



SVQ in Community Development Work



Skills for Learning Professionals

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INTRODUCTION

The proposed SVQ in Community Development Work qualifications are based on the 2010 National Occupational Standards (NOS) and will replace the existing Level 2 SVQ in Community Development, Level 3 SVQ in Community Development and Level 4 SVQ in Community Development, which were based on the previous version of the NOS. The current SVQs end their accreditation period at the end of March 2011 so agreeing and accrediting revised qualifications is now required.

This document provides details of the proposed SVQs in Community Development Work which have been developed in conjunction with an Expert Group drawn from across the Community Development sector. It has been revised following a period of consultation with the Community Development sector in Scotland during October and November 2010.

The document is structured in five sections.

- Section 1 identifies the structure of the SVQs
- Section 2 defines the Level 2 SVQ in Community Development Work
- Section 3 defines the Level 3 SVQ in Community Development Work
- Section 4 defines the Level 4 SVQ in Community Development Work
- Section 5 comprises the Assessment Strategy for the SVQs in Community Development Work

SECTION ONE Qualifications structure for the SVQ in Community Development Work qualifications

There are three SVQ in Community Development Work qualifications:

- Level 2 SVQ in Community Development
- Level 3 SVQ in Community Development
- Level 4 SVQ in Community Development

The SVQs have been developed to reflect the core competencies required by those working in the community development sector. The revisions based on the current National Occupational Standards for Community Development, take into account and recognise those functions which may have recently assumed greater significance in the sector.

The revisions have reduced the burden of assessment, so that the new SVQs more accessible across all parts of the statutory and voluntary community development sector.

Structure of the Level 2 SVQ in Community Development Work

Four units must be completed to achieve the Level 2 SVQ in Community Development Work.

Mandatory units

All candidates must complete the following units:

CD1	Get to know a community
CD2	Facilitate community research and consultations
CD3 (L&D2)	Identify individuals' learning and development needs

Optional units

All candidates must complete one optional unit from the following list:

CD4	Support inclusive and collective working through Community Development practice
CD5	Organise community events and activities

The definition of the units is in Section 2 of this document.

Structure of the Level 3 SVQ in Community Development Work

Seven units must be completed to achieve the Level 3 SVQ in Community Development Work.

Mandatory units

All candidates must complete the following units:

CD6	Promote and develop opportunities for learning from Community Development practice
CD7	Facilitate community learning for social and political development
CD8	Use a Community Development approach to monitoring and evaluation
CD9	Support communities to campaign for change
CD10	Demonstrate competence and integrity as a Community Development practitioner

Optional units

Group A – all candidates must complete one unit. If a candidate has completed the level 2 SVQ in Community Development Work, option A could be achieved by credit transfer.

CD1	Get to know a community
CD2	Facilitate community research and consultations
CD3 (L&D2)	Identify individuals' learning and development needs

Group B – all candidates must complete one optional unit from the Group to achieve the Level 3 SVQ in Community Development Work.

CD11 (YW10)	Identify and secure resources for youth work
CD12	Set up new approaches and partnerships using Community Development approaches and practices

The definition of the units is in Section 3 of this document.

Structure of the Level 4 SVQ in Community Development Work

Seven units must be completed to achieve the Level 4 SVQ in Community Development Work.

Mandatory units

All candidates must complete the following units:

CD13	Analyse and disseminate findings from community research
CD14	Use a Community Development approach to support collaborative and partnership work
CD15	Promote and support effective relationships between communities and public bodies
CD16	Respond to community conflict
CD17	Advise on organisational structures using Community Development perspectives

Optional units

Group A – all candidates must complete one unit. If a candidate has completed the level 3 SVQ in Community Development Work, option A could be achieved by credit transfer.

CD6	Promote and development opportunities for learning from Community Development practice
CD7	Facilitate community learning for social and political development
CD8	Use a Community Development approach to monitoring and evaluation
CD9	Support communities to campaign for change
CD10	Demonstrate competence and integrity as a Community Development practitioner

Group B – all candidates must complete one optional unit from this Group to achieve the Level 4 SVQ in Community Development Work.

CD18 (Management DR75 04)	Provide leadership in your area of responsibility
CD19	Maintain Community Development practice within own organisation
CD20	Strengthen groups using Community Development approaches and practice

The definition of the units is in Section 4 of this document.

SECTION 2 Level 2 SVQ in Community Development Work Units

MANDATORY UNITS

Unit CD1 Get to know a community

Source: Community Development Standard S6

What this unit is about

This unit is about making contact and initiating relationships with key people and organisations in a locality or community of interest. It involves gathering relevant existing information and supporting communities to generate new information, in order to better understand the needs and circumstances of communities.

In this standard the term 'groups' is used as a generic term, and includes organisations and agencies.

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 2 SVQ in Community Development Work.

Elements

CD1. Get to know a community

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

<p>1. Get to know a community This is about making contact and initiating relationships with key people and organisations in a locality or community of interest.</p>	
<p>Performance</p> <p>1.1 Use different techniques to make contact with relevant people and groups</p> <p>1.2 Clearly explain own role, areas of responsibility, and those of the organisation they represent</p> <p>1.3 Collect accurate and up-to-date information on the roles and responsibilities of the people and groups contacted</p> <p>1.4 Review and evaluate the range of contacts and identify gaps</p> <p>1.5 Actively seek contacts and links with excluded communities and marginalised groups</p> <p>1.6 Identify the range of information needed to produce a community profile</p> <p>1.7 Identify community members, voluntary and statutory agencies who can provide relevant information</p> <p>1.8 Explain the aim and purpose of the profile being undertaken</p> <p>1.9 Collect and analyse a range of relevant data, which should include demographic, geographic and economic data, and information on community assets, meeting places, groups/networks and agencies active within the community</p> <p>1.10 Collect and record the perceptions of individuals and groups about their community</p> <p>1.11 Prepare a community profile</p> <p>1.12 Establish processes for periodically reviewing and revising the community profile</p> <p>1.13 Review own role and purpose in response to community need and environment.</p>	<p>Knowledge</p> <p>The context</p> <p>K1.1 The impacts of wider social, economic and environmental changes on communities</p> <p>K1.2 The diversity of communities and the impact of this on Community Development within and between communities</p> <p>K1.3 The impact of relevant legislation and policies on communities</p> <p>K1.4 The role and the contribution of Community Development practitioners who work with communities</p> <p>K1.5 A Community Development approach to identifying community priorities and concerns</p> <p>Making contact</p> <p>K1.6 Different methods and styles of engaging with people, organisations and groups in communities, particularly those who experience marginalisation</p> <p>K1.7 The roles and functions of informal networks and inter-organisational forums in providing a wide range of contacts that can be developed and supported to benefit communities</p> <p>K1.8 The importance of taking time to build relationships and foster trust and respect.</p> <p>Community research and data collection</p> <p>K1.9 Participatory methods and approaches for designing and implementing community research</p> <p>K1.10 How to access key sources of existing data about particular communities</p> <p>K1.11 Accepted ways of checking data for accuracy, reliability and sufficiency</p> <p>K1.12 The legal framework for data collection and handling confidential and sensitive information</p>

	<p>K1.13 Participative and inclusive methods to encourage communities/groups to identify and express their own needs, interests and concerns</p> <p>K1.14 Where to obtain the resources for community led approaches to profiling, consultation and research</p> <p>K1.15 Techniques, for collating and interpreting information, which support collective decision making and priority setting</p> <p>K1.16 Methods for recording and reviewing information.</p> <p>Involving people and organisations</p> <p>K1.17 How to identify possible partners and assess their potential for collaboration in community consultations and research</p> <p>K1.18 Participative planning techniques for involving people with different perspectives and support needs</p> <p>K1.19 Techniques for encouraging the sensitive exploration of diversity to identify and combat discrimination and prejudice within groups</p> <p>K1.20 The skills required to undertake community research and how to support community members to develop these skills</p> <p>K1.21 Methods of feeding back consultation and research results to the wider community and relevant agencies</p> <p>K1.22 Approaches and methods to use in evaluating research or consultative processes</p>
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Unit CD2 Facilitate community research and consultations

Source: Community Development Standard S7

What this unit is about

Most Community Development practitioners will be involved in community research or consultations at some point. This may be in supporting community groups to carry out their own consultations to determine the concerns and/or priorities within their communities, or research into the feasibility of proposed activities. They may be gathering the views of community members and groups for statutory agencies who are required or choose to gather the views of communities about proposed actions or changes to the services they provide.

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the SVQ 2 in Community Development Work

Elements

CD2. Facilitate community research and consultations

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

2. Facilitate community research and consultations

Most Community Development practitioners will be involved in community research or consultations at some point. This may be in supporting community groups to carry out their own consultations to determine the concerns and/or priorities within their communities, or research into the feasibility of proposed activities. They may be gathering the views of community members and groups for statutory agencies who are required or choose to gather the views of communities about proposed actions or changes to the services they provide.

Performance	Knowledge
<p>2.1 Identify and support the contribution of community members to discussions about community research and consultations</p> <p>2.2 Support community groups and relevant others to identify and agree the aims, objectives and outcomes for the research/consultation activity</p> <p>2.3 Ensure inclusive and participatory methods are used for the research/consultation activity, overcoming any identified obstacles</p> <p>2.4 Agree a realistic plan of action with all relevant people, a plan which includes roles, actions, required resources and review dates</p> <p>2.5 Facilitate community members to develop skills in community based research through shadowing, mentoring and training as and when appropriate</p> <p>2.6 Support the implementation of the agreed research or consultation plan</p> <p>2.7 Highlight the importance of appropriate behaviour and personal safety for community researchers</p> <p>2.8 Explain the relevance and effects of data protection legislation on the process and ensure procedures are set up for dealing with sensitive and confidential information</p> <p>2.9 Ensure data is collected from a valid range of sources and checked for accuracy, reliability and sufficiency</p> <p>2.10 Encourage regular monitoring and reviewing of progress of the plan and ensure that action is taken to complete the research/consultation.</p>	<p>The context</p> <p>K2.1 The impacts of wider social, economic and environmental changes on communities</p> <p>K2.2 The diversity of communities and the impact of this on Community Development within and between communities</p> <p>K2.3 The impact of relevant legislation and policies on communities</p> <p>K2.4 The role and the contribution of Community Development practitioners who work with communities</p> <p>K2.5 A Community Development approach to identifying community priorities and concerns</p> <p>Making contact</p> <p>K2.6 Different methods and styles of engaging with people, organisations and groups in communities, particularly those who experience marginalisation</p> <p>K2.7 The roles and functions of informal networks and inter-organisational forums in providing a wide range of contacts that can be developed and supported to benefit communities</p> <p>K2.8 The importance of taking time to build relationships and foster trust and respect.</p> <p>Community research and data collection</p> <p>K2.9 Participatory methods and approaches for designing and implementing community research</p> <p>K2.10 How to access key sources of existing data about particular communities</p> <p>K2.11 Accepted ways of checking data for</p>

	<p>accuracy, reliability and sufficiency</p> <p>K2.12 The legal framework for data collection and handling confidential and sensitive information</p> <p>K2.13 Participative and inclusive methods to encourage communities/groups to identify and express their own needs, interests and concerns</p> <p>K2.14 Where to obtain the resources for community led approaches to profiling, consultation and research</p> <p>K2.15 Techniques, for collating and interpreting information, which support collective decision making and priority setting</p> <p>K2.16 Methods for recording and reviewing information.</p> <p>Involving people and organisations</p> <p>K2.17 How to identify possible partners and assess their potential for collaboration in community consultations and research</p> <p>K2.18 Participative planning techniques for involving people with different perspectives and support needs</p> <p>K2.19 Techniques for encouraging the sensitive exploration of diversity to identify and combat discrimination and prejudice within groups</p> <p>K2.20 The skills required to undertake community research and how to support community members to develop these skills</p> <p>K2.21 Methods of feeding back consultation and research results to the wider community and relevant agencies</p> <p>K2.22 Approaches and methods to use in evaluating research or consultative processes</p>
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Unit CD3 Identify individuals' learning and development needs

Source: Learning and Development Standard 2

What this unit is about

This unit is about carrying out a training and learning needs analysis for individual learners. The type of activities you will be involved in include:

- Preparing to analyse individual learning and development needs
- Analysing learning and development needs
- Agreeing learning and development needs

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 2 SVQ in Community Development Work.

Terminology

Within this unit the following explanations and examples apply:

Assess and manage change	This could be a formal and written assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis
Learner achievements	These could be formal eg examination grades or informal eg periods of work experience and skills and knowledge gained through these
Requirements	These could be the requirements of the practitioner's own organisation or those of any external organisation, such as a funding body or awarding organisation
Risk	This includes health and safety risks but may also include, for example, the risk of initial assessment methods not being accurate or evidence of past achievement not being authentic
Safe	This includes physical safety as well as emotional wellbeing

Elements

CD3. Identify individuals' learning and development needs

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

<p>3. Identify individuals' learning and development needs This is about carrying out a training and learning needs analysis for individual learners.</p>	
Performance	Knowledge
<p>3.1 Prepare to analyse individual learning and development needs</p> <p>a) Identify the learner's objectives, motivation to learn and any requirements relevant to the learning needs analysis</p> <p>b) Review the learner's achievements, evaluating these against relevant objectives and requirements</p>	<p>K3.1 The principles that underpin learning needs analysis for individual learners</p> <p>K3.2 Why it is important to identify a learner's objectives and motivation to learn when analysing their learning needs</p> <p>K3.3 Other requirements from organisations or external agencies that may affect a learning needs analysis</p> <p>K3.4 Methods of reviewing a learner's formal and informal achievements</p> <p>K3.5 Methods of giving recognition for prior learning and achievement</p>
<p>3.2 Analyse individual learning and development needs</p> <p>a) Use safe, reliable and valid methods to assess the learner's capabilities and potential</p> <p>b) Analyse the learner's capabilities and potential in the context of their objectives and other requirements</p>	<p>K3.6 Methods, which include the appropriate use of technology, to carry out an initial assessment of capability and potential</p> <p>K3.7 How to select initial assessment methods which are safe, reliable and valid for the learner and their objectives</p> <p>K3.8 How to assess and manage risk when carrying out initial assessments</p> <p>K3.9 Issues related to equality and diversity that may affect an individual learning needs analysis and how to address these</p> <p>K3.10 Who to make agreements with and the issues to consider when prioritising an individual's learning needs</p> <p>K3.11 The communication and personal skills that practitioners need when identifying individual's learning needs</p>

<p>3.3 Agree learning and development needs with the individual</p> <p>a) Agree and prioritise the learner’s learning needs</p> <p>b) Support learners in identifying their own preferred ways of learning</p> <p>c) give the learner constructive and realistic feedback on their expectations and possible learning and development opportunities</p> <p>d) Maintain confidentiality agreements</p>	<p>K3.12 Preferred ways of learning and how these may affect choices about possible learning and development opportunities</p> <p>K3.13 Different methods of supporting learners to identify their preferred ways of learning, and how to use this information to support their learning</p> <p>K3.14 Different methods of providing feedback to a learner on the outcomes of the learning needs analysis, and the advantages and disadvantages of these methods</p> <p>K3.15 Why confidentiality is important when identifying learning needs and what information to safeguard</p>
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OPTIONAL UNITS

Unit CD4 Support inclusive and collective working through Community Development practice

Source: Community Development Standard S9

What this unit is about

This unit is about the Community Development practitioner's role in supporting people and groups to come together to identify common issues, set aims and objectives and achieve their common goals. Most community groups are run by volunteers/unpaid practitioners who often want more people to get involved, and they need advice on how best to attract and retain new members.

Who this unit is for

This unit is for all Community Development practitioners involved in groups.

This is an optional in the Level 2 SVQ in Community Development Work.

