the theoretical perspective of group development to examine the practicalities that contribute to the effectiveness of groups. It examines the organisation and structure of community groups and other factors that influence community groups. These are outlined in the Knowledge and Skills for Outcome 2. In the teaching of group constitutions, the lecturer should ensure that learners understand the basis of a constitution and its importance in the business of a group.

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

The types of difficulties that may occur within groups can include:

- ◆ Conflict
- ◆ Resources
- ◆ Access
- ◆ Language
- ◆ Power struggles
- ◆ Personal issues or agendas

Types of Intervention Strategy that could be used when difficulties occur can include:

- ◆ Group rules/group contract
- ◆ Agenda
- ◆ Clarification and definition of roles and responsibilities
- ◆ Training/additional support
- ◆ Team building
- ◆ One to one communication
- ◆ Sub groups

Learning and Teaching can be varied. This is an ideal Unit to bring in field workers to answer previously considered questions. There could also be opportunities for candidates to observe community groups, and a visit could be made to observe a specific community project.

The lecturer/tutor should stress the need for a sense of ownership. He/she should also emphasise the importance of strong foundations in order that a community project can be effective, and the length of time required for a community project/group to achieve these goals should be explored.

Outcomes 1 and 2 should be assessed by the extended response questions which should be done under unsupervised condition.

Outcome 3 moves from the community to the role of the worker in the community to a more practical process introducing a group activity. This group activity will enable groups and individuals to plan, prepare and deliver a short activity to their peers. Peer review should be encouraged at this stage and the feedback will help individuals with their short reflective account.

The concept of plan-action-review-plan should be introduced to support the writing of the short written reflective account for Outcome 3.

### ***Opportunities for developing Core Skills***

There is no automatic certification of Core Skills in this Unit. However, there are opportunities to develop aspects of Core Skills in *Communication* (Written, all Outcomes), *Working with Others* (Outcome 3) and *Problem Solving* (Analysis, Outcome 2).

## **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: Group Work

This Unit is designed to enable you to understand how groups function and to give you the skills to work effectively with groups in a community learning and development setting.

The Unit has three main areas, each of which has a separate learning Outcome. To begin with you will look at the roles and behaviour of community groups. You will then examine the features affecting how community groups work. Finally, you will be given practical experience and the opportunity to demonstrate your skills in working with a group.

In order to complete the Unit successfully you will be required to achieve a satisfactory level of performance in two pieces of assessed work. Set questions cover Outcomes 1 and 2. Outcome 3 is assessed towards the end of the Unit by a group exercise and a reflective account covering your practical group working skills.