

Higher National Unit Specification

General information for centres

Unit title: Community Safety Initiatives: Presentation Skills

Unit code: F0E2 35

Unit purpose: This Unit is designed to enable candidates to develop the skills required to adopt a problem solving approach to a community safety initiative and to make a screen-based presentation about this approach to the initiative.

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

- 1 Apply a problem solving approach to a community safety initiative
- 2 Deliver a screen based presentation

Credit points and level: 1 HN Credit at SCQF level 8 (8 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Candidates should have, or be in a position to gain, experience of working in crime reduction or community safety. They should have a good working knowledge of relevant general procedures which could be gained through experience of working in a crime reduction environment.

Core Skills: There are opportunities to develop the Core Skills of Communication, Problem Solving, Information Technology, and Working with Others at SCQF Level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: This Unit can be assessed by a presentation in which candidates explain and justify that they can apply a suitable problem solving approach to a current or emerging community safety issue of direct relevance to the present or future occupational role. Assessment covers both the process and content of the presentation. To achieve the Unit candidates must demonstrate that they can give an effective presentation and properly apply a problem solving model.

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Apply a problem solving approach to a community safety initiative

Knowledge and/or skills

- ◆ Problem solving approaches
- ◆ Identifying the problem
- ◆ Analysing the problem
- ◆ Action to resolve the problem
- ◆ Monitoring and evaluation

Outcome 2

Deliver a screen based presentation

Knowledge and/or skills

- ◆ Structure of presentation
- ◆ Convey a range of complex information to an audience
- ◆ Interact appropriately with the audience
- ◆ Utilisation of presentation package
- ◆ Techniques of effective delivery

Evidence Requirements for the Unit

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can apply an accepted problem solving approach to a community safety initiative and make a presentation about this initiative.

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The application of the problem solving approach must draw on knowledge and/or skills items from Outcome 1 and must meet the following requirements:

- ◆ incorporate problem identification, problem details, appropriate action and monitoring and evaluation
- ◆ be based on a current or emerging community safety issue which (a) is directly relevant to current local objectives and community concerns, (b) is directly relevant to the candidate's current or future work, (c) has been agreed with the candidate's line manager
- ◆ provide the basis for a detailed consultation with relevant communities and partner organisations on the community safety issue
- ◆ identify and justify relevant sources of information and indicate suitable methods of collecting information
- ◆ identify and justify the underlying characteristics and causes of the issue
- ◆ provide objectives for tackling the community safety issue which meet the SMART criteria
- ◆ propose possible action which can be taken to tackle the community safety issue and explain why it is appropriate to the level of risk, is cost effective and is consistent with local objectives and control strategy
- ◆ identify and justify suitable sources of funding and possible marketing and media opportunities
- ◆ suggest and justify a valid process for the critical review of the proposed action

The presentation must draw on knowledge and/or skills items from Outcome 2. It should have clear objectives and follow a logical structure with an explicit introduction and conclusion. The presentation should be 18 – 22 minutes long and during it the candidate must demonstrate that s/he can:

- ◆ convey information verbally in a clear, well-paced and fluent manner which is appropriate to the needs of the audience
- ◆ demonstrate awareness of effective non-verbal communication in interacting with the audience
- ◆ use suitable techniques to effectively manage the delivery of the presentation
- ◆ respond accurately and concisely to questions from members of the audience using suitable language and behaviour
- ◆ make effective use of suitable screen based presentation software

The presentation should be given to an audience which includes the candidate's peers and persons with current knowledge and experience of community safety initiatives.

Assessment Guidelines

Assessment for this Unit can be achieved by a presentation given by the candidate to an audience of his/her peers and others which have current experience of relevant community safety issues. Candidates should be told to prepare for a 20 minute presentation and that they will be allowed a maximum of 10% leeway above or below the 20 minutes. The presentation should be based on current or emerging community safety issue with which the candidate has been or will be involved. For the presentation, the candidate should concentrate on applying a suitable problem solving model to the identification of the key requirements needed to address the issue. These include sources of information, identification of the problem, involvement of partner agencies and so on. Candidates are

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not, at this stage, expected to cover the process of directly addressing the problem eg by undertaking consultation with relevant communities and partners, gaining agreement to a plan of action.

Candidates who go on to attempt the Unit in *Social Crime Reduction*, will undertake this further practical work and can base their work for that Unit on the preliminary work completed for this Unit.

Candidates must demonstrate competence in both applying a suitable problem solving model and in giving a presentation.

Administrative Information

Unit code: FE02 35

Unit title: Community Safety Initiatives: Presentation Skills

Superclass category: AF

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Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Community Safety Initiatives: Presentation Skills

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is intended for persons engaged in crime reduction work. Candidates will normally be following a recognised training programme such as that provided by the Scottish Police College.

The Unit is one of four Units which make up the Professional Development Award: Diploma in Community Safety and Crime Reduction. It is closely linked to the Unit in *Social Crime Reduction*, as both Units can be based on the same community safety initiative. It is advisable that candidates complete this Unit before attempting the practical assignment for the Unit in *Social Crime Reduction*.