Elements

CD4. Support inclusive and collective working through Community Development practice

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

4. Support inclusive and collective working through Community Development practice	
<p>This is about the Community Development practitioner's role in supporting people and groups to come together to identify common issues, set aims and objectives and achieve their common goals. Most community groups are run by volunteers/unpaid practitioners who often want more people to get involved, and they need advice on how best to attract and retain new members.</p>	
Performance	Knowledge
<p>4.1. Act appropriately with individuals and groups to raise awareness of issues that may affect their community</p> <p>4.2 Identify and make contact with people who are concerned about their community</p> <p>4.3 Bring people together to discuss their own needs, interests and concerns and identify common areas for potential collective action</p> <p>4.4 Support people to participate fully and equally in discussions and decision making</p> <p>4.5 Encourage consideration of what already exists locally that might meet expressed needs, interests and concerns</p> <p>4.6 Support groups to agree aims and objectives of and appropriate organisational structures for collective action</p> <p>4.7 Support groups to identify and analyse barriers to achieving their aims</p> <p>4.8 Assist groups to identify the roles that their members need to carry out to meet their aims</p> <p>4.9 Support groups to identify the tasks they need to undertake to achieve their aims</p> <p>4.10 Assist groups to build on the strengths, skills and expertise of their members by encouraging individuals to share and further develop their skills and knowledge through a range of collective learning approaches</p> <p>4.11 Suggest ways that groups can review membership and attract new members to meet identified gaps, expertise and representation</p> <p>4.12 Support groups to cope with the turnover in active members, caused by external factors</p>	<p>The context</p> <p>K4.1 The contribution of social movements and community action in bringing about change</p> <p>K4.2 The impact of power and power relationships upon individuals and communities taking collective action</p> <p>K4.3 The benefits of recognising and valuing diversity</p> <p>K4.4 How discrimination and disadvantage impact on working relationships within communities</p> <p>K4.5 Barriers to involvement in collective activities and ways to overcome them</p> <p>K4.6 How to develop community-based strategies which build the confidence, skills and independence of community groups</p> <p>K4.7 The importance of groups deciding on their own development.</p> <p>Setting common goals</p> <p>K4.8 The role of research and information to determine common concerns</p> <p>K4.9 Appropriate techniques and approaches for the collective identification of common issues, such as gender, disability, age and culture</p> <p>K4.10 Collective decision-making approaches to identifying and agreeing aims and objectives.</p> <p>Group dynamics and processes</p> <p>K4.11 How to facilitate collective approaches to group dynamics and development appropriate to the values of Community Development</p> <p>K4.12 Equality and anti-discriminatory practice within groups</p>

K4.13 The impact of transient and changing populations on groups

K4.14 Structures which encourage open debate and accountability within groups

K4.15 The roles that people take in groups and the support they need to be effective

K4.16 Methods of facilitating the review and development of group needs and capacity.

Community organising

K4.17 Collective and participatory approaches to planning an event or activity

K4.18 How to identify and access necessary resources and support for community events/activities

K4.19 How to ensure compliance with relevant legislation and good practice in relation to planned events/activities, including how to undertake a risk assessment

K4.20 How to effectively monitor and evaluate events/activities and incorporate learning into future planning.

Conflict within communities

K4.21 Causes of conflicts within communities and wider society.

K4.22 Common responses to conflict situations and the impact on group cohesion

K4.23 Different, and creative, approaches to conflict analysis and resolution

K4.24 Sources of mediation support available to individuals, communities and practitioners.

Campaigning

K4.25 Models and techniques for collectively planning a community based campaign

K4.26 The importance of making strategic alliances to build support

K4.27 The factors to take into account when choosing methods of publicity and seeking media support for specific campaigns

	<p>K4.28 How to influence and gain support via national and local political systems and structures</p> <p>K4.29 Methods for evaluating community based campaigns</p>
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Unit CD5 Organise community events and activities

Source: Community Development Standard S10

What this unit is about

This unit relates to the roles of Community Development practitioners in supporting or leading on the organisation of events and activities within communities. These events may include public meetings, workshops, open days, consultation displays and neighbourhood forums amongst others.

Who this unit is for

This unit is for all Community Development practitioners.

This is an optional unit in the Level 2 SVQ in Community Development Work.

Elements

CD5. Organise community events and activities

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

5. Organise community events and activities	
<p>This unit relates to the roles of Community Development practitioners in supporting or leading on the organisation of events and activities within communities. These events may include public meetings, workshops, open days, consultation displays and neighbourhood forums amongst others.</p>	
Performance	Knowledge
<p>5.1 Establish the purpose and aim of any planned event or activity through negotiation</p> <p>5.2 Consider who needs to be involved, how and why</p> <p>5.3 Discuss the ideas with all interested people and organisations</p> <p>5.4 Agree the details of the event or activity, ensuring that where and when it is held is suitable for the target audience</p> <p>5.5 Ensure issues of access and inclusion for all have been considered and built into the plans</p> <p>5.6 Agree the level and kinds of resources that will be needed and where they can be obtained</p> <p>5.7 List all the tasks to be done in advance and share them out between those willing to be involved</p> <p>5.8 Ensure people have all the information they need to carry out their tasks</p> <p>5.9 Encourage people to work with others and bring in new people to help wherever possible</p> <p>5.10 Ensure that all health and safety and risk assessments are carried out</p> <p>5.11 Ensure that all relevant legal requirements are met</p> <p>5.12 Publicise the event/activity widely, using different kinds of publicity material and different media</p> <p>5.13 Contact people to encourage them to attend and address barriers to their involvement</p> <p>5.14 Obtain appropriate material to record events for a range of purposes</p> <p>5.15 Ensure that groups understand the need to obtain people's consent before material to which they have contributed can be used</p>	<p>The context</p> <p>K5.1 The contribution of social movements and community action in bringing about change</p> <p>K5.2 The impact of power and power relationships upon individuals and communities taking collective action</p> <p>K5.3 The benefits of recognising and valuing diversity</p> <p>K5.4 How discrimination and disadvantage impact on working relationships within communities</p> <p>K5.5 Barriers to involvement in collective activities and ways to overcome them</p> <p>K5.6 How to develop community-based strategies which build the confidence, skills and independence of community groups</p> <p>K5.7 The importance of groups deciding on their own development.</p> <p>Setting common goals</p> <p>K5.8 The role of research and information to determine common concerns</p> <p>K5.9 Appropriate techniques and approaches for the collective identification of common issues, such as gender, disability, age and culture</p> <p>K5.10 Collective decision-making approaches to identifying and agreeing aims and objectives.</p> <p>Group dynamics and processes</p> <p>K5.11 How to facilitate collective approaches to group dynamics and development appropriate to the values of Community Development</p> <p>K5.12 Equality and anti-discriminatory practice within groups</p>

<p>5.16 Follow up any agreed actions</p> <p>5.17 Review the original plan and make necessary changes</p> <p>5.18 Evaluate the event and use the conclusions of evaluation to inform future events</p>	<p>K5.13 The impact of transient and changing populations on groups</p> <p>K5.14 Structures which encourage open debate and accountability within groups</p> <p>K5.15 The roles that people take in groups and the support they need to be effective</p> <p>K5.16 Methods of facilitating the review and development of group needs and capacity.</p> <p>Community organising</p> <p>K5.17 Collective and participatory approaches to planning an event or activity</p> <p>K5.18 How to identify and access necessary resources and support for community events/activities</p> <p>K5.19 How to ensure compliance with relevant legislation and good practice in relation to planned events/activities, including how to undertake a risk assessment</p> <p>K5.20 How to effectively monitor and evaluate events/activities and incorporate learning into future planning.</p> <p>Conflict within communities</p> <p>K5.21 Causes of conflicts within communities and wider society.</p> <p>K5.22 Common responses to conflict situations and the impact on group cohesion</p> <p>K5.23 Different, and creative, approaches to conflict analysis and resolution</p> <p>K5.24 Sources of mediation support available to individuals, communities and practitioners.</p> <p>Campaigning</p> <p>K5.25 Models and techniques for collectively planning a community based campaign</p> <p>K5.26 The importance of making strategic alliances to build support</p> <p>K5.27 The factors to take into account when choosing methods of publicity and seeking media support for specific campaigns</p>
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	<p>K5.28 How to influence and gain support via national and local political systems and structures</p> <p>K5.29 Methods for evaluating community based campaigns</p>
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SECTION 3 Level 3 SVQ in Community Development Work Units

MANDATORY UNITS

Unit CD6 Promote and develop opportunities for learning from Community Development practice

Source: Community Development Standard S17

What this unit is about

This unit is about the recognition that people learn through action and experience and how practitioners encourage people involved in Community Development to appreciate different ways of learning through reflecting on their own and other's experiences, learning from others, and seeking out and creating informal and formal opportunities for people to learn together.

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 3 SVQ in Community Development Work.

Elements

CD6. Promote and develop opportunities for learning from Community Development practice

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

6. Promote and develop opportunities for learning from Community Development practice	
<p>This unit is about the recognition that people learn through action and experience and how practitioners encourage people involved in Community Development to appreciate different ways of learning through reflecting on their own and other's experiences, learning from others, and seeking out and creating informal and formal opportunities for people to learn together.</p>	
Performance	Knowledge
<p>6.1 Promote the value of learning and its potential to benefit people economically, socially, emotionally and intellectually</p> <p>6.2 Promote the value of learning from experience to everyone involved in Community Development</p> <p>6.3 Create and make use of formal, informal and incidental opportunities within community activities to share ideas, skills, knowledge and experience</p> <p>6.4 Identify and promote examples of good practice to aid own and others' understanding of Community Development practice</p> <p>6.5 Reflect on own practice to inform future ways of working</p> <p>6.6 Promote learning opportunities to individuals and groups who are under-represented in the take up of learning provision</p> <p>6.7 Assist individuals and groups to recognise barriers to participation in learning and identify ways to overcome them</p> <p>6.8 Encourage groups and agencies to develop learning plans for their organisation, staff and volunteers</p> <p>6.9 Identify resources to meet learning needs</p> <p>6.10 Provide information about learning opportunities using a range of methods that will reach different communities</p> <p>6.11 Encourage learning providers to work collaboratively with communities to develop and deliver appropriate programmes for Community development learning</p> <p>6.12 Encourage and support active participation in learning</p>	<p>The context</p> <p>K6.1 The history of community based learning and the impact of past and current government, national and local priorities relating to adult and community education</p> <p>K6.2 The role of learning in promoting trust, understanding and respect within and between communities</p> <p>K6.3 Barriers to learning and ways to overcome them</p> <p>K6.4 The role of Community Development practitioners in supporting groups and individuals to access learning and education that will enable them to promote change in communities</p> <p>K6.5 Anti-discriminatory practice in the provision and delivery of learning and the rights of learners</p> <p>Approaches to learning</p> <p>K6.6 Reflection on experience and active participation in the context of the action-reflection cycle of learning</p> <p>K6.7 Methods and techniques for encouraging learning from diverse experiences, perspectives and practice</p> <p>K6.8 Approaches and methods to support informal and group based learning</p> <p>K6.9 Different learning styles and history and how these impact on people's preferences for learning approaches</p> <p>K6.10 Approaches and models for identifying current and future learning needs for people engaged in community activities</p> <p>K6.11 How the outcomes of learning in Community Development contribute to promoting change</p>

	<p>Resources and support for learning</p> <p>K6.12 The nature of community-based learning and resources available to support it</p> <p>K6.13 The uses of appropriate methods and resources to design learning materials and deliver learning programmes</p> <p>K6.14 Relevant frameworks for Community Development learning and qualifications</p> <p>K6.15 Formal and informal learning support networks and how to access them</p> <p>Evaluation of learning</p> <p>K6.16 Methods for evaluating learning programmes and events</p> <p>K6.17 Methods of evaluating the outcomes of learning for communities and individuals</p> <p>K6.18 Ways of using the results of the evaluation of learning as the basis of future learning for individuals and groups</p> <p>K6.19 The range of processes and for collating and disseminating information and sharing knowledge about learning activities/ programmes</p> <p>K6.20 How to work with other learning providers to ensure provision is accessible and responsive to community needs</p>
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Unit CD7 Facilitate community learning for social and political development

Source: Community Development Standard S18

What this unit is about

This unit is about the role that Community Development practitioners have in facilitating the learning of individuals and groups. It examines Community Development practitioners' roles in the provision of learning opportunities to develop the expertise, skills, knowledge and creative ideas of people involved in Community Development. Its focus is learning that supports collective working/action and gives communities a more effective voice.

Who this unit is for

This unit is for all Community Development practitioners organising and/or delivering Community Development learning opportunities.

This is a mandatory unit in the Level 3 SVQ in Community Development Work

Elements

CD7. Facilitate community learning for social and political development

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

7. Facilitate community learning for social and political development	
<p>This unit is about the role that Community Development practitioners have in facilitating the learning of individuals and groups. It examines Community Development practitioners' roles in the provision of learning opportunities to develop the expertise, skills, knowledge and creative ideas of people involved in Community Development. Its focus is learning that supports collective working/action and gives communities a more effective voice.</p>	
Performance	Knowledge
<p>7.1 Establish and maintain relationships which promote a climate of trust and understanding that values individuals in the learning process</p> <p>7.2 Facilitate the self and collective awareness of people involved in community development in terms of the identification of their individual learning needs and those of community groups/organisations</p> <p>7.3 Facilitate tailored learning activities to meet the expressed needs of individuals and community groups</p> <p>7.4 Facilitate active participation in different ways of learning, providing support to people with different traditions and backgrounds in learning to enable them to access opportunities</p> <p>7.5 Involve learners/potential learners in the design and organisation of learning opportunities</p> <p>7.6 Use people's experiences as the starting point of learning activities</p> <p>7.7 Use a variety of participative methods and techniques in the delivery of training that take into account different learning styles and past experiences of learning</p> <p>7.8 Create supportive environments for learning which explore values, perspectives, rights and responsibilities</p> <p>7.9 Facilitate learning which promotes a critical understanding of how power structures work locally, nationally and globally</p> <p>7.10 Identify and access appropriate sources and resources for Community Development learning</p> <p>7.11 Promote recognised Community Development learning and qualification programmes to practitioners within the Community Development field</p>	<p>The context</p> <p>K7.1 The history of community based learning and the impact of past and current government, national and local priorities relating to adult and community education</p> <p>K7.2 The role of learning in promoting trust, understanding and respect within and between communities</p> <p>K7.3 Barriers to learning and ways to overcome them</p> <p>K7.4 The role of Community Development practitioners in supporting groups and individuals to access learning and education that will enable them to promote change in communities</p> <p>K7.5 Anti-discriminatory practice in the provision and delivery of learning and the rights of learners</p> <p>Approaches to learning</p> <p>K7.6 Reflection on experience and active participation in the context of the action-reflection cycle of learning</p> <p>K7.7 Methods and techniques for encouraging learning from diverse experiences, perspectives and practice</p> <p>K7.8 Approaches and methods to support informal and group based learning</p> <p>K7.9 Different learning styles and history and how these impact on people's preferences for learning approaches</p> <p>K7.10 Approaches and models for identifying current and future learning needs for people engaged in community activities</p> <p>K7.11 How the outcomes of learning in Community Development contribute to</p>

<p>7.12 Negotiate with training and learning providers to develop provision to meet the expressed needs of communities</p> <p>7.13 Access and share information about local, regional and national systems to support community learning</p> <p>7.14 Work with others to identify and use wider networks and opportunities for learning</p> <p>7.15 Monitor, review and report on the impact of different learning opportunities for individuals and communities</p> <p>7.16 Use evaluation to enable communities to draw conclusions and form recommendations to influence learning provision in terms of availability, content, and style of delivery</p> <p>7.17 Signpost to sources of information, advice and guidance for further personal development</p>	<p>promoting change</p> <p>Resources and support for learning</p> <p>K7.12 The nature of community-based learning and resources available to support it</p> <p>K7.13 The uses of appropriate methods and resources to design learning materials and deliver learning programmes</p> <p>K7.14 Relevant frameworks for Community Development learning and qualifications</p> <p>K7.15 Formal and informal learning support networks and how to access them</p> <p>Evaluation of learning</p> <p>K7.16 Methods for evaluating learning programmes and events</p> <p>K7.17 Methods of evaluating the outcomes of learning for communities and individuals</p> <p>K7.18 Ways of using the results of the evaluation of learning as the basis of future learning for individuals and groups</p> <p>K7.19 The range of processes and for collating and disseminating information and sharing knowledge about learning activities/ programmes</p> <p>K7.20 How to work with other learning providers to ensure provision is accessible and responsive to community needs</p>
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Unit CD8 Use a Community Development approach to monitoring and evaluation

Source: Community Development Standard S23

What this unit is about

This unit relates to the Community Development practitioner's role in encouraging and supporting groups in relation to monitoring, reviewing and evaluating their activities, projects, and ways of organising. It provides a framework for evaluating the outcomes and impact of Community Development practice.

