Higher National Unit specification: general information

Unit title: Community Learning and Development: Capacity Building

Unit code: FM9D 34

Superclass: EE

Publication date: June 2011

Source: Scottish Qualifications Authority

Version: 01

Unit purpose: This Unit is designed to enable candidates to recognise community development approaches to capacity building and to enable them to effect positive change. As well as understanding the founding principles of capacity building and community development, the candidate will gain an understanding of the focus of government policy affecting community development.

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

1   Explain the principles and practice of capacity building.
2   Analyse the social context in which capacity building occurs.

Recommended prior knowledge and skills

While entry is at the discretion of the centre, it is recommended that candidates have completed the following Units (or equivalent):

DK1C 34   *CLD: Principles and Practice*
F8L1 34   *CLD: Group Work*

In addition, it would be beneficial if the candidate had achieved the following NC Unit (or equivalent).

F8LP 12   *Working with Communities: Community Capacity Building*

Credit points and level

1 Higher National Unit 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.

General information (cont)

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

This is an optional Unit of the HNC Working with Communities. It should be taught and assessed within the subject area of the Group Award. Due recognition must be given to the community dimension in the teaching of this Unit and to the particular circumstances which may arise in supporting communities to build their capacity.

Assessment

The Outcomes of this Unit may be assessed jointly by an essay or report (written, oral or signed) of approximately 1,500–2,000 words or equivalent under open-book conditions.

Higher National Unit specification: statement of standards

Unit title: Community Learning and Development: Capacity Building

Unit code: FM9D 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

Explain the principles and practice of capacity building.

Knowledge and/or Skills

♦ Community development
♦ Community contexts
♦ Community capacity
♦ Regeneration
♦ Community needs and aspirations
♦ Role of the community worker

Evidence Requirements

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

♦ explain the principles and practice of capacity building
♦ explain the links between community needs and aspirations and regeneration
♦ clarify the role of the community worker in capacity building.

Assessment Guidelines

This Outcome may be assessed in conjunction with Outcome 2.

Higher National Unit specification: statement of standards (cont)

Unit title: Community Learning and Development: Capacity Building

Outcome 2

Analyse the social context in which capacity building occurs.

Knowledge and/or Skills

♦ Social inclusion
♦ Local action
♦ Building community capacity
♦ Agency partnership
♦ Community planning
♦ Active communities
♦ Current policy and legislation affecting community development

Evidence Requirements

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

♦ analyse an example of capacity building from current community based practice
♦ identify how this practice example links to current legislation and policy.

Assessment Guidelines

Candidates will need evidence to demonstrate their knowledge and/or skills by producing a report (written, oral or signed) of approximately 1,500–2,000 words, or equivalent, under open-book conditions.

Higher National Unit specification: support notes

Unit title: Community Learning and Development: Capacity Building

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

Community development is a structured intervention that gives communities greater control over the conditions that affect their lives. This does not solve all the problems faced by a local community, but it does build up confidence to tackle such problems as effectively as any local action can. Community development works at the level of local groups and organisations rather than with individuals or families. The range of local groups and organisations representing communities at local level constitutes the community sector.

Community development is a skilled process and part of its approach is the belief that communities cannot be helped unless they themselves agree to this process. Community development has to look both ways: not only at how the community is working at the grass roots, but also at how responsive key institutions are to the needs of local communities.

A Statement from the Community Development Foundation (UK)

Community Development is carried out by different agencies such as voluntary organisations, statutory bodies (including health authorities) and community groups. It is important that the candidates understand the difference structure and funding source of each agency. As well as learning about the benefits from and the reasoning of Partnership Working of these agencies, candidates should be given or should research examples of Partnership Working.

Community Contexts can be taken to include geographical definitions of inner urban, peripheral urban, small town, remote rural as well as communities of interest. Ideally candidates should be given the opportunity to compare and contrast the differences and similarities of different community contexts.

Community capacity can be seen as the capacity of the people in communities to participate in actions based on community interests, both as individuals and through groups, organisations and networks. It is not primarily about their ability to act in their personal, family or employers' interest, which are catered for in other spheres. However, many of the same skills are involved, and people who are active in the community invariably benefit in other ways as well.

Community capacity building is focused on working directly with people in their communities so that they can become more confident and effective in addressing community issues and build on their strengths. This distinguishes it from community engagement, which is essentially about the relationship between communities and public bodies:

'Developing and sustaining a working relationship between one or more public body and one or more community group, to help them both to understand and act on the needs or issues that the community experiences'.

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National Standards for Community Engagement

Although capacity building and engagement are thus distinct, they are related. The National Standards recognise that for community engagement to be effective there must be an investment in community capacity building. For example, the indicators for the Improvement standard set out that:

'All participants have access to support and to opportunities for training or reflection on their experiences, to enable them and others to take part in an effective, fair and inclusive way.