A critical part of effective community safety work is communicating with others. This can take a number of forms including explaining the benefits of new community safety initiatives, seeking support and co-operation for new developments and disseminating progress of existing initiatives. In many cases, effective communication involves making a presentation. Many meetings with those who are interested in, or affected by, community safety initiatives begin with a formal presentation. Developing the skills to make effective presentations and to respond to questions afterwards is, therefore, essential to the effective conduct of community safety work. This Unit is designed to provide candidates with relevant presentational skills.

However, it is not sufficient to be able to make formal presentations. It is equally important that the content presented is relevant, well-thought out and properly researched. For this reason, this Unit considers both presentation skills and the analysis of a significant community safety issue. Candidates are required to apply a suitable problem solving approach, such as SARA — Scan, Analysis, Response, Assessment — or equivalent, to a current or emerging community safety issue which is directly related to their occupational work role.

For this Unit candidates are not expected to carry out a full examination of the issue. They are not, for example, required to carry out consultation nor evaluate the impact of actions taken. They are expected, however, to carefully identify the problem and its underlying characteristics and causes. In addition, they must propose ways by which the problem could be addressed such as methods of consultation, likely sources of funding and so on. Candidates who attempt the Unit *Social Crime Reduction* will be able to take their proposals forward into a more detailed examination of the community safety initiative

The following notes give some additional information on each Outcome. Throughout, the Unit should relate to legislation and practice current at the time the Unit is delivered.

Outcome 1

Problem solving approaches: SARA — scanning, analysis, response, assessment; SECAPRA — Security, Ethics, Community, Acquire and analyse information, Partnerships, Resources, Assessment; CAPRA — Community, Acquire and analyse information, Partnerships, Resources, Assessment,

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conduct audit, consultation, develop strategy, funding, implement and monitor, public relations/media.

Identifying the problem: gathering information — police data, local intelligence, public information, role of partner agencies.

Analysing the problem: range of information used, selection of appropriate information, use of sources of information, analysis of information, identification of underlying causes and characteristics of the problem.

Action to resolve the problem: SMART objectives, defined outputs, activities and outcomes, range of responses, appropriateness of responses to level of risk, extent to which responses are realistic and cost effective, scope for funding, marketing and media opportunities, relationship to local objectives and control strategy.

Monitoring and evaluation: measurement methodology, comparison of anticipated and actual outputs, activities and outcomes; critical review process.

Outcome 2

Structure of presentation: selection of material, aims, introduction, logical progression, summary and conclusion.

Convey a range of complex information to an audience: this focuses on verbal communication and includes factors like clarity and audibility of presentation, voice projection, pace and fluency of presentation, ability to engage the audience eg by demonstrating enthusiasm for the subject, use of appropriate language, extent to which the candidate sounds comfortable with the presentation and with the material.

Interact appropriately with the audience: this covers non-verbal behaviour and the need to be aware of the effect that it may have during a presentation. Non-verbal behaviour can cover appropriate dress, posture, movement, mannerisms, effective eye contact, appearing comfortable with the situation. Interacting with the audience also covers effective handling of audience participation eg answering of questions. Answers should be to the point and as brief as possible. Candidates should make eye contact with the questioner and be aware of the effect that tone of voice, use of language etc. may have on the questioner.

Utilisation of presentation package: effective use of features of package, familiarity with equipment.

Techniques of effective delivery: this involves managing all aspects of the presentation such as the preparation and control of the venue, effective integration of material ie notes, visual aids, equipment, keeping to time, use of visual aids: relevance, effectiveness, variety.

Guidance on the delivery and assessment of this Unit

This Unit can be delivered on a stand-alone basis or as part of a development programme for persons engaged in crime reduction/community safety work.

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Delivery of this Unit will involve ensuring that candidates do acquire the relevant underpinning knowledge in order that they can develop suitable skills. Some of this could be done through distance learning, including pre-reading prior to a training course. This method is particularly suitable for the knowledge and understanding required for Outcome 1 where candidates need to know about suitable problem solving models and how they can be applied to community safety initiatives.

Candidates should be encouraged also to directly apply the material on problem solving to their own working environment. The summative assessment for the Unit requires that they must agree the topic for their presentation with their line manager. As a result, it is important that they are continually encouraged to think of relevant situations with which they are currently involved or expect to be involved with in the future.

Presentational skills can be developed through practice. Formative assessment of 'practice presentations' can be a good way of both measuring progress and giving feedback to candidates. They can be assisted too in preparing for the formal presentation which is the summative assessment for the Unit. For example, they can be asked to provide supporting material such as an outline of the initiative, a summary of sources of information and a plan for the presentation some time before the presentation so that they can be checked and discussed. This supporting material can be combined into a 'concise outline' which candidates submit prior to the presentation. Candidates will have to become familiar with suitable presentation software. There is scope also for formative assessment in dealing with questions. This can readily be combined with practice presentations.