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 3 SVQ in Community Development Work

Elements

CD8. Use a Community Development approach to monitoring and evaluation

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

8. Use a Community Development approach to monitoring and evaluation	
<p>This unit relates to the Community Development practitioner's role in encouraging and supporting groups in relation to monitoring, reviewing and evaluating their activities, projects, and ways of organising. It provides a framework for evaluating the outcomes and impact of Community Development practice.</p>	
Performance	Knowledge
<p>8.1 Recognise and explain the relevance, importance and purpose of monitoring, reviewing and evaluation</p> <p>8.2 Facilitate agreement about timescales for monitoring, review and evaluation and set deadlines</p> <p>8.3 Help set the scope and criteria for monitoring, reviewing and evaluating activities</p> <p>8.4 Ensure groups and agencies recognise and plan for, the time and resource implications of undertaking evaluations</p> <p>8.5 Support the use of open, inclusive and empowering methods for gathering and recording qualitative and quantitative information which will show the outcomes of a group's activities</p> <p>8.6 Provide information on available training and support to group members so they can create and implement a framework for evaluation of services and organisational activities</p> <p>8.7 Ensure that groups have procedures for dealing with sensitive and confidential information</p> <p>8.8 Encourage regular contact between all those involved in the monitoring, review or evaluation processes</p> <p>8.9 Support groups to review the findings gathered against agreed criteria to draw conclusions and make recommendations</p> <p>8.10 Support groups to report their findings and recommendations to those who contributed and to others that need to know e.g. funders, group members, agencies and politicians</p> <p>8.11 Encourage a review of the processes and methods used in the monitoring, review or evaluation, which compares what was planned with what actually happened</p>	<p>Democratic structures</p> <p>K8.1 The distinctive aspects of the cultures within the voluntary and community sectors and their impact on organisational design</p> <p>K8.2 The contribution of autonomous and self-determining organisations to effective community action and engagement</p> <p>K8.3 Models for democratic decision-making processes</p> <p>K8.4 Equality issues that should be addressed in the development of participatory organisational structures.</p> <p>Ways of organising</p> <p>K8.5 Techniques to assist organisations to determine, develop and review their aims and priorities, strengths and areas for improvement</p> <p>K8.6 Current models of good practice in organisational processes and operations relevant to community groups and voluntary organisations, including running effective meetings</p> <p>K8.7 Models of participatory action planning for the short, medium and longer term</p> <p>K8.8 Models and techniques for allocating roles and responsibilities to make the best use of people's skills and diverse experience</p> <p>K8.9 The difference between the operational and strategic aspects of running organisations and projects</p> <p>K8.10 Appropriate and effective models for managing changes in small organisations and dealing with contingencies</p> <p>K8.11 Factors that support the long-term sustainability of organisations or indicate that the organisation is no longer sustainable.</p>

<p>8.12 Provide support and information to enable groups to implement recommendations</p> <p>8.13 Agree different levels of involvement with groups in response to their changing situations</p>	<p>Legal matters</p> <p>K8.12 Current organisational and legal structures appropriate to community organisations, their advantages and disadvantages, and legal and accountability implications for trustees, managers and beneficiaries</p> <p>K8.13 Organisations that provide detailed advice and support on legal and organisational structures</p> <p>K8.14 Legislation, including that dealing with equality and anti-discriminatory practice, relevant to community activities and community organisations</p> <p>K8.15 The role and function of policy development throughout an organisation</p> <p>K8.16 Statutory frameworks relevant to funding, and the general requirements of funding bodies and their implications for organisations</p> <p>K8.17 The fundamentals of the data protection legislation and its implications for community organisations</p> <p>K8.18 Statutory requirements relating to establishing, constituting and closing down an organisation.</p> <p>Resources and finance</p> <p>K8.19 How to estimate the resource needs for specific organisations, projects and activities</p> <p>K8.20 Basic understanding of financial systems for budgeting and account keeping, and of software programmes appropriate for community organisations</p> <p>K8.21 The range of plans (e.g. business, development, financial, resources, etc) that community organisations may find useful as they grow and change over time</p> <p>K8.22 Information required for any funding application and the difference between drafting small and large-scale applications</p> <p>K8.23 Environmental issues relating to the use of different types of resources</p>
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	<p>Project management</p> <p>K8.24 Project planning and management principles and methods and how to apply them</p> <p>K8.25 The constraints that usually exist in projects (e.g. time, resources, technology and legislation), and how to look for, identify and estimate the impact of such constraints</p> <p>K8.26 The basis for making an initial assessment of the feasibility of projects</p> <p>K8.27 Factors leading to a successful closure of a project.</p> <p>Participative and collective evaluation and monitoring</p> <p>K8.28 Monitoring and evaluation systems which will collect accurate and relevant information about the progress of a project to aid decision making</p> <p>K8.29 How to construct an evaluation framework for Community Development incorporating the main components of inputs, outputs, indicators, measures, and outcomes/impact</p> <p>K8.30 Participative methods of evaluating the effectiveness of any activity, and appropriate dissemination strategies</p> <p>K8.31 Where to obtain the resources and expertise to support monitoring and evaluation.</p>
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Unit CD9 Support communities to campaign for change

Source: Community Development Standard S12

What this unit is about

The purpose of Community Development is to support communities to organise collectively to effect change. This involves making sure that groups and communities have information about opportunities to express their views, how to find allies, and how to plan for and implement collective actions to tackle their identified concerns.

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 3 SVQ in Community Development Work

Elements

CD9. Support communities to campaign for change

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

9. Support communities to campaign for change	
<p>The purpose of Community Development is to support communities to organise collectively to effect change. This involves making sure that groups and communities have information about opportunities to express their views, how to find allies, and how to plan for and implement collective actions to tackle their identified concerns</p>	
Performance	Knowledge
<p>9.1 Support groups to identify and agree what changes are needed within a community</p> <p>9.2 Support groups to identify and evaluate all options for action and to recognise and evaluate potential obstacles to the achievement of the desired outcomes</p> <p>9.3 Encourage groups to seek out and use available research and information to make an effective case for the proposed changes</p> <p>9.4 Assist groups to identify who has the power and influence to make the changes they want</p> <p>9.5 Assist groups to identify potential allies who can help and support them</p> <p>9.6 Support groups to use existing networks and channels of communication to make contact and initiate discussions</p> <p>9.7 Support groups to plan a campaign with realistic timescales, using resources available</p> <p>9.8 Encourage the allocation of roles and responsibilities for the plan's implementation in a way which recognises people's skills and expertise</p> <p>9.9 Support the development of specific skills where gaps are identified</p> <p>9.10 Identify other sources of resources, support and expertise, and support groups to use them</p> <p>9.11 Support groups to collectively resolve any conflicts or differences that develop during a campaign</p> <p>9.12 Support groups to use media effectively to publicise their campaign and make their voice heard</p> <p>9.13 Ensure that everyone involved in the campaign has accurate and comprehensive</p>	<p>The context</p> <p>K9.1 The contribution of social movements and community action in bringing about change</p> <p>K9.2 The impact of power and power relationships upon individuals and communities taking collective action</p> <p>K9.3 The benefits of recognising and valuing diversity</p> <p>K9.4 How discrimination and disadvantage impact on working relationships within communities</p> <p>K9.5 Barriers to involvement in collective activities and ways to overcome them</p> <p>K9.6 How to develop community-based strategies which build the confidence, skills and independence of community groups</p> <p>K9.7 The importance of groups deciding on their own development.</p> <p>Setting common goals</p> <p>K9.8 The role of research and information to determine common concerns</p> <p>K9.9 Appropriate techniques and approaches for the collective identification of common issues, such as gender, disability, age and culture</p> <p>K9.10 Collective decision-making approaches to identifying and agreeing aims and objectives.</p> <p>Group dynamics and processes</p> <p>K9.11 How to facilitate collective approaches to group dynamics and development appropriate to the values of Community Development</p> <p>K9.12 Equality and anti-discriminatory practice within groups</p>

<p>information, and understands how to contribute effectively</p> <p>9.14 Support groups to monitor the campaign in ways that are participative and to use the results to plan their next steps</p> <p>9.15 Encourage groups to evaluate their actions and how effective they have been in influencing decision-makers.</p>	<p>K9.13 The impact of transient and changing populations on groups</p> <p>K9.14 Structures which encourage open debate and accountability within groups</p> <p>K9.15 The roles that people take in groups and the support they need to be effective</p> <p>K9.16 Methods of facilitating the review and development of group needs and capacity.</p> <p>Community organising</p> <p>K9.17 Collective and participatory approaches to planning an event or activity</p> <p>K9.18 How to identify and access necessary resources and support for community events/activities</p> <p>K9.19 How to ensure compliance with relevant legislation and good practice in relation to planned events/activities, including how to undertake a risk assessment</p> <p>K9.20 How to effectively monitor and evaluate events/activities and incorporate learning into future planning.</p> <p>Conflict within communities</p> <p>K9.21 Causes of conflicts within communities and wider society.</p> <p>K9.22 Common responses to conflict situations and the impact on group cohesion</p> <p>K9.23 Different, and creative, approaches to conflict analysis and resolution</p> <p>K9.24 Sources of mediation support available to individuals, communities and practitioners.</p> <p>Campaigning</p> <p>K9.25 Models and techniques for collectively planning a community based campaign</p> <p>K9.26 The importance of making strategic alliances to build support</p> <p>K9.27 The factors to take into account when choosing methods of publicity and seeking media support for specific campaigns</p> <p>K9.28 How to influence and gain support</p>
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	<p>via national and local political systems and structures</p> <p>K9.29 Methods for evaluating community based campaigns</p>
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Unit CD10 Demonstrate competence and integrity as a Community Development practitioner

Source: Community Development Standard S4

What this unit is about

This unit is concerned with the way Community Development practitioners relate to others, being clear about their role, their contribution and their boundaries. It is about reflecting on their own day-to-day practice against the values, skills and knowledge of Community Development and seeking to improve their practice through continuing professional development.

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 3 SVQ in Community Development Work.

Elements

CD10. Demonstrate competence and integrity as a Community Development practitioner

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

10. Demonstrate competence and integrity as a Community Development practitioner	
<p>This unit is concerned with the way Community Development practitioners relate to others, being clear about their role, their contribution and their boundaries. It is about reflecting on their own day-to-day practice against the values, skills and knowledge of Community Development and seeking to improve their practice through continuing professional development.</p>	
Performance	Knowledge
<p>10.1 Ensure that their own behaviour, presentation and perspectives are consistent with maintaining effective working relationships</p> <p>10.2 Ensure that personal differences do not impact on their work with communities and groups</p> <p>10.3 Analyse what external factors may affect what they can deliver, and share this with others</p> <p>10.4 Deliver good quality practice which is based on Community Development values</p> <p>10.5 Work in ways that enable and support the development of strong, autonomous community groups and which do not encourage dependency on the practitioner</p> <p>10.6 Think and critically reflect to develop plans of work that reflect community needs and priorities and Community Development methods and values</p> <p>10.7 Promote understanding of diversity and ensure equality of opportunity in their area of responsibility</p> <p>10.8 Self-appraise the strengths and weaknesses in their own practice through informal feedback from community groups and colleagues as well as through more formal supervision and appraisal systems</p> <p>10.9 Identify training and other opportunities to develop and maintain the skills and competence required to carry out their Community Development role</p> <p>10.10 Review their role and evaluate the impact this has on their practice and their relationships with others</p> <p>10.11 Maintain their awareness of current and emerging developments and methods in Community Development.</p>	<p>Community Development values and processes</p> <p>K10.1 The values on which Community Development is based</p> <p>K10.2 Historical and contextual knowledge of national and local Community Development and the aspects and approaches of Community Development</p> <p>K10.3 How the process of Community Development facilitates people and groups to come together around common issues and supports them in the actions they decide to take</p> <p>K10.4 The role of Community Development in widening people's horizons, promoting their participation, and encouraging critical and creative responses to their collective situation</p> <p>K10.5 The importance and value of the autonomy and independence of community groups and communities of interest</p> <p>K10.6 The Community Development National Occupational Standards</p> <p>K10.7 The range of and existing links between contacts in an area or neighbourhood.</p> <p>Communities as a concept</p> <p>K10.8 The range of definitions of the concept 'community'</p> <p>K10.9 The different kinds of communities that exist – based on place or neighbourhood, communities of interest and identity</p> <p>K10.10 The historical and changing context of the communities the Community Development practitioner works with or relates to (e.g. social, political, environmental, cultural and economic)</p> <p>K10.11 The factors which can affect the</p>

dynamics of diverse and cohesive communities

K10.12 What motivates people becoming involved in their communities and the barriers that can prevent people becoming involved.

Power, inequality and justice issues

K10.13 Theoretical approaches to forms of injustice, discrimination and social exclusion which operate globally, nationally and locally

K10.14 How inequality and injustice impact on the lives of individuals and communities

K10.15 Theoretical approaches to power and powerlessness within society

K10.16 How structures and organisations create and maintain their power and the impact of this on individuals, communities and Community Development practitioners

K10.17 The concepts of community empowerment and community engagement and how Community Development contributes to their successful implementation

K10.18 How the history and impact of oppression and discrimination affect working relationships

K10.19 How beliefs, values and prejudices towards different cultures, traditions and backgrounds can affect working relationships

K10.20 How the links between environmental, economic and social inequalities can affect people at local, national and international levels.

Decision making

K10.21 Democratic decision-making processes and participatory practices/techniques.

Community Development's relevance to organisations

K10.22 How to monitor and evaluate Community Development's contribution to government and organisational policies and relevant targets

K10.23 The importance of, and methods

for, raising the profile, relevance and effectiveness of Community Development within organisations and public bodies

K10.24 The range of policies that may impact on communities.

Reflective practice

K10.25 The concept of reflective practice based on the values of Community Development

K10.26 The significance of divided or conflicting loyalties and how this can affect working relationships

K10.27 The implications for communities of different forms of interventions made by voluntary organisations and statutory bodies

K10.28 How individual reflections contribute to collective processes of reflection and analysis

K10.29 Understanding how one's own values and beliefs can affect practice and relationships.

OPTIONAL GROUP A

These units form the mandatory units from the Level 2 SVQ in Community Development Work.

Candidates are permitted to take one of these Units only. Where they have completed the Level 2 SVQ in Community Development Work, they can credit transfer one unit only from this Group.

Unit CD1 Get to know a community

Source: Community Development Standard S6

What this unit is about

This unit is about making contact and initiating relationships with key people and organisations in a locality or community of interest. It involves gathering relevant existing information and supporting communities to generate new information, in order to better understand the needs and circumstances of communities.

In this standard the term 'groups' is used as a generic term, and includes organisations and agencies.

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 2 SVQ in Community Development Work and an optional unit in the Level 3 SVQ in Community Development Work.

Elements

CD1. Get to know a community

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

<p>1. Get to know a community This is about making contact and initiating relationships with key people and organisations in a locality or community of interest.</p>	
<p>Performance</p> <p>1.1 Use different techniques to make contact with relevant people and groups</p> <p>1.2 Clearly explain own role, areas of responsibility, and those of the organisation they represent</p> <p>1.3 Collect accurate and up-to-date information on the roles and responsibilities of the people and groups contacted</p> <p>1.4 Review and evaluate the range of contacts and identify gaps</p> <p>1.5 Actively seek contacts and links with excluded communities and marginalised groups</p> <p>1.6 Identify the range of information needed to produce a community profile</p> <p>1.7 Identify community members, voluntary and statutory agencies who can provide relevant information</p> <p>1.8 Explain the aim and purpose of the profile being undertaken</p> <p>1.9 Collect and analyse a range of relevant data, which should include demographic, geographic and economic data, and information on community assets, meeting places, groups/networks and agencies active within the community</p> <p>1.10 Collect and record the perceptions of individuals and groups about their community</p> <p>1.11 Prepare a community profile</p> <p>1.12 Establish processes for periodically reviewing and revising the community profile</p> <p>1.13 Review own role and purpose in response to community need and environment.</p>	<p>Knowledge</p> <p>The context</p> <p>K1.1 The impacts of wider social, economic and environmental changes on communities</p> <p>K1.2 The diversity of communities and the impact of this on Community Development within and between communities</p> <p>K1.3 The impact of relevant legislation and policies on communities</p> <p>K1.4 The role and the contribution of Community Development practitioners who work with communities</p> <p>K1.5 A Community Development approach to identifying community priorities and concerns</p> <p>Making contact</p> <p>K1.6 Different methods and styles of engaging with people, organisations and groups in communities, particularly those who experience marginalisation</p> <p>K1.7 The roles and functions of informal networks and inter-organisational forums in providing a wide range of contacts that can be developed and supported to benefit communities</p> <p>K1.8 The importance of taking time to build relationships and foster trust and respect.</p> <p>Community research and data collection</p> <p>K1.9 Participatory methods and approaches for designing and implementing community research</p> <p>K1.10 How to access key sources of existing data about particular communities</p> <p>K1.11 Accepted ways of checking data for accuracy, reliability and sufficiency</p> <p>K1.12 The legal framework for data collection and handling confidential and sensitive information</p>

	<p>K1.13 Participative and inclusive methods to encourage communities/groups to identify and express their own needs, interests and concerns</p> <p>K1.14 Where to obtain the resources for community led approaches to profiling, consultation and research</p> <p>K1.15 Techniques, for collating and interpreting information, which support collective decision making and priority setting</p> <p>K1.16 Methods for recording and reviewing information.</p> <p>Involving people and organisations</p> <p>K1.17 How to identify possible partners and assess their potential for collaboration in community consultations and research</p> <p>K1.18 Participative planning techniques for involving people with different perspectives and support needs</p> <p>K1.19 Techniques for encouraging the sensitive exploration of diversity to identify and combat discrimination and prejudice within groups</p> <p>K1.20 The skills required to undertake community research and how to support community members to develop these skills</p> <p>K1.21 Methods of feeding back consultation and research results to the wider community and relevant agencies</p> <p>K1.22 Approaches and methods to use in evaluating research or consultative processes</p>
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Unit CD2 Facilitate community research and consultations

Source: Community Development Standard S7

What this unit is about

Most Community Development practitioners will be involved in community research or consultations at some point. This may be in supporting community groups to carry out their own consultations to determine the concerns and/or priorities within their communities, or research into the feasibility of proposed activities. They may be gathering the views of community members and groups for statutory agencies who are required or choose to gather the views of communities about proposed actions or changes to the services they provide.

