

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

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GLASGOW G2 7NQ**

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**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

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<b>-Module Number-</b>	<b>0081205</b>	<b>-Session- 1988-89</b>
<b>-Superclass-</b>	<b>PN</b>	

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<b>-Title-</b>	<b>COMMUNITY INVOLVEMENT 3 (x 2)</b>
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**-DESCRIPTION-**

**Purpose** This module is one of a range which provides breadth and balance in programmes of learning. The descriptor should be read in conjunction with the Guidelines for Personal and Social Development Modules.

Personal and Social Development modules are designed to develop:

- task management skills (planning, organising and decision making;
- interpersonal and group skills;
- self awareness, self reliance and self confidence;
- the ability to seek and use appropriate knowledge.

These aims have vocational as much as personal and social relevance.

The particular purpose of this module is to develop planning and organisational skills, interpersonal skills and self awareness through community involvement i.e. activity directed towards meeting community needs.

This descriptor should be read in conjunction with the descriptors for 81203 Community Involvement 1 and 81204 Community Involvement 2, which set less demanding targets for students.

81203-5 Community Involvement 1-3 provide a framework for recognising and certificating learning experiences for a diverse population. Level 3 offers community involvement for students with more specific vocational motivation and places a high degree of responsibility on the learner to organise his/her activities.

Tutor denotes the individual leading the learning programme in an education or training context.

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Preferred  
Entry Level

Any level 2 PSD module (see Guidelines for PSD Modules) or 61103 Communication 3 or Standard Grade in Social and Vocational Skills at 2.

Learning  
Outcomes

The student should:

1. devise and arrange community involvement in relation to personal development goals;
2. implement a programme of community involvement;
3. initiate and sustain working relationships in the planning and implementation of community involvement;
4. analyse and evaluate the contribution of community involvement to his/her personal and social development.

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Content/  
Context

Corresponding to Learning Outcomes 1-4:

1. Individual students, working independently, should identify their qualities, skills and interests in relation to community involvement and set personal development goals; their choice of community involvement will be made after examining information from a range of sources which they have identified. Students should match their goals with a suitable placement and negotiate a contract with the placement provider. The contract should allow for the students' expressed goals to be pursued and the student should give evidence that he/she has considered the problems and consequences inherent in the programme of activity. The contract should also contain an outline of the proposed community-based project. All necessary preparations for the community involvement activity are to be made by the student. The scope for community involvement is wide and can range from helping in a statutory or voluntary organisation to working with individuals in their own home. The role of the tutor in this module is largely that of consultant and the experience is mainly student-led. The tutor should ensure that adequate provision is made for the health, safety and welfare of the students. The community involvement activity can be undertaken by individuals or by a group of students who have identified similar goals.

2. The contexts for community involvement activity are wide-ranging. The student should, in the light of his/her own information gathering, organise a programme of activity which will help in the achievement of personal goals and which complies with the contract conditions. The community-based project should add to the student's understanding of the nature of the work being undertaken and should allow for the acquisition of knowledge which will enable him/her to behave in a manner which he/she perceives to be appropriate in particular contexts. Students will be expected to record the planning and implementation of the work-based project. The tutor/supervisor should be particularly aware of the need to look for evidence of flexibility of approach and problem solving skills being exhibited by the student. The community involvement activity should take place over a minimum of 60 hours, at least 10 of these being spent on the project. The project can be presented in a written or audio-visual format or a mixture of these.
3. Students are required to initiate and play a leading role in personal interaction during community involvement. This will require the student to display a wide variety of interpersonal skills, according to the needs of the situation. The programme of activity and the community based project will provide opportunities for the student to form co-operative relationships, to seek and evaluate critical advice and to show evidence of volunteering ideas, information or judgements as appropriate. It will also enable the student to present him/herself in a manner which he/she perceives to be appropriate in a variety of situations as the various tasks are completed.
4. During and after the community involvement activity, the student is given the opportunity to assess his/her personal feelings and reactions with a large degree of insight. The initial self-assessment should be reviewed and re-constructed to accommodate the learning gained and the student should identify progress towards personal development goals. The tutor's interview will provide an opportunity for the student to evaluate and comment on the supervisor's report and also to conduct a detailed explanation of the project findings. Students will be encouraged to bring together the self-knowledge and other learning acquired during the module and relate this to the personal, social and vocational areas of his/her life.

Suggested  
Learning and  
Teaching  
Approaches

Involving students in the decisions which affect them is a powerful motivating factor. At level 3 students are asked to work independently, with the tutor's role being largely consultative and supportive. He/she can be a resource for: planning, time management advice, interview techniques, planning of the community based project, information on health and safety etc.

Possible learning and teaching approaches include:

- (a) Induction to the module including explanation of key features and establishing personal relationships.
- (b) Individual and group exercises to enable students to evaluate their personal qualities and skills. Discussions, visits, speakers, videos, TV programmes, pamphlets, newspapers and magazines can be used to enable students to identify areas of community 'need' - social, physical or psychological - to which they can relate personal development goals and specify the types of organisations which would enable them to meet these goals. Students may need to seek specialist advice before planning a programme and setting the subject for a community-based project. Examples of contracts can be used to enable students to negotiate terms with the tutor/supervisor. It should be realised however, that students may not always be in a position to achieve precisely the contract they want and compromise should be reached. Possible future use of a particular placement may depend on the student's tact and diplomacy in this matter. Considerable flexibility should be used by the tutor to enable students to contact placements, attend interviews etc., during this stage of the module.
- (c) Communication skills can be integrated into the process through letter-writing, telephoning and contacting and dealing with formal agencies, thus enabling the student to operate effectively in formal situations. Equally important are the informal networks and their vernacular skills - making and using contacts, having the courage to ask, learning about local traditions and appropriate ways of doing things etc. Tutors may wish to allow students to brief and de-brief each other and participate in informal small group discussion.