Each party identifies its own learning and development needs and together the participants regularly review their capacity to play their roles.

Where needs are identified, the potential of participants is developed and promoted'
So, community capacity building is an important condition for effective community engagement, and a particular role for CLD within community planning. Effective engagement with and action by communities requires support to the development of their skills and confidence. Equally, even the strongest community groups can only be effective if there is sustained attention to the means of engagement with public bodies and of facilitating self-help action.

Scottish Government web-site

Building Community Capacity is one of several activities such as: working with communities to plan and address their needs; supporting the development of skills and confidence of activists and community organisations; promoting broad-based participation in community affairs; assisting communities to exercise power and influence; assisting communities to provide or manage services. Building Community Capacity is a key area of community development work, it is therefore important that candidates be given insight to several examples of how community capacity is built up.

Regeneration is the lasting transformation of places to benefit those who live and work there.

The Scottish Government works to do this sustainably through enabling targeted action in the most disadvantaged areas and by devolving power locally.

Disadvantaged communities are helped through the creation of **mixed communities** and **urban regeneration companies,** which aim to regenerate run-down areas of Scotland through a co-ordinated approach from public and private sector organisations.

Policy on **town centres** and bringing **vacant and derelict land** back into productive use contributes to the Government's Purpose of increasing sustainable economic growth. By **empowering and engaging communities** the talent and creative potential of local people can be realised to deliver successful solutions to local challenges.

Two catalyst funds help regenerate disadvantaged communities: the **Fairer Scotland Fund**, awarded to Community Planning Partnerships, and the **Wider Role Fund** for registered social landlords.

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Three **learning networks** connect people involved in **community regeneration, towns and high streets** or **mixed communities** to good practice in regeneration.

Community workers work with groups and individuals. They give people advice and support, and may arrange services and facilities for them. Their aim is to enable people to act for themselves, for example, by giving them the support and confidence they need to set up community education groups, organise social, educational and recreational activities, deal with discrimination and racism, and generally celebrate and encourage their culture and local community education.

Some community workers support and enable people who live in socially disadvantaged areas, where people may face problems such as inadequate housing, unemployment, lack of council facilities, under-achievement in schools and other inequalities.

Community workers get to know people in the community. They need to find out what people are good at, what they are passionate about and what resources are available. Their aim is to let people act for themselves. This involves being a go-between. Their role in capacity building could include identifying needs, giving advice, recognising strengths, supporting individual and group development etc.

There has been a great deal of change in policy/strategy and terminology in Community Development. Community Development practitioners have had to embrace these strategies within a short space of time. It is possible that within the life of this Unit new policies or strategies will be implemented. This should be taken into account and the Unit should be taught to include any current legislation and policy affecting community development.

As well as giving the candidate an understanding of the reasoning for evaluation it would be of benefit to explain methods of evaluation such as LEAP the Learning Evaluation and Planning practical toolkit for integrating planning and evaluation

A socially inclusive society is defined as one where all people feel valued, their differences are respected, and their basic needs are met so they can live in dignity. Social exclusion is the process of being shut out from the social, economic, political and cultural systems which contribute to the integration of a person into the community

Guidance on the delivery and assessment of this Unit

Evidence is required that the candidates have achieved all the Outcomes.

Candidates will need evidence to demonstrate their Knowledge and/or Skills by producing a report (written, oral or signed) of approximately 1,500–2,000 words, or equivalent, under open-book conditions.

Candidates should, where appropriate, be encouraged to use their workplace or placement experiences.

Higher National Unit specification: support notes (cont)

Unit title: Community Learning and Development: Capacity Building

Open learning

This Unit could be delivered by Open learning. However, while candidates would study outwith the centre using materials provided, it would be necessary to attend the centre at intervals for workshops and assessments.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003), SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

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 — both Outcomes), *Problem Solving* (Analyse — Outcome 2), *Working with Others* (both Outcomes). There may also be the potential to develop aspects of the Core Skill in *ICT* if candidate undertakes research or word-processes their evidence.

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**.

History of changes to Unit

Version	Description of change	Date

General information for candidates

Unit title: Community Learning and Development: Capacity Building

This Unit is designed to enable you to understand what is meant by capacity building and to recognise community learning and development approaches to capacity building. It also introduces you to ways that you could contribute to the development of a community group.

The Unit has two main areas. To begin with you will look at the principles and practice of capacity building. You will then examine the social context in which capacity building occurs.

In order to complete this Unit successfully you will be asked to produce an essay or report (written, oral or signed) of approximately 1,500–2,000 words or equivalent under open-book conditions**.**

Although there is no automatic certification of Core Skills in this Unit there are clear opportunities to develop aspects of Core Skills in Communication (written — both Outcomes), *Problem Solving* (Analyse — Outcome 2), *Working with Others* (both Outcomes). There may also be the potential to develop aspects of the Core Skill in *ICT* if you undertake research or word-process your evidence.