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the SVQ 2 in Community Development Work and an optional unit in the Level 3 SVQ in Community Development Work

Elements

CD2. Facilitate community research and consultations

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

2. Facilitate community research and consultations

Most Community Development practitioners will be involved in community research or consultations at some point. This may be in supporting community groups to carry out their own consultations to determine the concerns and/or priorities within their communities, or research into the feasibility of proposed activities. They may be gathering the views of community members and groups for statutory agencies who are required or choose to gather the views of communities about proposed actions or changes to the services they provide.

Performance	Knowledge
<p>2.1 Identify and support the contribution of community members to discussions about community research and consultations</p> <p>2.2 Support community groups and relevant others to identify and agree the aims, objectives and outcomes for the research/consultation activity</p> <p>2.3 Ensure inclusive and participatory methods are used for the research/consultation activity, overcoming any identified obstacles</p> <p>2.4 Agree a realistic plan of action with all relevant people, a plan which includes roles, actions, required resources and review dates</p> <p>2.5 Facilitate community members to develop skills in community based research through shadowing, mentoring and training as and when appropriate</p> <p>2.6 Support the implementation of the agreed research or consultation plan</p> <p>2.7 Highlight the importance of appropriate behaviour and personal safety for community researchers</p> <p>2.8 Explain the relevance and effects of data protection legislation on the process and ensure procedures are set up for dealing with sensitive and confidential information</p> <p>2.9 Ensure data is collected from a valid range of sources and checked for accuracy, reliability and sufficiency</p> <p>2.10 Encourage regular monitoring and reviewing of progress of the plan and ensure that action is taken to complete the research/consultation.</p>	<p>The context</p> <p>K2.1 The impacts of wider social, economic and environmental changes on communities</p> <p>K2.2 The diversity of communities and the impact of this on Community Development within and between communities</p> <p>K2.3 The impact of relevant legislation and policies on communities</p> <p>K2.4 The role and the contribution of Community Development practitioners who work with communities</p> <p>K2.5 A Community Development approach to identifying community priorities and concerns</p> <p>Making contact</p> <p>K2.6 Different methods and styles of engaging with people, organisations and groups in communities, particularly those who experience marginalisation</p> <p>K2.7 The roles and functions of informal networks and inter-organisational forums in providing a wide range of contacts that can be developed and supported to benefit communities</p> <p>K2.8 The importance of taking time to build relationships and foster trust and respect.</p> <p>Community research and data collection</p> <p>K2.9 Participatory methods and approaches for designing and implementing community research</p> <p>K2.10 How to access key sources of existing data about particular communities</p> <p>K2.11 Accepted ways of checking data for</p>

	<p>accuracy, reliability and sufficiency</p> <p>K2.12 The legal framework for data collection and handling confidential and sensitive information</p> <p>K2.13 Participative and inclusive methods to encourage communities/groups to identify and express their own needs, interests and concerns</p> <p>K2.14 Where to obtain the resources for community led approaches to profiling, consultation and research</p> <p>K2.15 Techniques, for collating and interpreting information, which support collective decision making and priority setting</p> <p>K2.16 Methods for recording and reviewing information.</p> <p>Involving people and organisations</p> <p>K2.17 How to identify possible partners and assess their potential for collaboration in community consultations and research</p> <p>K2.18 Participative planning techniques for involving people with different perspectives and support needs</p> <p>K2.19 Techniques for encouraging the sensitive exploration of diversity to identify and combat discrimination and prejudice within groups</p> <p>K2.20 The skills required to undertake community research and how to support community members to develop these skills</p> <p>K2.21 Methods of feeding back consultation and research results to the wider community and relevant agencies</p> <p>K2.22 Approaches and methods to use in evaluating research or consultative processes</p>
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Unit CD3/L&D2 Identify individuals' learning and development needs

Source: Learning and Development Standard 2

What this unit is about

This unit is about carrying out a training and learning needs analysis for individual learners. The type of activities you will be involved in include:

- Preparing to analyse individual learning and development needs
- Analysing learning and development needs
- Agreeing learning and development needs

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 2 SVQ in Community Development Work and an optional unit in the Level 3 SVQ in Community Development Work.

Terminology

Within this unit the following explanations and examples apply:

Assess and manage change	This could be a formal and written assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis
Learner achievements	These could be formal eg examination grades or informal eg periods of work experience and skills and knowledge gained through these
Requirements	These could be the requirements of the practitioner's own organisation or those of any external organisation, such as a funding body or awarding organisation
Risk	This includes health and safety risks but may also include, for example, the risk of initial assessment methods not being accurate or evidence of past achievement not being authentic
Safe	This includes physical safety as well as emotional wellbeing

Elements

8. Identify individuals' learning and development needs

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

3. Identify individuals' learning and development needs This is about carrying out a training and learning needs analysis for individual learners.	
Performance	Knowledge
3.1 Prepare to analyse individual learning and development needs a) Identify the learner's objectives, motivation to learn and any requirements relevant to the learning needs analysis b) Review the learner's achievements, evaluating these against relevant objectives and requirements	K3.1 The principles that underpin learning needs analysis for individual learners K3.2 Why it is important to identify a learner's objectives and motivation to learn when analysing their learning needs K3.3 Other requirements from organisations or external agencies that may affect a learning needs analysis K3.4 Methods of reviewing a learner's formal and informal achievements K3.5 Methods of giving recognition for prior learning and achievement
3.2 Analyse individual learning and development needs a) Use safe, reliable and valid methods to assess the learner's capabilities and potential b) Analyse the learner's capabilities and potential in the context of their objectives and other requirements	K3.6 Methods, which include the appropriate use of technology, to carry out an initial assessment of capability and potential K3.7 How to select initial assessment methods which are safe, reliable and valid for the learner and their objectives K3.8 How to assess and manage risk when carrying out initial assessments K3.9 Issues related to equality and diversity that may affect an individual learning needs analysis and how to address these K3.10 Who to make agreements with and the issues to consider when prioritising an individual's learning needs K3.11 The communication and personal skills that practitioners need when identifying individual's learning needs

<p>3.3 Agree learning and development needs with the individual</p> <p>a) Agree and prioritise the learner’s learning needs</p> <p>b) Support learners in identifying their own preferred ways of learning</p> <p>c) give the learner constructive and realistic feedback on their expectations and possible learning and development opportunities</p> <p>d) Maintain confidentiality agreements</p>	<p>K3.12 Preferred ways of learning and how these may affect choices about possible learning and development opportunities</p> <p>K3.13 Different methods of supporting learners to identify their preferred ways of learning, and how to use this information to support their learning</p> <p>K3.14 Different methods of providing feedback to a learner on the outcomes of the learning needs analysis, and the advantages and disadvantages of these methods</p> <p>K3.15 Why confidentiality is important when identifying learning needs and what information to safeguard</p>
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OPTIONAL GROUP B

Candidates must complete one optional unit from this group to achieve the Level 3 SVQ in Community Development Work.

Unit CD11 Identify and secure resources for youth work

Identify and secure resources for youth work

Source: Youth Work Standard 4.2.4

What this unit is about

This unit is about determining sources of funding and other resources for work with young people and establishing good working relationships with actual and potential fund holders. It includes submitting proposals for funding, or other forms of support, and negotiating the terms of your proposal to a successful conclusion.

Who this unit is for

This unit is for youth workers who have responsibility for securing substantial levels of finance to develop youth work provision.

This is an optional unit in the Level 3 SVQ in Community Development Work.

Elements

CD11. Identify and secure resources for youth work

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

<p>11. Identify and secure resources for youth work</p> <p>This is about determining sources of funding and other resources for work with young people and establishing good working relationships with actual and potential fund holders. It includes submitting proposals for funding, or other forms of support, and negotiating the terms of your proposal to a successful conclusion.</p>	
Performance	Knowledge
<p>11.1 Identify the finances and other resources required to deliver your organisation's proposed youth work programme</p> <p>11.2 Establish an up to date and accurate list of individuals and organisations which provide resources currently, and which might provide resources for future programmes</p> <p>11.3 Develop fully costed proposals and recommendations for obtaining the finances and other resources required to deliver proposed youth work programmes</p> <p>11.4 Prepare proposals that provide all of the information required, including the objectives, rationale and demonstrating that your organisation has the relevant capabilities</p> <p>11.5 Identify potential sources of the finance and other resources required, taking account of their objectives, interests and any costs and risks</p> <p>11.6 Agree your proposals and recommendations with relevant stakeholders</p> <p>11.7 Ensure the timely submission of clear proposals, bids or applications to potential providers of finance and other resources</p> <p>11.8 Address requests for further information and clarification promptly and correctly</p> <p>11.9 Agree contractual arrangements with providers which set out clearly and correctly the terms of the resource provisions</p> <p>11.10 Inform promptly all relevant parties regarding the outcome of your bid</p> <p>11.11 Ensure that all involved in making use of the resources understand clearly any conditions applying to its use</p> <p>11.12 Develop contingency plans to address any problems regarding the finances and resources required</p>	<p>K11.1 Guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding for youth work</p> <p>K11.2 The objectives and plans of your organisation</p> <p>K11.3 The proposed activities of your organisation, including those which require finance and resources</p> <p>K11.4 The organisation's stakeholders and their views in relation to the financing of your organisation's activities</p> <p>K11.5 The current types and providers of finance and other resources used by your organisation, and other potential types and providers of finance and their associated benefits and risks</p> <p>K11.6 Organisational policies and procedures on acquisition of resources, including the criteria for selecting types and providers of finance and other resources which are appropriate to organisational needs and the views of stakeholders</p> <p>K11.7 Sources of information on resourcing opportunities, including those within the statutory and charitable sectors</p> <p>K11.8 How to make a business case and promote the benefits of your proposed youth work project's, and which builds upon your organisation's track record</p> <p>K11.9 The scope, available resources and purpose of the funding body being approached, and any constraints under which they operate</p> <p>K11.10 What information is required by the funding organisation and the correct format for the presentation of your proposal</p> <p>K11.11 Relevant people in your organisation and any key stakeholders who should be</p>

<p>11.13 Monitor the effectiveness of the sourcing process, and identify and make changes where necessary towards enhancing the process in the future</p>	<p>consulted on proposals and recommendations for obtaining finance and resources</p> <p>K11.12 The importance of consulting with relevant people in your organisation and key stakeholders on proposals and recommendations for obtaining finance and resources</p> <p>K11.13 The importance of submitting clear proposals of bids or applications to potential providers of finance and other resources, and of allowing sufficient time for their submission and consideration</p> <p>K11.14 The type of agreements that should be put in place with providers of finance and what they should cover</p> <p>K11.15 The type of actions that might need to be taken in the event of a shortfall in funding</p> <p>K11.16 Why it is necessary to put contingency plans in place in relation to obtaining finance and the type of contingencies that might occur</p> <p>K11.17 The values and principles underpinning youth work</p>
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Unit CD12 Set up new approaches and partnerships using Community Development approaches and practices

Source: Community Development Standard S22

What this unit is about

This standard relates to the work that Community Development practitioners may undertake to set up new projects or to develop new partnerships, within and between sectors, to meet identified needs or in response to policy initiatives and regulations. It is designed primarily for Community Development practitioners with a specific remit for this area of work. It is also relevant to all practitioners who work with partnerships as it offers a template for effective partnership development.

Who this unit is for

This standard is relevant to Community Development practitioners with remit to set up new projects and partnerships.

This is an optional unit in the Level 3 SVQ in Community Development Work.

Elements

CD12. Set up new approaches and partnerships using Community Development approaches and practices

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

12. Set up new approaches and partnerships using Community Development approaches and practices

This standard relates to the work that Community Development practitioners may undertake to set up new projects or to develop new partnerships, within and between sectors, to meet identified needs or in response to policy initiatives and regulations. It is designed primarily for Community Development practitioners with a specific remit for this area of work. It is also relevant to all practitioners who work with partnerships as it offers a template for effective partnership development.

Performance	Knowledge
<p>12.1 Explore the proposed project’s or partnership’s scope and organisational objectives with other people</p> <p>12.2 Identify the different people and organisations with interests in the project or partnership</p> <p>12.3 Provide people involved in the project or partnership with information about relevant policies and initiatives that may affect its planned activities</p> <p>12.4 Encourage realistic and informed views on the feasibility of the project or partnership through identifying the likely risks it might face over a period of time</p> <p>12.5 Support people involved to establish their shared aims and objectives for the project or partnership to achieve</p> <p>12.6 Realistically estimate and cost the resources required to carry out the project’s or partnership’s tasks</p> <p>12.7 Support members to divide the project’s or partnership’s work into tasks which are manageable, measurable and achievable</p> <p>12.8 Recommend roles for the project/ partnership, and encourage the equitable allocation of tasks</p> <p>12.9 Establish each member’s level of responsibility and accountability for project or partnership activities, resources and decisions</p> <p>12.10 Maintain effective working relationships with relevant people involved in the project or partnership.</p>	<p>Democratic structures</p> <p>K12.1 The distinctive aspects of the cultures within the voluntary and community sectors and their impact on organisational design</p> <p>K12.2 The contribution of autonomous and self-determining organisations to effective community action and engagement</p> <p>K12.3 Models for democratic decision-making processes</p> <p>K12.4 Equality issues that should be addressed in the development of participatory organisational structures.</p> <p>Ways of organising</p> <p>K12.5 Techniques to assist organisations to determine, develop and review their aims and priorities, strengths and areas for improvement</p> <p>K12.6 Current models of good practice in organisational processes and operations relevant to community groups and voluntary organisations, including running effective meetings</p> <p>K12.7 Models of participatory action planning for the short, medium and longer term</p> <p>K12.8 Models and techniques for allocating roles and responsibilities to make the best use of people’s skills and diverse experience</p> <p>K12.9 The difference between the operational and strategic aspects of running organisations and projects</p> <p>K12.10 Appropriate and effective models for managing changes in small organisations and dealing with contingencies</p> <p>K12.11 Factors that support the long-term</p>

sustainability of organisations or indicate that the organisation is no longer sustainable.

Legal matters

K12.12 Current organisational and legal structures appropriate to community organisations, their advantages and disadvantages, and legal and accountability implications for trustees, managers and beneficiaries

K12.13 Organisations that provide detailed advice and support on legal and organisational structures

K12.14 Legislation, including that dealing with equality and anti-discriminatory practice, relevant to community activities and community organisations

K12.15 The role and function of policy development throughout an organisation

K12.16 Statutory frameworks relevant to funding, and the general requirements of funding bodies and their implications for organisations

K12.17 The fundamentals of the data protection legislation and its implications for community organisations

K12.18 Statutory requirements relating to establishing, constituting and closing down an organisation.

