



Higher National Unit Specification

General information

Unit title: Community Learning and Development: Group Work
(SCQF level 7)

Unit code: HH67 34

Superclass: PR

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Version: 02

Unit purpose

This unit is designed to enable learners to work in a community setting with groups from all aspects of society. It prepares learners for this role by giving them knowledge and understanding of how groups function. This unit provides the knowledge and skills required to work effectively with groups in community group settings.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Outline roles and dynamics of community groups.
- 2 Explain the role of the worker in the support of community groups.
- 3 Demonstrate group work skills through a group work exercise.
- 4 Evaluate and reflect on own contribution in a group exercise.

Credit points and level

2 Higher National unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

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Recommended entry to the unit

Entry to this unit is at the discretion of the centre.

While there are no prescribed prior knowledge and skills for this unit, it would be beneficial for learners to have good communication and interpersonal skills. It would also be beneficial if learners had some work experience either in a paid or voluntary capacity in a community setting. It is recommended that prior to undertaking this unit learners should have completed the following:

Community Learning and Development: Social Science Approaches
Community Learning and Development: Principles and Practice

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill component None

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

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.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

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

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. Learners 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

Outline roles and dynamics of community groups.

Knowledge and/or Skills

- ◆ Purpose and focus of groups
- ◆ Formal and informal groups
- ◆ Group objectives
- ◆ Lifecycle of groups
- ◆ Theories of group dynamics
- ◆ Theories of communication

Outcome 2

Explain the role of the worker in the support of community groups.

Knowledge and/or Skills

- ◆ Overcoming barriers to participation
- ◆ Leadership styles
- ◆ Personal development of group members
- ◆ Group motivation
- ◆ Methods of monitoring and evaluation
- ◆ Importance of maintaining confidentiality and safeguarding
- ◆ Planning and preparation
- ◆ Difficulties in groups

Higher National Unit Specification: Statement of standards (cont)

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Outcome 3

Demonstrate group work skills through a group work exercise.

Knowledge and/or Skills

- ◆ Planning skills
- ◆ Communication skills
- ◆ Maintaining the group
- ◆ Motivating the group
- ◆ Supporting individuals
- ◆ Evaluation methods
- ◆ Group work methods

Outcome 4

Evaluate and reflect on own contribution in a group exercise.

Knowledge and/or Skills

- ◆ Reflective practitioner
- ◆ Professional approach
- ◆ Group management
- ◆ Group dynamics
- ◆ Life cycle of groups
- ◆ Communication Skills

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all outcomes by showing that they can:

- ◆ describe the various purposes of groups.
- ◆ explain group dynamics and how this influences the group.
- ◆ explain the impact of effective communication within groups.
- ◆ explain the role of the worker in relation to developing and supporting groups.
- ◆ describe issues relating to personal group development and possible barriers to participation.
- ◆ identify a minimum of two effective intervention strategies that could be used to address difficulties within the group.
- ◆ produce a plan for a group work exercise.

Higher National Unit Specification: Statement of standards (cont)

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- ◆ apply group work skills in a group exercise:
 - Communication
 - Maintaining the group
 - Motivating
 - Support
 - Group work techniques
- ◆ reflect on own contribution to the group work exercise, identifying any challenges faced and how these were overcome, areas of personal strength and opportunities for further development.



Higher National Unit Support Notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this unit

This unit examines key areas that influence the effectiveness of group work on community groups and projects from all areas of society, focusing on the role of the worker in supporting the group.

It explores how to work with and support groups and also the role that reflection plays in informing a CLD worker's practice. It is recommended that the unit should be undertaken prior to or alongside the unit *Community Learning and Development: Workplace Practice* unit and a relevant chosen optional unit. Where possible the delivery of the unit should be within the context of the CLD standards Code of Ethics (2015).

Guidance on approaches to delivery of this unit

The major focus of the work of the community worker relates to working with groups in local communities. In this unit the lecturer/tutor should present the theories of group work and should stimulate learners to consider their role when working with groups. This unit should encourage reflection on the task and process of groups and their relative importance in supporting community groups.

Formal groups should consider committee roles and constitutions.

In Outcome 1 learners should be introduced to the theory which underpins group dynamics and in particular to how group dynamics and processes impact on the role of the worker.

There should be discussion where possible using learners' own experience with groups, but focus should be kept on the community group and experiences supported by group work theorists.

Tuckman's theory of the lifecycle of groups and Belbin's theory in regard to the roles that people play within groups should be introduced to the learner.

Role play and group tasks should be used in order to correlate theory with practice. Appropriate media resources should also be used to demonstrate theory within recognisable situations.

