



National Unit specification: general information

Unit title: Working with Communities: Community Capacity Building (SCQF level 6)

Unit code: H1ME 12

Superclass: PN

Publication date: June 2012

Source: Scottish Qualifications Authority

Version: 01

Summary

This Unit is designed to allow candidates to explore the concept of community capacity building and recognise the important role it plays in the context of working with communities. It will cover key aspects such as community profiling and promoting partnership working. Candidates will also have an opportunity to explore current government policies relating to this area.

This Unit is designed for people who are already involved in, or wish to become involved in, community work. It forms a part of the NC Working with Communities but can also be taken as a stand-alone Unit.

Outcomes

- 1 Identify ways of engaging with communities and finding out their needs.
- 2 Describe what is meant by 'Capacity Building'.
- 3 Consider current government policies in relation to capacity building.

Recommended entry

Entry is at the discretion of the centre but a good standard of communication skills would be desirable. It would also be beneficial for candidates to have some experience of working with community groups or knowledge of community initiatives.

General information (cont)

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Credit points and level

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6*)

**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.*

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.

National Unit specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Identify ways of engaging with communities and finding out their needs.

Performance Criteria

- (a) Identify different types of communities.
- (b) Describe different methods for engaging with communities.
- (c) Describe methods for identifying the needs and concerns of communities.

Outcome 2

Describe what is meant by 'Capacity Building'.

Performance Criteria

- (a) Define the term 'Capacity Building' in the context of Community Learning and Development.
- (b) Describe capacity building in relation to the needs of a community.

Outcome 3

Consider current government policies in relation to capacity building.

Performance Criteria

- (a) Explore one current government policy designed to increase the involvement of local communities.
- (b) Describe two benefits of partnership working.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1 — Evidence can be written/oral/signed as appropriate

Candidates should:

- ◆ describe a minimum of two different types of community and different ways of engaging with each one
- ◆ describe two methods for identifying the needs or concerns of a particular community

Outcome 2 — Evidence can be written/oral/signed as appropriate

Candidates should demonstrate that they:

- ◆ understand the definition of Capacity Building in a community learning and development context
- ◆ understand capacity building in relation the needs of a community

Outcome 3 — Evidence can be written/oral/signed as appropriate

Candidates should:

- ◆ describe one current government policy designed to increase community involvement
- ◆ outline two benefits of partnership working

National Unit specification: support notes

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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

Outcome 1

Different types of community

Candidates will need to show that they understand that the notion of 'community' can mean different things to different people. It can mean, for example:

- ◆ an urban area (such as Glasgow) or a rural area (such as Argyll)
- ◆ a school catchment area or a peripheral housing estate neighbourhood
- ◆ a group of people with a collective identity, shared interests or needs which may be based on demographic factors such as gender, young people, ethnic minority groups, children, elderly people
- ◆ people with common bonds (such as religious or political organisations)

Engaging with communities

Candidates will need to show that they are aware of a range of methods for engaging with different types of communities. These could include:

- ◆ Street Work
- ◆ Leafleting
- ◆ Focus Group Meetings to address community issues
- ◆ Community Council Events

Methods used to identify the needs and concerns of communities

Candidates will need to be aware that before they embark on any project designed to increase the capacity of a community they should identify what the needs and concerns of the community are.

For example:

- ◆ Meet with and listen to community members individually and as groups to find out their needs, concerns and aspirations

National Unit specification: support notes (cont)

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Some community concerns may be for example:

- ◆ Vandalism/insufficient policing
- ◆ Transport/Housing /Health issues
- ◆ Racial/sexual harassment
- ◆ Lack of schools/play/leisure facilities
- ◆ Health/Unemployment issues
- ◆ Poor communication with authorities

Outcome 2

Defining capacity building in a community learning and development context

Capacity building in this context is helping people to develop the skills and confidence to become involved in community activities as part of a community development process. It does not involve community workers doing things for communities or pushing people to go in directions they do not want to.