Resources and finance

K12.19 How to estimate the resource needs for specific organisations, projects and activities

K12.20 Basic understanding of financial systems for budgeting and account keeping, and of software programmes appropriate for community organisations

K12.21 The range of plans (e.g. business, development, financial, resources, etc) that community organisations may find useful as they grow and change over time

K12.22 Information required for any funding application and the difference between drafting small and large-scale applications

K12.23 Environmental issues relating to the

	<p>use of different types of resources</p> <p>Project management</p> <p>K12.24 Project planning and management principles and methods and how to apply them</p> <p>K12.25 The constraints that usually exist in projects (e.g. time, resources, technology and legislation), and how to look for, identify and estimate the impact of such constraints</p> <p>K12.26 The basis for making an initial assessment of the feasibility of projects</p> <p>K12.27 Factors leading to a successful closure of a project.</p> <p>Participative and collective evaluation and monitoring</p> <p>K12.28 Monitoring and evaluation systems which will collect accurate and relevant information about the progress of a project to aid decision making</p> <p>K12.29 How to construct an evaluation framework for Community Development incorporating the main components of inputs, outputs, indicators, measures, and outcomes/impact</p> <p>K12.30 Participative methods of evaluating the effectiveness of any activity, and appropriate dissemination strategies</p> <p>K12.31 Where to obtain the resources and expertise to support monitoring and evaluation.</p>
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SECTION 4 Level 4 SVQ in Community Development Work Units

MANDATORY UNITS

Unit CD13 Analyse and disseminate findings from community research

Source: Community Development Standard S8

What this unit is about

This unit concerns the collation and use of data, including feeding back the findings and agreed recommendations to all those who need to know and all those who contributed.

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 4 SVQ in Community Development Work

Elements

CD13. Analyse and disseminate findings from community research

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

<p>13. Analyse and disseminate findings from community research This unit concerns the collation and use of data, including feeding back the findings and agreed recommendations to all those who need to know and all those who contributed.</p>	
<p>Performance</p> <p>13.1 Work with groups to review the quality and quantity of the information gathered and identify any gaps</p> <p>13.2 Propose ways to collate the information into understandable formats</p> <p>13.3 Support groups to accurately interpret the information that has been gathered and analysed</p> <p>13.4 Support the communication of the initial findings to the wider community and all relevant agencies for comment</p> <p>13.5 Ensure the findings are reviewed and revised in light of feedback</p> <p>13.6 Encourage a variety of approaches to presenting the data clearly and accurately and in appropriate forms for different audiences</p> <p>13.7 Facilitate discussion and agreement on the recommendations of the research for all those who were involved in the process, whether as researchers and/or contributors</p> <p>13.8 Facilitate participatory approaches to agree realistic, evidence-based priorities using the information gathered.</p>	<p>Knowledge</p> <p>The context</p> <p>K13.1 The impacts of wider social, economic and environmental changes on communities</p> <p>K13.2 The diversity of communities and the impact of this on Community Development within and between communities</p> <p>K13.3 The impact of relevant legislation and policies on communities</p> <p>K13.4 The role and the contribution of Community Development practitioners who work with communities</p> <p>K13.5 A Community Development approach to identifying community priorities and concerns</p> <p>Making contact</p> <p>K13.6 Different methods and styles of engaging with people, organisations and groups in communities, particularly those who experience marginalisation</p> <p>K13.7 The roles and functions of informal networks and inter-organisational forums in providing a wide range of contacts that can be developed and supported to benefit communities</p> <p>K13.8 The importance of taking time to build relationships and foster trust and respect.</p> <p>Community research and data collection</p> <p>K13.9 Participatory methods and approaches for designing and implementing community research</p> <p>K13.10 How to access key sources of existing data about particular communities</p> <p>K13.11 Accepted ways of checking data for accuracy, reliability and sufficiency</p> <p>K13.12 The legal framework for data collection and handling confidential and</p>

	<p>sensitive information</p> <p>K13.13 Participative and inclusive methods to encourage communities/groups to identify and express their own needs, interests and concerns</p> <p>K13.14 Where to obtain the resources for community led approaches to profiling, consultation and research</p> <p>K13.15 Techniques, for collating and interpreting information, which support collective decision making and priority setting</p> <p>K13.16 Methods for recording and reviewing information.</p> <p>Involving people and organisations</p> <p>K13.17 How to identify possible partners and assess their potential for collaboration in community consultations and research</p> <p>K13.18 Participative planning techniques for involving people with different perspectives and support needs</p> <p>K13.19 Techniques for encouraging the sensitive exploration of diversity to identify and combat discrimination and prejudice within groups</p> <p>K13.20 The skills required to undertake community research and how to support community members to develop these skills</p> <p>K13.21 Methods of feeding back consultation and research results to the wider community and relevant agencies</p> <p>K13.22 Approaches and methods to use in evaluating research or consultative processes</p>
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Unit CD14 Use a Community Development approach to support collaborative and partnership work

Source: Community Development Standard S15

What this unit is about

This unit relates to the role of Community Development practitioners in encouraging and supporting collaborative work. Community Development practitioners enable groups and organisations (within the voluntary and community sectors and communities of interest or geographical areas) to work together in various partnership and collaborative arrangements, in order to achieve common aims, access resources or increase their influence. Many Community Development practitioners have responsibility for encouraging and supporting community members to work collaboratively within partnerships and consortia/forums.

Other relevant aspects include setting up projects and partnerships. Practitioners involved in this area of work may find Standard Twenty Two within Key Area Six relevant.

Who this unit is for

This unit is for all Community Development practitioners who support collaborative and partnership working.

This is a mandatory unit in the Level 4 SVQ in Community Development Work.

Elements

CD14. Use a Community Development approach to support collaborative and partnership work

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

14. Use a Community Development approach to support collaborative and partnership work	
<p>This unit relates to the role of Community Development practitioners in encouraging and supporting collaborative work. Community Development practitioners enable groups and organisations (within the voluntary and community sectors and communities of interest or geographical areas) to work together in various partnership and collaborative arrangements, in order to achieve common aims, access resources or increase their influence. Many Community Development practitioners have responsibility for encouraging and supporting community members to work collaboratively within partnerships and consortia/forums.</p>	
Performance	Knowledge
<p>14.1 Facilitate groups to identify common needs and the potential for collaborative action based on the values and perspectives of all those involved</p> <p>14.2 Encourage the identification of, and contact between, existing groups with similar interests to share ideas, experience and practice</p> <p>14.3 Support groups to clearly identify and agree aims and objectives of collaborative work and develop short- and long-term strategies</p> <p>14.4 Support groups to evaluate the implications of joining partnerships for achieving their aims and explore potential risks from legal, organisational, regulatory, statutory and funders' requirements</p> <p>14.5 Provide information to groups about existing partnerships, their aims and work, and opportunities for involvement</p> <p>14.6 Enable groups to set up structures and systems for transparent and accountable collaborative work which are based on inclusive and participatory methods</p> <p>14.7 Encourage diversity in the development of planning and structural arrangements to deliver policy initiatives which meet community needs</p> <p>14.8 Support groups to create, promote and take up opportunities to share or develop skills, values, knowledge and experience to work effectively together</p> <p>14.9 Encourage collaborative working which promotes a climate of trust and empathy based on mutual respect, which recognises and addresses blocks to participation</p> <p>14.10 Support monitoring and evaluation of partnership or collaborative working</p>	<p>The rationale and context</p> <p>K14.1 The relationship between representative and participatory democracy, democratic decision-making and participatory practice</p> <p>K14.2 The concept of political literacy, rights and responsibilities associated with governance, and policies and practices relating to citizenship</p> <p>K14.3 The complexity and diversity of local and national government initiatives and policies partnerships, regulators, and advisory and accountable bodies that community groups may be expected to relate to or meet the requirements of</p> <p>K14.4 The contribution that diverse communities and autonomous groups make to improving localities and services</p> <p>K14.5 The differences and linkages between the concepts of Community Development, community empowerment, community involvement, community engagement, community capacity building and other key ideas which are present in government policies and initiatives</p> <p>K14.6 The differences and linkages between concepts such as cohesion, inclusion and exclusion, and social capital, and the positive contribution that people make to collaborative working</p> <p>K14.7 The differences between information giving, consultation, participation, working together and joint decision-making as approaches to engaging with communities.</p> <p>Powers of public bodies and the duties and obligations they have to communities</p>

<p>relationships and the use of the information to make changes</p> <p>14.11 Support groups to review the effectiveness of joint working arrangements and the resources committed to these</p>	<p>K14.8 How public bodies are regulated and managed</p> <p>K14.9 How the different levels and layers of local, national and international government decision-making can affect communities</p> <p>K14.10 The responsibilities and development needs of community members involved in decision-making as part of local governance and devolved structures</p> <p>K14.11 The duties and responsibilities public bodies have to communities</p> <p>K14.12 How Community Development practitioners can work with public bodies to promote accessible ways for them to carry out their responsibilities to engage with communities</p> <p>Factors which support effective partnership working</p> <p>K14.13 The range of partnership organisations that make, or contribute to, decisions that affect the communities they work with/within and how the decisions or recommendations they make can be influenced</p> <p>K14.14 The diversity of groups and communities within a specified locality</p> <p>K14.15 Forms of injustice, discrimination and social exclusion that operate globally, nationally and locally which impact on the lives of individuals and communities</p> <p>K14.16 How power and power relationships and power differentials impact on community-based strategies and approaches for creating inclusive partnerships</p> <p>K14.17 The historical and current social, political and economic context of the communities being engaged with</p> <p>K14.18 Current and historical initiatives designed to increase community involvement, engagement and empowerment within a specified locality and how to access supporting sources of information, advice and resources</p> <p>K14.19 Different levels of representation and accountability in joint working between groups,</p>
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	<p>communities and other bodies</p> <p>K14.20 What motivates people to engage actively with community initiatives</p> <p>K14.21 Barriers to involvement in community initiatives and ways of overcoming them</p> <p>K14.22 Multi-agency approaches to and models of collaborative working and the implications for community engagement/involvement</p> <p>K14.23. Resource and support implications for engaging with the wide spectrum of potential stakeholders</p> <p>K14.24 The life cycle of partnerships, their limitations and the factors that can cause vulnerability and lack of sustainability.</p> <p>Techniques and methods</p> <p>K14.25 Inclusive and participatory techniques for partners to negotiate, agree, review and evaluate common aims, objectives, policy development and planning to achieve shared goals</p> <p>K14.26 Models of advocacy which are inclusive and support the empowerment of communities</p> <p>K14.27 Techniques and approaches for service providers to be accountable to communities</p> <p>K14.28 Exit strategies for positive endings when working on initiatives or projects with a set life span</p> <p>K14.29 Organisational systems and inclusive processes to support strategic collaborative work across networks and partnerships</p> <p>K14.30 Methods which facilitate collective learning opportunities for effective collaborative work</p> <p>K14.31 Techniques and frameworks for the monitoring, review and evaluation of collaborative work</p> <p>K14.32 Communication systems which provide accessible formats and processes to inform and support collaborative work and the</p>
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	dissemination of outcomes.
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Unit CD15 Promote and support effective relationships between communities and public bodies

Source: Community Development S13

What this unit is about

This unit is about how Community Development practitioners enable community groups to understand public bodies and make informed decisions about whether and how to work together on common agendas.

Who this unit is for

This unit is for Community Development practitioners who support the community groups in the process of enabling public bodies to make informed decisions.

This is a mandatory unit in the Level 4 SVQ in Community Development Work

Elements

CD15. Promote and support effective relationships between communities and public bodies

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

<p>15. Promote and support effective relationships between communities and public bodies This unit is about how Community Development practitioners enable community groups to understand public bodies and make informed decisions about whether and how to work together on common agendas.</p>	
<p>Performance</p> <p>15.1 Enable communities to understand local and national democratic and political processes and where power and influence reside</p> <p>15.2 Provide information about the range and remit of public bodies and voluntary organisations operating in the locality or area of interest to a community group</p> <p>15.3 Enable communities and groups to understand the boundaries to public bodies' power and resources and the implications this has for partnership working</p> <p>15.4 Support constructive relationships between elected members, officers, organisation representatives, community groups and individuals</p> <p>15.5 Provide information to individuals and groups about local opportunities for engaging with public bodies to change the design and delivery of services or to achieve agreed aims, through partnership or collaborative work</p> <p>15.6 Support groups to examine government initiatives and the potential opportunities they create for communities to influence decision-makers</p> <p>15.7 Support groups to acquire information about multi-agency/interdisciplinary work arrangements relevant to communities and groups</p> <p>15.8 Provide information to groups about seeking/finding relevant contacts in public bodies and their remits and positions</p> <p>15.9 Support groups to identify the roles needed and the skills required to engage with public bodies and professionals.</p>	<p>Knowledge</p> <p>The rationale and context</p> <p>K15.1 The relationship between representative and participatory democracy, democratic decision-making and participatory practice</p> <p>K15.2 The concept of political literacy, rights and responsibilities associated with governance, and policies and practices relating to citizenship</p> <p>K15.3 The complexity and diversity of local and national government initiatives and policies partnerships, regulators, and advisory and accountable bodies that community groups may be expected to relate to or meet the requirements of</p> <p>K15.4 The contribution that diverse communities and autonomous groups make to improving localities and services</p> <p>K15.5 The differences and linkages between the concepts of Community Development, community empowerment, community involvement, community engagement, community capacity building and other key ideas which are present in government policies and initiatives</p> <p>K15.6 The differences and linkages between concepts such as cohesion, inclusion and exclusion, and social capital, and the positive contribution that people make to collaborative working</p> <p>K15.7 The differences between information giving, consultation, participation, working together and joint decision-making as approaches to engaging with communities.</p> <p>Powers of public bodies and the duties and obligations they have to communities</p> <p>K15.8 How public bodies are regulated and managed</p> <p>K15.9 How the different levels and layers of local, national and international government</p>

	<p>decision-making can affect communities</p> <p>K15.10 The responsibilities and development needs of community members involved in decision-making as part of local governance and devolved structures</p> <p>K15.11 The duties and responsibilities public bodies have to communities</p> <p>K15.12 How Community Development practitioners can work with public bodies to promote accessible ways for them to carry out their responsibilities to engage with communities</p> <p>Factors which support effective partnership working</p> <p>K15.13 The range of partnership organisations that make, or contribute to, decisions that affect the communities they work with/within and how the decisions or recommendations they make can be influenced</p> <p>K15.14 The diversity of groups and communities within a specified locality</p> <p>K15.15 Forms of injustice, discrimination and social exclusion that operate globally, nationally and locally which impact on the lives of individuals and communities</p> <p>K15.16 How power and power relationships and power differentials impact on community-based strategies and approaches for creating inclusive partnerships</p> <p>K15.17 The historical and current social, political and economic context of the communities being engaged with</p> <p>K15.18 Current and historical initiatives designed to increase community involvement, engagement and empowerment within a specified locality and how to access supporting sources of information, advice and resources</p> <p>K15.19 Different levels of representation and accountability in joint working between groups, communities and other bodies</p> <p>K15.20 What motivates people to engage actively with community initiatives</p>
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	<p>K15.21 Barriers to involvement in community initiatives and ways of overcoming them</p> <p>K15.22 Multi-agency approaches to and models of collaborative working and the implications for community engagement/involvement</p> <p>K15.23. Resource and support implications for engaging with the wide spectrum of potential stakeholders</p> <p>K15.24 The life cycle of partnerships, their limitations and the factors that can cause vulnerability and lack of sustainability.</p> <p>Techniques and methods</p> <p>K15.25 Inclusive and participatory techniques for partners to negotiate, agree, review and evaluate common aims, objectives, policy development and planning to achieve shared goals</p> <p>K15.26 Models of advocacy which are inclusive and support the empowerment of communities</p> <p>K15.27 Techniques and approaches for service providers to be accountable to communities</p> <p>K15.28 Exit strategies for positive endings when working on initiatives or projects with a set life span</p> <p>K15.29 Organisational systems and inclusive processes to support strategic collaborative work across networks and partnerships</p> <p>K15.30 Methods which facilitate collective learning opportunities for effective collaborative work</p> <p>K15.31 Techniques and frameworks for the monitoring, review and evaluation of collaborative work</p> <p>K15.32 Communication systems which provide accessible formats and processes to inform and support collaborative work and the dissemination of outcomes.</p>
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Unit CD16 Respond to community conflict

Source: Community Development S11

What this unit is about

There will be many competing interests within a locality or community of interest or identity. Within groups there will be differences in opinion, perspectives and ways of working, as well as competition for status and access to resources. All Community Development practitioners need to be able to deal with conflict. Conflicts and tensions are not necessarily bad, as they can be a catalyst for change. Practitioners need to be able to respond and support community members and other workers to work constructively with conflict.