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Outcome 2 moves from the theoretical perspective of group dynamics to examine practicalities that contribute to the effectiveness of groups. It provides the opportunity for insight into the workers own practice. This outcome examines what factors impact on the participation of individuals within groups and also their personal development. Intervention strategies and facilitation methods should be explained. Leadership styles and group structure should be explored and these should be related to their impact on the group process.

There should also be an awareness of the boundaries and limitations that a worker has when working with groups and their professional responsibility to the individuals within community groups. Reflection on practice should also be covered within this outcome and learners should be signposted to reflection models such as Kolb, Gibbs, Brookfield, etc in order to provide a structure for their professional reflective writings.

Paulo Friere's ideas of Praxis could also be explored here in order to bolster the practitioner's awareness of how practice is informed by theory and vice versa.

Outcome 3 focuses on the practicalities of working with community groups and the techniques and working approaches that can help with the group process and the interaction between individuals within community groups. Communication skills are essential within group work and within the teaching of this outcome the tutor/lecturer should cover communication theories. Learners should be made aware of how miscues, misinterpretation and perception can influence group development and performance. David Jacques 'Arc of Distortion' theory and Ian Stewart's theory of 'Transactional Analysis' are a good starting point to explore how communication can have a significant impact on group work. Johari's window is another theoretical perspective that could be beneficial for learners to be aware of.

Learners should be given the opportunity to understand the difficulties that can occur within community groups and also strategies to alleviate these.

The types of difficulties that may occur within groups can include:

- ◆ Conflict
- ◆ Resources
- ◆ Access
- ◆ Language
- ◆ Power struggles
- ◆ Personal or community wide issues or agendas

Types of intervention strategies that could be used when difficulties occur can include:

- ◆ Group rules/group contract
- ◆ Agenda
- ◆ Clarification and definition of roles and responsibilities
- ◆ Training/additional support
- ◆ Team building activities
- ◆ One to one communication
- ◆ Sub groups

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Edward De Bono's parallel thinking strategy could also be advised when discussing intervention strategies and overcoming difficulties within groups.

The lecturer/tutor should stress the need for a sense of ownership. Lecturers should also emphasise the importance of strong foundations in order that a community project can be effective, and the length of time required for a community project/group to achieve these goals explored.

Learners should work within small groups and plan and prepare a session for a group of their choice. The lecturer/tutor should provide a number of cases studies of community groups with varying backgrounds and participants such as adults with additional support needs, young people, culturally diverse groups, people with addictions, etc. These case studies will be used to inform the methods used and the direction taken for the session.

Outcome 4 is geared towards the learner evidencing that they are able to reflect upon their contribution to the group work exercise. This outcome could be taught in conjunction with Outcome 3 and looks at the learner's own practice including how challenges were identified and overcome, areas of personal strength and areas requiring further personal development.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 1 and 2 may be assessed using a set of extended response questions. This should be done under unsupervised conditions.

Outcome 3 could be assessed by having the learners work within small groups to plan and facilitate a session working with a community group of their choice. Assessment may be carried out by peer or lecturer/tutor observation. A portfolio of evidence containing the plan for the session could also be created as evidence. Video recordings and photographs would also be beneficial.

Outcome 4 could take the form of a reflective account or diary of the group process and the session facilitated by the learner. A digital blog, video diary or reflective account could be produced for this.

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities to develop aspects of Core Skills in *Communication* at SCQF level 6, *Working with Others* at SCQF level 6 and *Information and Communication Technology (ICT)* at SCQF level 5.

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved problem Solving at SCQF level 6.

History of changes to unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	21/02/17

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General information for learners

Unit title: Community Learning and Development: Group Work (SCQF level 7)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed to enable you to understand how groups function and to give you the skills to work effectively in supporting groups in a community learning and development setting. It is suitable for you if you work or wish to work (in a paid or voluntary basis) in the community.

The unit has three main areas which are covered by four outcomes that you will need to successfully complete. To begin with you will look at the roles and dynamics of community groups. You will then examine the features affecting how community groups work including communication within groups. Thirdly you will be given practical experience and the opportunity to demonstrate your skills in planning and facilitating a group work session. The final outcome requires you to look reflectively at your own practice, identifying areas of personal strength and areas requiring further development.

The four outcomes are:

- 1 Outline roles and dynamics of community groups.
- 2 Explain the role of the worker in the support of community groups.
- 3 Demonstrate group work skills through a group work exercise.
- 4 Evaluate and reflect on own contribution in a group exercise.

In order to complete the unit successfully you will be required to achieve a satisfactory level of performance in three pieces of assessed work. Set questions cover Outcomes 1 and 2. Outcome 3 is assessed towards the end of the unit by a group exercise and requires completion of a portfolio of evidence and observation. Outcome 4 requires the completion of a reflective piece of work.

This unit is aligned to the CLD Standards Code of Ethics throughout and may contribute to any application for personal recognition by professional body.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 6.