It is about supporting local people to:

- ◆ become more skilled and confident about working with other people in the community
- ◆ put their skills and knowledge to good use in different situations in the community
- ◆ see more clearly how things can change in the community with their input
- ◆ make links with other people and build working relationships with them
- ◆ have more influence on and take action with others to resolve issues important to them

Outcome 3

Current government policies designed to increase the involvement of local communities, may include:

- ◆ More Choices More Chances (MCMC)
- ◆ Community Planning Partnerships
- ◆ Local Authority strategies
- ◆ Home School Partnerships

Benefits of partnership working may include:

- ◆ Departure from 'top down' and single organisation approaches to developing communities
- ◆ Inclusive approach designed to put communities at the centre of decision making process
- ◆ Increased commitment to and local ownership of initiatives and services
- ◆ Maximising best use of resources and expertise and potential of groups to work together
- ◆ Added value, through unpaid time and skills of local community members
- ◆ Promotion of equality and citizenship and opportunities for longer term planning
- ◆ Increased knowledge base and networking capacity of local community members

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

A balance between tutor presentation and a candidate centred approach should be adopted throughout this Unit. This could be complemented by activities such as:

- ◆ group discussions
- ◆ input from guest speakers such as community members of community planning partnerships
- ◆ self directed learning such as desk research and community surveys
- ◆ case studies

The following websites/publications may be helpful;

- ◆ www.scotland.gov.uk People Communities and Living
- ◆ www.sns.gov.uk Scottish Neighbourhood Statistics
- ◆ Local Government in Scotland Act 2003
- ◆ www.communityplanning.co.uk: Community Planning Guidance and Advice Notes
- ◆ www.cdf.org.uk Assessing Community Strengths
- ◆ www.lsis.org.uk National Occupational Standards for Youth Work and Community Development
- ◆ www.scdc.org.uk Learning Evaluation and Planning (LEAP)

Please note — these links are external to SQA and therefore are subject to change.

Guidance on approaches to assessment for this Unit

The evidence should be gathered in open-book conditions at appropriate points throughout the Unit with candidates having access to relevant learning and teaching materials.

Evidence is required of the candidate's ability to define capacity building in a community learning and development context. Candidates should be able to describe how to go about understanding communities and identifying their needs and concerns from a community perspective as a first step in community capacity building. Knowledge of current government policy and initiatives designed to increase the involvement of local communities should be explored.

For Outcome 1 an appropriate instrument of assessment would be an extended response of no more than 500 words or equivalent defining capacity building in a community learning and development context and a case study that demonstrates candidate understanding of capacity building in relation to the needs of a community.

For Outcome 2 an appropriate instrument of assessment would be an extended response of not more than 500 words (or equivalent) which describes two different methods of establishing the needs or concerns of a particular community.

National Unit specification: support notes (cont)

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For Outcome 3 an appropriate instrument of assessment would be an extended response of no more than 500 words (or equivalent), which describes current government policies designed to increase community involvement and outlines the benefits of partnership working.

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 for this Unit. However, there are opportunities to develop aspects of all five Core Skills as follows:

By undertaking this Unit candidates will:

Communicate with other people by:

- ◆ listening and observing effectively
- ◆ speaking so others can understand
- ◆ reading and understanding what they are reading
- ◆ expressing information, ideas and feelings

Solve problems and make decisions by:

- ◆ finding out about things independently
- ◆ thinking about a range of possible solutions in a particular situation
- ◆ deciding on the best solution or actions to take in a particular situation

Work with other people by:

- ◆ negotiating with other people
- ◆ helping to resolving differences if they arise
- ◆ cooperating with other people
- ◆ reflecting and learning from experiences

National Unit specification: support notes (cont)

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Use Information and Communication Technology to:

- ◆ research, gather and manage information
- ◆ word process documents, eg devise questionnaires and reports

Use Numeracy skills:

- ◆ understanding statistics, perhaps from survey results or from community profile exercises
- ◆ presenting information about communities in number form
- ◆ estimating finances, perhaps for funding applications

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

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