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 4 SVQ in Community Development Work

Elements

CD16. Respond to community conflict

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

<p>16. Respond to community conflict There will be many competing interests within a locality or community of interest or identity. Within groups there will be differences in opinion, perspectives and ways of working, as well as competition for status and access to resources. All Community Development practitioners need to be able to deal with conflict. Conflicts and tensions are not necessarily bad, as they can be a catalyst for change. Practitioners need to be able to respond and support community members and other workers to work constructively with conflict.</p>	
Performance	Knowledge
<p>16.1 Identify the causes and effects of conflict within and between community groups, communities and other bodies</p> <p>16.2 Support people to identify and review areas of potential conflict, common ground and shared interests</p> <p>16.3 Enable groups/communities to consider possible causes and the effects of conflict</p> <p>16.4 Identify and analyse blocks to communication and mutual understanding and ways to remove them</p> <p>16.5 Identify the abuses of power that create conflict and undermine shared values S11.6 Clearly state own values, perspectives, and responsibilities concerning any conflict</p> <p>16.6 Clearly state own values, perspectives, and responsibilities concerning any conflict</p> <p>16.7 Support those involved to state their views and identify their rights and responsibilities</p> <p>16.8 Explore the potential for mediation and identify sources of support</p> <p>16.9 Act as a mediator within and between groups as and when appropriate to reach agreement</p> <p>16.10 Document areas of agreement and continuing disagreement for future reference</p> <p>16.11 Facilitate the development of an effective strategy to deal with continuing areas of conflict.</p>	<p>The context</p> <p>K16.1 The contribution of social movements and community action in bringing about change</p> <p>K16.2 The impact of power and power relationships upon individuals and communities taking collective action</p> <p>K16.3 The benefits of recognising and valuing diversity</p> <p>K16.4 How discrimination and disadvantage impact on working relationships within communities</p> <p>K16.5 Barriers to involvement in collective activities and ways to overcome them</p> <p>K16.6 How to develop community-based strategies which build the confidence, skills and independence of community groups</p> <p>K16.7 The importance of groups deciding on their own development.</p> <p>Setting common goals</p> <p>K16.8 The role of research and information to determine common concerns</p> <p>K16.9 Appropriate techniques and approaches for the collective identification of common issues, such as gender, disability, age and culture</p> <p>K16.10 Collective decision-making approaches to identifying and agreeing aims and objectives.</p> <p>Group dynamics and processes</p> <p>K16.11 How to facilitate collective approaches to group dynamics and development appropriate to the values of Community Development</p>

K16.12 Equality and anti-discriminatory practice within groups

K16.13 The impact of transient and changing populations on groups

K16.14 Structures which encourage open debate and accountability within groups

K16.15 The roles that people take in groups and the support they need to be effective

K16.16 Methods of facilitating the review and development of group needs and capacity.

Community organising

K16.17 Collective and participatory approaches to planning an event or activity

K16.18 How to identify and access necessary resources and support for community events/activities

K16.19 How to ensure compliance with relevant legislation and good practice in relation to planned events/activities, including how to undertake a risk assessment

K16.20 How to effectively monitor and evaluate events/activities and incorporate learning into future planning.

Conflict within communities

K16.21 Causes of conflicts within communities and wider society.

K16.22 Common responses to conflict situations and the impact on group cohesion

K16.23 Different, and creative, approaches to conflict analysis and resolution

K16.24 Sources of mediation support available to individuals, communities and practitioners.

Campaigning

K16.25 Models and techniques for collectively planning a community based campaign

K16.26 The importance of making strategic alliances to build support

K16.27 The factors to take into account when choosing methods of publicity and

	<p>seeking media support for specific campaigns</p> <p>K16.28 How to influence and gain support via national and local political systems and structures</p> <p>K16.29 Methods for evaluating community based campaigns</p>
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Unit CD17 Advise on organisational structures using Community Development perspectives

Source: Community Development Standard S19

What this unit is about

This unit relates to the support that Community Development practitioners provide when groups develop their organisational structures. Informal groups may want to explore different informal structures, and formal organisations may be interested in exploring more formal approaches to organising. This can be for many different reasons; to meet funders' demands, the groups may have reached a certain stage in their development, or they may want to take on and manage significant resources, for example a building, staff etc. Community Development practitioners may take a more or less active role in this area of work depending on their brief and the alternative support services available to groups.

Who this unit is for

This unit is for Community Development practitioners who work directly with community groups.

This is a mandatory unit in the Level 4 SVQ in Community Development Work

Elements

CD17. Advise on organisational structures using Community Development perspectives

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

17. Advise on organisational structures using Community Development perspectives

This unit relates to the support that Community Development practitioners provide when groups develop their organisational structures. Informal groups may want to explore different informal structures, and formal organisations may be interested in exploring more formal approaches to organising. This can be for many different reasons; to meet funders' demands, the groups may have reached a certain stage in their development, or they may want to take on and manage significant resources, for example a building, staff etc. Community Development practitioners may take a more or less active role in this area of work depending on their brief and the alternative support services available to groups.

Performance	Knowledge
<p>17.1 Assist groups to review and agree their current purpose, aims, priorities, structure and membership, taking into account the current societal context</p> <p>17.2 Encourage groups to evaluate their reasons for considering new forms of organisation</p> <p>17.3 Provide, or signpost groups to, sources of information about the different organisational structures that exist</p> <p>17.4 Support groups to identify, consider and access sources of support and expertise to help them decide on appropriate organisational structures</p> <p>17.5 Encourage discussions on the different options available, their implications for the group and its members, and their advantages and disadvantages</p> <p>17.6 Assist groups to agree an organisational structure which will meet their future needs and ensure accountability to their members and the wider community</p> <p>17.7 Encourage the use of Community Development values and principles as the foundation for building the organisational structure</p> <p>17.8 Assist groups to access advice and guidance so their way of organising complies with legislation and reflects recognised good quality policy and practice</p> <p>17.9 Facilitate groups to review and agree their decision-making arrangements.</p>	<p>Democratic structures</p> <p>K17.1 The distinctive aspects of the cultures within the voluntary and community sectors and their impact on organisational design</p> <p>K17.2 The contribution of autonomous and self-determining organisations to effective community action and engagement</p> <p>K17.3 Models for democratic decision-making processes</p> <p>K17.4 Equality issues that should be addressed in the development of participatory organisational structures.</p> <p>Ways of organising</p> <p>K17.5 Techniques to assist organisations to determine, develop and review their aims and priorities, strengths and areas for improvement</p> <p>K17.6 Current models of good practice in organisational processes and operations relevant to community groups and voluntary organisations, including running effective meetings</p> <p>K17.7 Models of participatory action planning for the short, medium and longer term</p> <p>K17.8 Models and techniques for allocating roles and responsibilities to make the best use of people's skills and diverse experience</p> <p>K17.9 The difference between the operational and strategic aspects of running organisations and projects</p> <p>K17.10 Appropriate and effective models for managing changes in small organisations and dealing with contingencies</p>

K17.11 Factors that support the long-term sustainability of organisations or indicate that the organisation is no longer sustainable.

Legal matters

K17.12 Current organisational and legal structures appropriate to community organisations, their advantages and disadvantages, and legal and accountability implications for trustees, managers and beneficiaries

K17.13 Organisations that provide detailed advice and support on legal and organisational structures

K17.14 Legislation, including that dealing with equality and anti-discriminatory practice, relevant to community activities and community organisations

K17.15 The role and function of policy development throughout an organisation

K17.16 Statutory frameworks relevant to funding, and the general requirements of funding bodies and their implications for organisations

K17.17 The fundamentals of the data protection legislation and its implications for community organisations

K17.18 Statutory requirements relating to establishing, constituting and closing down an organisation.

Resources and finance

K17.19 How to estimate the resource needs for specific organisations, projects and activities

K17.20 Basic understanding of financial systems for budgeting and account keeping, and of software programmes appropriate for community organisations

K17.21 The range of plans (e.g. business, development, financial, resources, etc) that community organisations may find useful as they grow and change over time

K17.22 Information required for any funding application and the difference between drafting small and large-scale applications

K17.23 Environmental issues relating to the use of different types of resources

Project management

K17.24 Project planning and management principles and methods and how to apply them

K17.25 The constraints that usually exist in projects (e.g. time, resources, technology and legislation), and how to look for, identify and estimate the impact of such constraints

K17.26 The basis for making an initial assessment of the feasibility of projects

K17.27 Factors leading to a successful closure of a project.

Participative and collective evaluation and monitoring

K17.28 Monitoring and evaluation systems which will collect accurate and relevant information about the progress of a project to aid decision making

K17.29 How to construct an evaluation framework for Community Development incorporating the main components of inputs, outputs, indicators, measures, and outcomes/impact

K17.30 Participative methods of evaluating the effectiveness of any activity, and appropriate dissemination strategies

K17.31 Where to obtain the resources and expertise to support monitoring and evaluation.

OPTIONAL GROUP A

These units form the mandatory units from the Level 3 SVQ in Community Development Work.

Candidates are permitted to take one of these Units only. Where they have completed the Level 3 SVQ in Community Development Work, they can credit transfer one unit only from this Group.

Unit CD6 Promote and develop opportunities for learning from Community Development practice

Source: Community Development Standard S17

What this unit is about

This unit is about the recognition that people learn through action and experience and how practitioners encourage people involved in Community Development to appreciate different ways of learning through reflecting on their own and other's experiences, learning from others, and seeking out and creating informal and formal opportunities for people to learn together.

Who this unit is for

This unit is for all Community Development practitioners.

This is mandatory unit in the Level 3 SVQ in Community Development Work and an optional unit in the Level 4 SVQ in Community Development Work.

Elements

CD6. Promote and develop opportunities for learning from Community Development practice

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

6. Promote and develop opportunities for learning from Community Development practice

This unit is about the recognition that people learn through action and experience and how practitioners encourage people involved in Community Development to appreciate different ways of learning through reflecting on their own and other’s experiences, learning from others, and seeking out and creating informal and formal opportunities for people to learn together.

Performance	Knowledge
<p>6.1 Promote the value of learning and its potential to benefit people economically, socially, emotionally and intellectually</p> <p>6.2 Promote the value of learning from experience to everyone involved in Community Development</p> <p>6.3 Create and make use of formal, informal and incidental opportunities within community activities to share ideas, skills, knowledge and experience</p> <p>6.4 Identify and promote examples of good practice to aid own and others’ understanding of Community Development practice</p> <p>6.5 Reflect on own practice to inform future ways of working</p> <p>6.6 Promote learning opportunities to individuals and groups who are under-represented in the take up of learning provision</p> <p>6.7 Assist individuals and groups to recognise barriers to participation in learning and identify ways to overcome them</p> <p>6.8 Encourage groups and agencies to develop learning plans for their organisation, staff and volunteers</p> <p>6.9 Identify resources to meet learning needs</p> <p>1.10 Provide information about learning opportunities using a range of methods that will reach different communities</p> <p>6.11 Encourage learning providers to work collaboratively with communities to develop and deliver appropriate programmes for Community development learning</p> <p>6.12 Encourage and support active participation in learning</p>	<p>The context</p> <p>K6.1 The history of community based learning and the impact of past and current government, national and local priorities relating to adult and community education</p> <p>K6.2 The role of learning in promoting trust, understanding and respect within and between communities</p> <p>K6.3 Barriers to learning and ways to overcome them</p> <p>K6.4 The role of Community Development practitioners in supporting groups and individuals to access learning and education that will enable them to promote change in communities</p> <p>K6.5 Anti-discriminatory practice in the provision and delivery of learning and the rights of learners</p> <p>Approaches to learning</p> <p>K6.6 Reflection on experience and active participation in the context of the action-reflection cycle of learning</p> <p>K6.7 Methods and techniques for encouraging learning from diverse experiences, perspectives and practice</p> <p>K6.8 Approaches and methods to support informal and group based learning</p> <p>K6.9 Different learning styles and history and how these impact on people’s preferences for learning approaches</p> <p>K6.10 Approaches and models for identifying current and future learning needs for people engaged in community activities</p> <p>K6.11 How the outcomes of learning in Community Development contribute to promoting change</p>

	<p>Resources and support for learning</p> <p>K6.12 The nature of community-based learning and resources available to support it</p> <p>K6.13 The uses of appropriate methods and resources to design learning materials and deliver learning programmes</p> <p>K6.14 Relevant frameworks for Community Development learning and qualifications</p> <p>K6.15 Formal and informal learning support networks and how to access them</p> <p>Evaluation of learning</p> <p>K6.16 Methods for evaluating learning programmes and events</p> <p>K6.17 Methods of evaluating the outcomes of learning for communities and individuals</p> <p>K6.18 Ways of using the results of the evaluation of learning as the basis of future learning for individuals and groups</p> <p>K6.19 The range of processes and for collating and disseminating information and sharing knowledge about learning activities/ programmes</p> <p>K6.20 How to work with other learning providers to ensure provision is accessible and responsive to community needs</p>
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Unit CD7 Facilitate community learning for social and political development

Source: Community Development Standard S18

What this unit is about

This unit is about the role that Community Development practitioners have in facilitating the learning of individuals and groups. It examines Community Development practitioners' roles in the provision of learning opportunities to develop the expertise, skills, knowledge and creative ideas of people involved in Community Development. Its focus is learning that supports collective working/action and gives communities a more effective voice.

Who this unit is for

This unit is for Community Development practitioners organising and/or delivering Community Development learning opportunities.

This is a mandatory unit in the Level 3 SVQ in Community Development Work and an optional unit in the Level 4 SVQ in Community Development Work.

Elements

CD7. Facilitate community learning for social and political development

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

7. Facilitate community learning for social and political development	
<p>This unit is about the role that Community Development practitioners have in facilitating the learning of individuals and groups. It examines Community Development practitioners' roles in the provision of learning opportunities to develop the expertise, skills, knowledge and creative ideas of people involved in Community Development. Its focus is learning that supports collective working/action and gives communities a more effective voice</p>	
Performance	Knowledge
<p>7.1 Establish and maintain relationships which promote a climate of trust and understanding that values individuals in the learning process</p> <p>7.2 Facilitate the self and collective awareness of people involved in community development in terms of the identification of their individual learning needs and those of community groups/organisations</p> <p>7.3 Facilitate tailored learning activities to meet the expressed needs of individuals and community groups</p> <p>7.4 Facilitate active participation in different ways of learning, providing support to people with different traditions and backgrounds in learning to enable them to access opportunities</p> <p>7.5 Involve learners/potential learners in the design and organisation of learning opportunities</p> <p>7.6 Use people's experiences as the starting point of learning activities</p> <p>7.7 Use a variety of participative methods and techniques in the delivery of training that take into account different learning styles and past experiences of learning</p> <p>7.8 Create supportive environments for learning which explore values, perspectives, rights and responsibilities</p> <p>7.9 Facilitate learning which promotes a critical understanding of how power structures work locally, nationally and globally</p> <p>7.10 Identify and access appropriate sources and resources for Community Development learning</p> <p>7.11 Promote recognised Community Development learning and qualification programmes to practitioners within the Community Development field</p>	<p>The context</p> <p>K7.1 The history of community based learning and the impact of past and current government, national and local priorities relating to adult and community education</p> <p>K7.2 The role of learning in promoting trust, understanding and respect within and between communities</p> <p>K7.3 Barriers to learning and ways to overcome them</p> <p>K7.4 The role of Community Development practitioners in supporting groups and individuals to access learning and education that will enable them to promote change in communities</p> <p>K7.5 Anti-discriminatory practice in the provision and delivery of learning and the rights of learners</p> <p>Approaches to learning</p> <p>K7.6 Reflection on experience and active participation in the context of the action-reflection cycle of learning</p> <p>K7.7 Methods and techniques for encouraging learning from diverse experiences, perspectives and practice</p> <p>K7.8 Approaches and methods to support informal and group based learning</p> <p>K7.9 Different learning styles and history and how these impact on people's preferences for learning approaches</p> <p>K7.10 Approaches and models for identifying current and future learning needs for people engaged in community activities</p> <p>K7.11 How the outcomes of learning in Community Development contribute to</p>

<p>7.12 Negotiate with training and learning providers to develop provision to meet the expressed needs of communities</p> <p>7.13 Access and share information about local, regional and national systems to support community learning</p> <p>7.14 Work with others to identify and use wider networks and opportunities for learning</p> <p>7.15 Monitor, review and report on the impact of different learning opportunities for individuals and communities</p> <p>7.16 Use evaluation to enable communities to draw conclusions and form recommendations to influence learning provision in terms of availability, content, and style of delivery</p> <p>7.17 Signpost to sources of information, advice and guidance for further personal development</p>	<p>promoting change</p> <p>Resources and support for learning</p> <p>K7.12 The nature of community-based learning and resources available to support it</p> <p>K7.13 The uses of appropriate methods and resources to design learning materials and deliver learning programmes</p> <p>K7.14 Relevant frameworks for Community Development learning and qualifications</p> <p>K7.15 Formal and informal learning support networks and how to access them</p> <p>Evaluation of learning</p> <p>K7.16 Methods for evaluating learning programmes and events</p> <p>K7.17 Methods of evaluating the outcomes of learning for communities and individuals</p> <p>K7.18 Ways of using the results of the evaluation of learning as the basis of future learning for individuals and groups</p> <p>K7.19 The range of processes and for collating and disseminating information and sharing knowledge about learning activities/ programmes</p> <p>K7.20 How to work with other learning providers to ensure provision is accessible and responsive to community needs</p>
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Unit CD8 Use a Community Development approach to monitoring and evaluation

Source: Community Development Standard S23

What this unit is about

This unit relates to the Community Development practitioner's role in encouraging and supporting groups in relation to monitoring, reviewing and evaluating their activities, projects, and ways of organising. It provides a framework for evaluating the outcomes and impact of Community Development practice.