- (d) Role-play, video, observation, case studies, class discussion, interviews can be used to prepare students for the type of activity in which they may be involved and to help them decide on appropriate use of skills and behaviours in a variety of situations. Tutors should be careful to highlight the requirements of Learning Outcomes 2 and 3, expressed in the performance criteria and encourage students to record regularly and accurately.
- (e) When all aspects of the community involvement have been planned and prepared, tutors should set times for interim review sessions and brief the students fully on these and all appropriate contact arrangements etc.
- (f) The contents of the Community Involvement folder will provide students with the means of responding to the tutor's questions during a de-briefing interview. The atmosphere created by the tutor at this final interview is important and the student should feel secure in the knowledge that confidentiality will be respected. Tutors should assist the student to relate the learning that has taken place to other areas of his/her life. It may be necessary for the tutor to provide examples to enable the student to derive maximum benefit from this Learning Outcome.

Assessment  
Procedures

Acceptable performance in the module is satisfactory achievement of all the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome  
IA Instrument of Assessment  
PC Performance Criteria

LO1-4

IA A Practical Exercise and Personal Interviews

In the Practical Exercise the student is required to plan and complete a community involvement during which he/she should assemble a folder of assessment evidence in relation to the Learning Outcomes as indicated below.

Personal Interviews are central to the assessment and will be used to explore the student's experience and development.

Personal Interviews will be conducted by the tutor and will usually take place on an individual basis but can also be undertaken as a group exercise at the discretion of the tutor. Interviews may take place on an ongoing basis throughout the module or towards the end of the module.

The interviews should focus on the performance criteria for each Learning Outcome and should draw on relevant assessment evidence from the student's folder.

LO1	Self Assessment Sheet 1 Planning Sheet
LO2	Log Sheets Supervisor's Report Community Based Project Placement Sheet
LO3	Log Sheets Tutor's/Supervisor's Report
LO4	Self Assessment Sheet 2 Review Sheet
LO1	<p>DEVISE AND ARRANGE COMMUNITY INVOLVEMENT IN RELATION TO PERSONAL DEVELOPMENT GOALS</p> <p>PC The student:</p> <ul style="list-style-type: none"> <li>(a) constructs an initial self-evaluation and relates findings to identified personal development goals;</li> <li>(b) identifies a variety of suitable activities from information collected from a range of sources;</li> <li>(c) decides on a suitable activity taking into account personal goals considering problems and consequences associated with different choices;</li> <li>(d) negotiates a mutually acceptable community involvement contract, including provision for conducting a community-based project;</li> <li>(e) makes all the requisite preparations to implement community involvement.</li> </ul> <p>IA Personal Interview which focuses on the above Performance Criteria and draws on evidence provided by Self Assessment Sheet 1 and the Planning Sheet.</p>

- LO2 IMPLEMENT A PROGRAMME OF COMMUNITY INVOLVEMENT
- PC The student:
- (a) plans in conjunction with the supervisor a mutually agreed programme of activity;
  - (b) carries out the programme according to the contract, organising his/her work independently;
  - (c) effectively plans and implements a community based project;
  - (d) correctly observes statutory health, safety and hygiene requirements as appropriate;
  - (e) shows evidence of flexibility of approach and problem-solving which can be substantiated from another source.
- IA Personal Interview which focuses on the above performance criteria and draws on evidence provided by the Log Sheets, Tutor's/Supervisor's Report, Community Based Project and Placement Contract.
- LO3 INITIATE AND SUSTAIN WORKING RELATIONSHIPS IN THE PLANNING AND IMPLEMENTATION OF COMMUNITY INVOLVEMENT
- PC The student:
- (a) anticipates and responds appropriately to the needs of others;
  - (b) independently initiates co-operative relationships in the placement;
  - (c) seeks and evaluates critical advice;
  - (d) volunteers ideas, information, judgements as appropriate.
  - (e) presents him/herself in a manner which he/she perceives to be appropriate in a variety of situations.
- IA Personal Interview which focuses on the above performance criteria and draws on evidence provided by the Log Sheets and the Tutor's/Supervisor's Report.
- LO4 ANALYSE AND EVALUATE THE CONTRIBUTION OF COMMUNITY INVOLVEMENT TO HIS/HER PERSONAL AND SOCIAL DEVELOPMENT
- PC The student:
- (a) reconstructs the initial self-evaluation and assesses progress towards personal development goals;
  - (b) critically evaluates and comments on the supervisor's report;
  - (c) conducts a detailed explanation of the planning and implementation of a community-based project;

- (d) clearly records with discernment his/her personal feelings and reactions to community involvement.
- (e) relates the self-knowledge identified in (a) - (d) to the personal, social and vocational areas of his/her life.

Personal Interview which focuses on the above performance criteria and draws on evidence provided by Self Assessment Sheet 2 and the Review Sheet.

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