This Unit is complementary to the Units in *Physical Crime Reduction* and *Social Crime Reduction*. The delivery process for all three Units can be combined as is done in the Standard Community Safety Course run by the Scottish Police College. This Unit also acts as a precursor to the Unit in *Social Crime Reduction*. As well as developing significant skills in its own right it, it provides a foundation on which candidates can develop a full community safety programme to tackle a particular issue

Summative assessment consists of a formal presentation given to an audience of peers but which should also include those with community safety experience and expertise. Care should be taken to ensure that those invited do have relevant background information and are able to ask questions which challenge candidates but are also ones which candidates might expect in 'real life' situations and with which candidates can be expected to cope.

It is likely that this will be undertaken by candidates during the delivery period. Candidates will have to be allowed time to make arrangements to agree a suitable community safety initiative with their line manager and to carry out the research needed to make an effective presentation.

Opportunities for developing Core Skills

Candidates will manage the practical aspects of investigative research and evaluate, edit and prepare the presentation of materials. Skills in accessing and evaluating electronic sources of current ideas on community concerns and issues will need to be developed, in order that candidates are able to read in depth and in detail reference materials from a range of Internet sites, electronic databases and journal archives. Checklists could be provided to support analytical evaluation of information accessed and ensure the currency, authority, accuracy, and balance of all information. The need to develop efficient systems of recording, coding and storing outline notes should also be emphasised, where practical, candidates should have opportunities for computerised record keeping and be aware of the

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importance of saving and performing back ups. Skilled use of technology to support the presentation of information is essential, candidates will benefit from demonstrations of the features and capabilities of current software packages.

A significant level of communication skills will be developed in order to present complex information in a style and format which will be accessible to others and persuade them of the value and necessity of actions proposed. Candidates should practise developing oral skills supported by self or peer evaluation checklists. Analysing and responding to the needs of others will involve using a range of verbal and non-verbal communication techniques to demonstrate confident and assertive authority. Thorough research, signposting of key points and the ability to modify register and style as appropriate is integral to the success of oral reporting. Exploration of the value of active listening and observation techniques will be important in formative work. Candidates should be able to demonstrate empathy with the physical, emotional and cultural needs of different types of listeners by adapting language and non verbal techniques to progress communication.

All elements of the core skill of Problem Solving, that is, planning and organising, critical thinking, and reviewing and evaluating, would be naturally developed and enhanced in the Unit as candidates apply a problem solving approach to an emerging community safety initiative, analyse the situation, propose strategies and outline a future plan of action. Identification and detailing of the problem and seeking management support for a strategy which is negotiable, appropriate and cost effective will provide many opportunities for critical analysis. Recommending processes and procedures for monitoring and evaluation in order to assure measurable improvement of problem issues is integral to achievement.

There may also be opportunities in which different ways to enhance skills in elements of co-operative communicating and working with others can be explored. The proposals made will have been discussed and agreed with a line manager, and roles and responsibilities clarified. They will also need to provide the basis of a consultation with a range of communities, agencies and organisations. Candidates will be required to have an empathic consideration and understanding of the needs of others and techniques which can progress communication and maximise the chances of success. Understanding the needs of an audience will provide a practical way to practise such skills.

Open learning

This Unit could be delivered partially by Open Learning as this would be a suitable way to enable candidates to acquire the relevant background knowledge and techniques of social crime reduction. However, candidates who follow an Open Learning route would need to find opportunities to gain suitable practical experience of social crime reduction. They would also require access to a suitable operational environment in order to undertake the assessment for the Unit. Arrangements would need to be made for assessment and quality assurance. For information on this, please refer to the SQA document *Assessment and Quality Assurance of Open and Distance Learning*, which is available on SQA's website: www.sqa.org.uk.

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Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: www.sqa.org.uk.

General information for candidates

Unit title: Community Safety Initiatives: Presentation Skills

This Unit forms part of the Diploma in Community Safety and Crime Reduction which is a Professional Development Award accredited by SQA.

The Unit is designed to provide you with the skills you will need to make a formal presentation on a community safety initiative. It covers both the process of making a presentation and the content of the presentation.

For the content of the presentation you will be required to apply a problem solving approach to the analysis of a current or emerging community safety issue which has direct relevance to the community safety role that you are, or will be, performing. You will have to agree with your line manager what the issue will be to make sure that it is relevant to local objectives and community concerns. However, for this Unit you will not be required to carry out all aspects of implementing the initiative. You will be expected to concentrate on applying a suitable problem solving model to the identification of the key requirements needed to address the issue. This will include identifying the underlying characteristics and causes of the issue as well identifying suitable sources of information and suitable methods of collecting information. You will be expected to identify relevant communities and partner agencies and propose suitable methods for a detailed consultation and subsequent customer focused programme of action. You will carry out further work on the issue as part of the Unit in *Social Crime Reduction* where you will take your proposals forward and implement a programme for tackling the community safety issue.

The actual presentation that you make will last for about 20 minutes and you will be required to make use of suitable presentation software and other visual aids. The audience will be other members of your course plus people with first hand experience and expertise of community safety initiatives. You will be required to answer questions on your presentation from the audience. Your presentation should be logically structured and should be delivered clearly in a manner which will engage the attention of your audience.

You will have succeeded in completing this Unit if you satisfactorily meet both parts of the assessment. This will require you to demonstrate both presentation and problem solving abilities.