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 3 SVQ in Community Development Work and an optional unit in the Level 4 SVQ in Community Development Work.

Elements

CD8. Use a Community Development approach to monitoring and evaluation

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

8. Use a Community Development approach to monitoring and evaluation	
<p>This unit relates to the Community Development practitioner's role in encouraging and supporting groups in relation to monitoring, reviewing and evaluating their activities, projects, and ways of organising. It provides a framework for evaluating the outcomes and impact of Community Development practice.</p>	
Performance	Knowledge
<p>8.1 Recognise and explain the relevance, importance and purpose of monitoring, reviewing and evaluation</p> <p>8.2 Facilitate agreement about timescales for monitoring, review and evaluation and set deadlines</p> <p>8.3 Help set the scope and criteria for monitoring, reviewing and evaluating activities</p> <p>8.4 Ensure groups and agencies recognise and plan for, the time and resource implications of undertaking evaluations</p> <p>8.5 Support the use of open, inclusive and empowering methods for gathering and recording qualitative and quantitative information which will show the outcomes of a group's activities</p> <p>8.6 Provide information on available training and support to group members so they can create and implement a framework for evaluation of services and organisational activities</p> <p>8.7 Ensure that groups have procedures for dealing with sensitive and confidential information</p> <p>8.8 Encourage regular contact between all those involved in the monitoring, review or evaluation processes</p> <p>8.9 Support groups to review the findings gathered against agreed criteria to draw conclusions and make recommendations</p> <p>8.10 Support groups to report their findings and recommendations to those who contributed and to others that need to know e.g. funders, group members, agencies and politicians</p> <p>8.11 Encourage a review of the processes and methods used in the monitoring, review or evaluation, which compares what was planned with what actually happened</p>	<p>Democratic structures</p> <p>K8.1 The distinctive aspects of the cultures within the voluntary and community sectors and their impact on organisational design</p> <p>K8.2 The contribution of autonomous and self-determining organisations to effective community action and engagement</p> <p>K8.3 Models for democratic decision-making processes</p> <p>K8.4 Equality issues that should be addressed in the development of participatory organisational structures.</p> <p>Ways of organising</p> <p>K8.5 Techniques to assist organisations to determine, develop and review their aims and priorities, strengths and areas for improvement</p> <p>K8.6 Current models of good practice in organisational processes and operations relevant to community groups and voluntary organisations, including running effective meetings</p> <p>K8.7 Models of participatory action planning for the short, medium and longer term</p> <p>K8.8 Models and techniques for allocating roles and responsibilities to make the best use of people's skills and diverse experience</p> <p>K8.9 The difference between the operational and strategic aspects of running organisations and projects</p> <p>K8.10 Appropriate and effective models for managing changes in small organisations and dealing with contingencies</p> <p>K8.11 Factors that support the long-term sustainability of organisations or indicate that the organisation is no longer sustainable.</p>

<p>8.12 Provide support and information to enable groups to implement recommendations</p> <p>8.13 Agree different levels of involvement with groups in response to their changing situations</p>	<p>Legal matters</p> <p>K8.12 Current organisational and legal structures appropriate to community organisations, their advantages and disadvantages, and legal and accountability implications for trustees, managers and beneficiaries</p> <p>K8.13 Organisations that provide detailed advice and support on legal and organisational structures</p> <p>K8.14 Legislation, including that dealing with equality and anti-discriminatory practice, relevant to community activities and community organisations</p> <p>K8.15 The role and function of policy development throughout an organisation</p> <p>K8.16 Statutory frameworks relevant to funding, and the general requirements of funding bodies and their implications for organisations</p> <p>K8.17 The fundamentals of the data protection legislation and its implications for community organisations</p> <p>K8.18 Statutory requirements relating to establishing, constituting and closing down an organisation.</p> <p>Resources and finance</p> <p>K8.19 How to estimate the resource needs for specific organisations, projects and activities</p> <p>K8.20 Basic understanding of financial systems for budgeting and account keeping, and of software programmes appropriate for community organisations</p> <p>K8.21 The range of plans (e.g. business, development, financial, resources, etc) that community organisations may find useful as they grow and change over time</p> <p>K8.22 Information required for any funding application and the difference between drafting small and large-scale applications</p> <p>K8.23 Environmental issues relating to the use of different types of resources</p>
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	<p>Project management</p> <p>K8.24 Project planning and management principles and methods and how to apply them</p> <p>K8.25 The constraints that usually exist in projects (e.g. time, resources, technology and legislation), and how to look for, identify and estimate the impact of such constraints</p> <p>K8.26 The basis for making an initial assessment of the feasibility of projects</p> <p>K8.27 Factors leading to a successful closure of a project.</p> <p>Participative and collective evaluation and monitoring</p> <p>K8.28 Monitoring and evaluation systems which will collect accurate and relevant information about the progress of a project to aid decision making</p> <p>K8.29 How to construct an evaluation framework for Community Development incorporating the main components of inputs, outputs, indicators, measures, and outcomes/impact</p> <p>K8.30 Participative methods of evaluating the effectiveness of any activity, and appropriate dissemination strategies</p> <p>K8.31 Where to obtain the resources and expertise to support monitoring and evaluation.</p>
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Unit CD9 Support communities to campaign for change

Source: Community Development Standard S12

What this unit is about

The purpose of Community Development is to support communities to organise collectively to effect change. This involves making sure that groups and communities have information about opportunities to express their views, how to find allies, and how to plan for and implement collective actions to tackle their identified concerns.

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 3 SVQ in Community Development Work and an optional unit in the Level 4 SVQ in Community Development Work.

Elements

CD9. Support communities to campaign for change

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

9. Support communities to campaign for change	
<p>The purpose of Community Development is to support communities to organise collectively to effect change. This involves making sure that groups and communities have information about opportunities to express their views, how to find allies, and how to plan for and implement collective actions to tackle their identified concerns</p>	
Performance	Knowledge
<p>9.1 Support groups to identify and agree what changes are needed within a community</p> <p>9.2 Support groups to identify and evaluate all options for action and to recognise and evaluate potential obstacles to the achievement of the desired outcomes</p> <p>9.3 Encourage groups to seek out and use available research and information to make an effective case for the proposed changes</p> <p>9.4 Assist groups to identify who has the power and influence to make the changes they want</p> <p>9.5 Assist groups to identify potential allies who can help and support them</p> <p>9.6 Support groups to use existing networks and channels of communication to make contact and initiate discussions</p> <p>9.7 Support groups to plan a campaign with realistic timescales, using resources available</p> <p>9.8 Encourage the allocation of roles and responsibilities for the plan's implementation in a way which recognises people's skills and expertise</p> <p>9.9 Support the development of specific skills where gaps are identified</p> <p>9.10 Identify other sources of resources, support and expertise, and support groups to use them</p> <p>9.11 Support groups to collectively resolve any conflicts or differences that develop during a campaign</p> <p>9.12 Support groups to use media effectively to publicise their campaign and make their voice heard</p> <p>9.13 Ensure that everyone involved in the campaign has accurate and comprehensive</p>	<p>The context</p> <p>K9.1 The contribution of social movements and community action in bringing about change</p> <p>K9.2 The impact of power and power relationships upon individuals and communities taking collective action</p> <p>K9.3 The benefits of recognising and valuing diversity</p> <p>K9.4 How discrimination and disadvantage impact on working relationships within communities</p> <p>K9.5 Barriers to involvement in collective activities and ways to overcome them</p> <p>K9.6 How to develop community-based strategies which build the confidence, skills and independence of community groups</p> <p>K9.7 The importance of groups deciding on their own development.</p> <p>Setting common goals</p> <p>K9.8 The role of research and information to determine common concerns</p> <p>K9.9 Appropriate techniques and approaches for the collective identification of common issues, such as gender, disability, age and culture</p> <p>K9.10 Collective decision-making approaches to identifying and agreeing aims and objectives.</p> <p>Group dynamics and processes</p> <p>K9.11 How to facilitate collective approaches to group dynamics and development appropriate to the values of Community Development</p> <p>K9.12 Equality and anti-discriminatory practice within groups</p>

<p>information, and understands how to contribute effectively</p> <p>9.14 Support groups to monitor the campaign in ways that are participative and to use the results to plan their next steps</p> <p>9.15 Encourage groups to evaluate their actions and how effective they have been in influencing decision-makers.</p>	<p>K9.13 The impact of transient and changing populations on groups</p> <p>K9.14 Structures which encourage open debate and accountability within groups</p> <p>K9.15 The roles that people take in groups and the support they need to be effective</p> <p>K9.16 Methods of facilitating the review and development of group needs and capacity.</p> <p>Community organising</p> <p>K9.17 Collective and participatory approaches to planning an event or activity</p> <p>K9.18 How to identify and access necessary resources and support for community events/activities</p> <p>K9.19 How to ensure compliance with relevant legislation and good practice in relation to planned events/activities, including how to undertake a risk assessment</p> <p>K9.20 How to effectively monitor and evaluate events/activities and incorporate learning into future planning.</p> <p>Conflict within communities</p> <p>K9.21 Causes of conflicts within communities and wider society.</p> <p>K9.22 Common responses to conflict situations and the impact on group cohesion</p> <p>K9.23 Different, and creative, approaches to conflict analysis and resolution</p> <p>K9.24 Sources of mediation support available to individuals, communities and practitioners.</p> <p>Campaigning</p> <p>K9.25 Models and techniques for collectively planning a community based campaign</p> <p>K9.26 The importance of making strategic alliances to build support</p> <p>K9.27 The factors to take into account when choosing methods of publicity and seeking media support for specific campaigns</p> <p>K9.28 How to influence and gain support</p>
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	<p>via national and local political systems and structures</p> <p>K9.29 Methods for evaluating community based campaigns</p>
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Unit CD10 Demonstrate competence and integrity as a Community Development practitioner

Source: Community Development Standard S4

What this unit is about

This unit is concerned with the way Community Development practitioners relate to others, being clear about their role, their contribution and their boundaries. It is about reflecting on their own day-to-day practice against the values, skills and knowledge of Community Development and

Who this unit is for

This unit is for all Community Development practitioners.

This is a mandatory unit in the Level 3 SVQ in Community Development Work and an optional unit in the Level 4 SVQ in Community Development Work.

Elements

CD10. Demonstrate competence and integrity as a Community Development practitioner

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

10. Demonstrate competence and integrity as a Community Development practitioner	
<p>This unit is concerned with the way Community Development practitioners relate to others, being clear about their role, their contribution and their boundaries. It is about reflecting on their own day-to-day practice against the values, skills and knowledge of Community Development and seeking to improve their practice through continuing professional development.</p>	
Performance	Knowledge
<p>10.1 Ensure that their own behaviour, presentation and perspectives are consistent with maintaining effective working relationships</p> <p>10.2 Ensure that personal differences do not impact on their work with communities and groups</p> <p>10.3 Analyse what external factors may affect what they can deliver, and share this with others</p> <p>10.4 Deliver good quality practice which is based on Community Development values</p> <p>10.5 Work in ways that enable and support the development of strong, autonomous community groups and which do not encourage dependency on the practitioner</p> <p>10.6 Think and critically reflect to develop plans of work that reflect community needs and priorities and Community Development methods and values</p> <p>10.7 Promote understanding of diversity and ensure equality of opportunity in their area of responsibility</p> <p>10.8 Self-appraise the strengths and weaknesses in their own practice through informal feedback from community groups and colleagues as well as through more formal supervision and appraisal systems</p> <p>10.9 Identify training and other opportunities to develop and maintain the skills and competence required to carry out their Community Development role</p> <p>10.10 Review their role and evaluate the impact this has on their practice and their relationships with others</p> <p>10.11 Maintain their awareness of current and emerging developments and methods in Community Development.</p>	<p>Community Development values and processes</p> <p>K10.1 The values on which Community Development is based</p> <p>K10.2 Historical and contextual knowledge of national and local Community Development and the aspects and approaches of Community Development</p> <p>K10.3 How the process of Community Development facilitates people and groups to come together around common issues and supports them in the actions they decide to take</p> <p>K10.4 The role of Community Development in widening people’s horizons, promoting their participation, and encouraging critical and creative responses to their collective situation</p> <p>K10.5 The importance and value of the autonomy and independence of community groups and communities of interest</p> <p>K10.6 The Community Development National Occupational Standards</p> <p>K10.7 The range of and existing links between contacts in an area or neighbourhood.</p> <p>Communities as a concept</p> <p>K10.8 The range of definitions of the concept ‘community’</p> <p>K10.9 The different kinds of communities that exist – based on place or neighbourhood, communities of interest and identity</p> <p>K10.10 The historical and changing context of the communities the Community Development practitioner works with or relates to (e.g. social, political, environmental, cultural and economic)</p> <p>K10.11 The factors which can affect the</p>

dynamics of diverse and cohesive communities

K10.12 What motivates people becoming involved in their communities and the barriers that can prevent people becoming involved.

Power, inequality and justice issues

K10.13 Theoretical approaches to forms of injustice, discrimination and social exclusion which operate globally, nationally and locally

K10.14 How inequality and injustice impact on the lives of individuals and communities

K10.15 Theoretical approaches to power and powerlessness within society

K10.16 How structures and organisations create and maintain their power and the impact of this on individuals, communities and Community Development practitioners

K10.17 The concepts of community empowerment and community engagement and how Community Development contributes to their successful implementation

K10.18 How the history and impact of oppression and discrimination affect working relationships

K10.19 How beliefs, values and prejudices towards different cultures, traditions and backgrounds can affect working relationships

K10.20 How the links between environmental, economic and social inequalities can affect people at local, national and international levels.

Decision making

K10.21 Democratic decision-making processes and participatory practices/techniques.

Community Development's relevance to organisations

K10.22 How to monitor and evaluate Community Development's contribution to government and organisational policies and relevant targets

K10.23 The importance of, and methods

for, raising the profile, relevance and effectiveness of Community Development within organisations and public bodies

K10.24 The range of policies that may impact on communities.

Reflective practice

K10.25 The concept of reflective practice based on the values of Community Development

K10.26 The significance of divided or conflicting loyalties and how this can affect working relationships

K10.27 The implications for communities of different forms of interventions made by voluntary organisations and statutory bodies

K10.28 How individual reflections contribute to collective processes of reflection and analysis

K10.29 Understanding how one's own values and beliefs can affect practice and relationships.

OPTION GROUP B

Candidates must complete one optional unit from this group to achieve the Level 4 SVQ in Community Development Work.

Unit CD18 Provide leadership in your area of responsibility

Source: Management and Leadership Standard B6

What this unit is about

This unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

Who this unit is for

This unit is recommended for first line managers and middle managers.

This is an optional unit in the Level 4 SVQ in Community Development Work.

Elements

CD18. Provide leadership in your area of responsibility

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

18. Provide leadership in your area of responsibility	
<p>This unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area.</p>	
Performance	Knowledge
<p>18.1 Create a vision of where your area is going and clearly and enthusiastically communicate it, together with supportive objectives and operational plans, to the people working within your area.</p> <p>18.2 Ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation.</p> <p>18.3 Steer your area successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the area.</p> <p>18.4 Create and maintain a culture within your area which encourages and recognises creativity and innovation.</p> <p>18.5 Develop a range of leadership styles and select and apply them to appropriate situations and people.</p> <p>18.6 Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say.</p> <p>18.7 Give people in your area support and advice when they need it especially during periods of setback and change.</p> <p>18.8 Motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful.</p> <p>18.9 Empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries.</p> <p>18.10 Encourage people to take the lead in their own areas of expertise and show willingness to follow this lead.</p> <p>18.11 Win, through your performance, the trust and support of people within your area for your leadership and get regular feedback on your</p>	<p>General knowledge and understanding</p> <p>K18.1 The fundamental differences between management and leadership.</p> <p>K18.2 How to create a compelling vision for an area of responsibility.</p> <p>K18.3 How to select and successfully apply different methods for communicating with people across an area of responsibility.</p> <p>K18.4 A range of different leadership styles and how to select and apply these to different situations and people.</p> <p>K18.5 How to get and make use of feedback from people on your leadership performance.</p> <p>K18.6 Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the area, and ways of identifying and overcoming them.</p> <p>K18.7 The benefits of and how to create and maintain a culture which encourages and recognises creativity and innovation.</p> <p>K18.8 The importance of encouraging others to take the lead and ways in which this can be achieved.</p> <p>K18.9 How to empower people effectively.</p> <p>K18.10 How to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement.</p> <p>Industry/sector specific knowledge and understanding</p> <p>K18.11 Leadership styles common in the industry/sector.</p> <p>K18.12 Legal, regulatory and ethical requirements in the industry/sector.</p>

<p>performance.</p>	<p>Context specific knowledge and understanding</p> <p>K18.13 Your own values, motivations and emotions.</p> <p>K18.14 Your own strengths and limitations in the leadership role.</p> <p>K18.15 The strengths, limitations and potential of people that you lead.</p> <p>K18.16 Your own role, responsibilities and level of power.</p> <p>K18.17 The vision and objectives of the overall organisation.</p> <p>K18.18 The vision, objectives, culture and operational plans for your area of responsibility.</p> <p>K18.19 Types of support and advice that people are likely to need and how to respond to these.</p> <p>K18.20 Leadership styles used across the organisation.</p>
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Unit CD19 Maintain Community Development practice within own organisation

Source: Community Development Standard S5

What this unit is about

This unit relates to the need for all organisations involved in Community Development to integrate the values and processes of Community Development within their own work.

Who this unit is for

This unit is for all Community Development practitioners.

This is an optional unit in the Level 4 SVQ in Community Development Work.

Elements

CD19. Maintain Community Development Practice in own organisation

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

19. Maintain Community Development practice within own organisation	
This unit relates to the need for all organisations involved in Community Development to integrate the values and processes of Community Development within their own work.	
Performance	Knowledge
<p>19.1 Clearly explain the purpose, values and benefits of Community Development and why the values and process are so important</p> <p>19.2 Clearly articulate the relevance of Community Development processes and approaches to the work of the organisation</p> <p>19.3 Promote understanding of the concepts of respect and sensitivity when working with communities (and others)</p> <p>19.4 Provide information and support to colleagues with a remit to engage with communities on approaches that can be adopted</p> <p>19.5 Provide information on how to develop contacts and provide support within communities to ensure that the most marginalised are reached</p> <p>19.6 Provide information about the different communities within a locality</p> <p>19.7 Support the development and implementation of appropriate policies and processes within an organisation relating to effective engagement with communities</p> <p>19.8 Provide opportunities through processes such as informal learning, workshops, mentoring and shadowing, for colleagues to increase their knowledge and skills in Community Development</p> <p>19.9 Identify opportunities to link communities with relevant staff officers, in ways that will benefit all concerned</p> <p>19.10 Encourage the use of National Occupational Standards in Community Development to influence policy and practice across the work of their organisations</p>	<p>Community Development values and processes</p> <p>K19.1 The values on which Community Development is based</p> <p>K19.2 Historical and contextual knowledge of national and local Community Development and the aspects and approaches of Community Development</p> <p>K19.3 How the process of Community Development facilitates people and groups to come together around common issues and supports them in the actions they decide to take</p> <p>K19.4 The role of Community Development in widening people's horizons, promoting their participation, and encouraging critical and creative responses to their collective situation</p> <p>K19.5 The importance and value of the autonomy and independence of community groups and communities of interest</p> <p>K19.6 The Community Development National Occupational Standards</p> <p>K19.7 The range of and existing links between contacts in an area or neighbourhood.</p> <p>Communities as a concept</p> <p>K19.8 The range of definitions of the concept 'community'</p> <p>K19.9 The different kinds of communities that exist – based on place or neighbourhood, communities of interest and identity</p> <p>K19.10 The historical and changing context of the communities the Community Development practitioner works with or relates to (e.g. social, political, environmental, cultural and economic)</p> <p>K19.11 The factors which can affect the dynamics of diverse and cohesive communities</p> <p>K19.12 What motivates people becoming</p>

involved in their communities and the barriers that can prevent people becoming involved.

Power, inequality and justice issues

K19.13 Theoretical approaches to forms of injustice, discrimination and social exclusion which operate globally, nationally and locally

K19.14 How inequality and injustice impact on the lives of individuals and communities

K19.15 Theoretical approaches to power and powerlessness within society

K19.16 How structures and organisations create and maintain their power and the impact of this on individuals, communities and Community Development practitioners

K19.17 The concepts of community empowerment and community engagement and how Community Development contributes to their successful implementation

K19.18 How the history and impact of oppression and discrimination affect working relationships

K19.19 How beliefs, values and prejudices towards different cultures, traditions and backgrounds can affect working relationships

K19.20 How the links between environmental, economic and social inequalities can affect people at local, national and international levels.

Decision making

K19.21 Democratic decision-making processes and participatory practices/techniques.

Community Development's relevance to organisations

K19.22 How to monitor and evaluate Community Development's contribution to government and organisational policies and relevant targets

K19.23 The importance of, and methods for, raising the profile, relevance and effectiveness of Community Development within organisations and public bodies

K19.24 The range of policies that may impact on communities.

Reflective practice

K19.25 The concept of reflective practice based on the values of Community Development

K19.26 The significance of divided or conflicting loyalties and how this can affect working relationships

K19.27 The implications for communities of different forms of interventions made by voluntary organisations and statutory bodies

K19.28 How individual reflections contribute to collective processes of reflection and analysis

K19.29 Understanding how one's own values and beliefs can affect practice and relationships.

Unit CD20 Strengthen groups using Community Development approaches and practice

Source: Community Development Standard S21

What this unit is about

This unit relates to the role Community Development practitioners have in supporting existing groups to review the way they operate so they can be more effective in the way they organise to achieve their aims. It involves encouraging groups to think ahead and to gather information about the situation they are currently in, what might change in the future, and how they can plan for the longer term. This standard includes some aspects of planning, in order to employ and support staff as well as volunteers.

Who this unit is for

This unit is for all Community Development practitioners directly working with community groups.

This is an optional unit in the Level 4 SVQ in Community Development Work

Elements

CD20. Strengthen groups using Community Development approaches and practice

Evidence requirements

You must provide your assessor with evidence for all the Performance and all aspects of the Knowledge. Evidence derived from a candidate's workplace performance is a mandatory requirement for all aspects of this unit.

Assessment guidance

The primary assessment location will be the workplace. The primary evidence source will be activities naturally occurring in the workplace wherever possible.

Although all the performance and knowledge requirements must be met, assessment evidence wherever possible should be holistic. Competence should therefore, wherever possible, be demonstrated across elements and units that naturally link together in terms of whole job operations.

20. Strengthen groups using Community Development approaches and practice	
<p>This unit relates to the role Community Development practitioners have in supporting existing groups to review the way they operate so they can be more effective in the way they organise to achieve their aims. It involves encouraging groups to think ahead and to gather information about the situation they are currently in, what might change in the future, and how they can plan for the longer term. This standard includes some aspects of planning, in order to employ and support staff as well as volunteers.</p>	
Performance	Knowledge
<p>20.1 Encourage groups to take a strategic approach to planning for their future</p> <p>20.2 Support groups to examine their potential commitments against their capability to deliver</p> <p>20.3 Encourage groups to review their current practice and organisational policies against established good practice and changes in policies and legislation</p> <p>20.4 Support groups to gather and interpret information on the opportunities and threats they face</p> <p>20.5 Encourage groups to use their evaluation and monitoring data to review their activities and reach agreement on their future direction</p> <p>20.6 Encourage groups to review their processes and procedures for their meetings and decision-making processes to ensure all voices are heard</p> <p>20.7 Support groups to review the effectiveness of their internal and external communication systems</p> <p>20.8 Support groups to review their policies and actions on risk management and health and safety</p> <p>20.9 Recommend changes in activities, plans and resources, and explain the rationale</p> <p>20.10 Encourage groups to consider tactical alliances and joint working with other organisations</p> <p>20.11 Assist groups to agree on the changes they need to make and to plan to manage these changes, e.g. by accessing specialist support services</p> <p>20.12 Provide basic information about employment legislation and signpost to specialist organisations who can help with</p>	<p>Democratic structures</p> <p>K20.1 The distinctive aspects of the cultures within the voluntary and community sectors and their impact on organisational design</p> <p>K20.2 The contribution of autonomous and self-determining organisations to effective community action and engagement</p> <p>K20.3 Models for democratic decision-making processes</p> <p>K20.4 Equality issues that should be addressed in the development of participatory organisational structures.</p> <p>Ways of organising</p> <p>K20.5 Techniques to assist organisations to determine, develop and review their aims and priorities, strengths and areas for improvement</p> <p>K20.6 Current models of good practice in organisational processes and operations relevant to community groups and voluntary organisations, including running effective meetings</p> <p>K20.7 Models of participatory action planning for the short, medium and longer term</p> <p>K20.8 Models and techniques for allocating roles and responsibilities to make the best use of people's skills and diverse experience</p> <p>K20.9 The difference between the operational and strategic aspects of running organisations and projects</p> <p>K20.10 Appropriate and effective models for managing changes in small organisations and dealing with contingencies</p> <p>K20.11 Factors that support the long-term sustainability of organisations or indicate that</p>

<p>being an employer</p> <p>20.13 Help develop systems for the selection and recruitment of volunteers and staff which are transparent, consistent and conform to legislation</p> <p>20.14 Assist with writing 'job descriptions' for paid and unpaid practitioners</p> <p>20.15 Promote ways of encouraging and supporting potential applicants from under-represented communities</p> <p>20.16 Support groups to provide appropriate quality line management and professional support for Community Development practitioners.</p>	<p>the organisation is no longer sustainable.</p> <p>Legal matters</p> <p>K20.12 Current organisational and legal structures appropriate to community organisations, their advantages and disadvantages, and legal and accountability implications for trustees, managers and beneficiaries</p> <p>K20.13 Organisations that provide detailed advice and support on legal and organisational structures</p> <p>K20.14 Legislation, including that dealing with equality and anti-discriminatory practice, relevant to community activities and community organisations</p> <p>K20.15 The role and function of policy development throughout an organisation</p> <p>K20.16 Statutory frameworks relevant to funding, and the general requirements of funding bodies and their implications for organisations</p> <p>K20.17 The fundamentals of the data protection legislation and its implications for community organisations</p> <p>K20.18 Statutory requirements relating to establishing, constituting and closing down an organisation.</p> <p>Resources and finance</p> <p>K20.19 How to estimate the resource needs for specific organisations, projects and activities</p> <p>K20.20 Basic understanding of financial systems for budgeting and account keeping, and of software programmes appropriate for community organisations</p> <p>K20.21 The range of plans (e.g. business, development, financial, resources, etc) that community organisations may find useful as they grow and change over time</p> <p>K20.22 Information required for any funding application and the difference between drafting small and large-scale applications</p> <p>K20.23 Environmental issues relating to the use of different types of resources</p>
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Project management

K20.24 Project planning and management principles and methods and how to apply them

K20.25 The constraints that usually exist in projects (e.g. time, resources, technology and legislation), and how to look for, identify and estimate the impact of such constraints

K20.26 The basis for making an initial assessment of the feasibility of projects

K20.27 Factors leading to a successful closure of a project.

Participative and collective evaluation and monitoring

K20.28 Monitoring and evaluation systems which will collect accurate and relevant information about the progress of a project to aid decision making

K20.29 How to construct an evaluation framework for Community Development incorporating the main components of inputs, outputs, indicators, measures, and outcomes/impact

K20.30 Participative methods of evaluating the effectiveness of any activity, and appropriate dissemination strategies

K20.31 Where to obtain the resources and expertise to support monitoring and evaluation.

SECTION 5 Assessment Strategy for Levels 2, 3 and 4 SVQ in Community Development Work

Lifelong Learning UK, as the Sector Skills Council for the Lifelong Learning Sector, is responsible for developing an assessment strategy for all its qualifications in Scotland based on National Occupational Standards.

The strategy complements the generic criteria that Awarding Bodies must meet for the delivery of qualifications on the SCQF.

Lifelong Learning UK works in partnership with Awarding Bodies in order to deliver quality assessment and is happy to provide appropriate further guidance and support in implementing requirements.

1. SVQs

SVQs are competency based qualifications. The Assessment Strategy requires the Awarding Organisation to provide detail on each of the following listed below:

Quality assurance

Awarding Organisations should take appropriate steps to quality assure assessments at approved centres.

Risk assessment

Awarding Bodies should take an approach to their centres based on an assessment of risk with respect to the quality and consistency of assessment.

Awarding Body meetings

Lifelong Learning UK will arrange regular meetings with Awarding Bodies, the aim of which will be to promote consistency in the assessment process.

2. Workplace Evidence and Simulation

All performance evidence must come from real workplace practice in Community Development Work. The use of simulation is not allowed for these qualifications.

Assessment evidence, although demonstrating competency across the performance and knowledge should, wherever possible, be holistic. This means that learners where possible should gather evidence to illustrate competency:

- Across elements and units that naturally link together in terms of whole jobs
- From naturally occurring evidence collected in the workplace;

Evidence must be authentic, current, sufficient, fit for purpose and valid.

Workplace evidence may be collected in the context of full time, part time, casual or voluntary employment.

3. Requirements for assessors

All those who assess these qualifications or units must:

- have up-to-date working knowledge and experience of best practice in community development work or a related vocational area, in line with any requirements as set out by any relevant national professional organisation;
- hold or be working towards one of the following:
 - L&D9DI Assess workplace competence using direct and indirect methods;
 - A1 Assess candidate performance using a range of methods;
 - any appropriate QCF qualifications and/or units as recognised by SQA accreditation;
- OR hold D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.

All assessors must show current evidence of continuing professional development in a relevant area of practice.

4. Requirements for internal verification

All those who internally quality assure the SVQ qualifications or units must:

- have up-to-date working knowledge and experience of best practice in community development work or a related vocational area, in line with any requirements as set out by any relevant national professional organisation;
- hold one of the following:
 - L&D9DI Assess workplace competence using direct and indirect methods;
 - A1 Assess candidate performance using a range of methods;
 - any appropriate QCF qualifications and/or units as recognised by SQA accreditation;
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.

They must either hold or be working towards one of the following internal quality assurance qualifications:

- L&D11 Internally monitor and maintain the quality of workplace assessment
- V1 Conduct internal quality assurance of the assessment process
- or hold D34 Internally verify the assessment process

All internal quality assurers must show current evidence of continuing professional development in a relevant area of practice.

5. Requirements for external verification

All those who externally quality assure these qualifications or units must:

- have up-to-date working knowledge and experience of best practice in community development work or a related vocational area, in line with any requirements as set out by any relevant national professional organisation;
- hold one of the following:
 - L&D9DI Assess workplace competence using direct and indirect methods
 - A1 Assess candidate performance using a range of methods
 - any appropriate QCF qualifications and/or units as recognised by SQA accreditation
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

They should hold one of the following internal quality assurance qualifications:

- L&D11 Internally monitor and maintain the quality of workplace assessment
- V1 Conduct internal quality assurance of the assessment process
- any appropriate QCF qualifications and/or units as recognised by SQA accreditation
- D34 Internally verify the assessment process

They must hold or be working towards one of the following external quality assurance qualifications:

- L&D12 Externally monitor and maintain the quality of workplace assessment
- V2 Conduct external quality assurance of the assessment process
- any appropriate QCF qualifications and/or units as recognised by SQA accreditation
- D35 Externally verify the assessment process

All external quality assurers must show current evidence of continuing professional development in a relevant area of practice.

6. Review and evaluation of the strategy

Lifelong Learning UK and the Awarding Bodies will continually monitor the effectiveness of the Assessment Strategy. It will be reviewed annually and revised, where necessary, every two years. The feedback will also be used to review assessment and quality assurance practices, identify and promulgate best practice and inform improvement to the strategy and to future revisions to NOS and qualifications.