



Higher National Unit Specification

General information

Unit title: Community Learning and Development: Principles and Practice (SCQF level 7)

Unit code: HH69 34

Superclass: EE

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose:

This unit is designed to provide learners with the knowledge and understanding of the Community Learning and Development (CLD) principles, values and competencies that underpin the three areas of community work practice, Adult Learning, Youth Work and Community Development. The unit also covers the role of the worker and the impact that legislation and national and local policies can have on CLD practice.

Outcomes

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

- 1 Describe the term 'community and social change' in relation to CLD practice.
- 2 Describe the role of the worker in applying principles, values and competencies underpinning CLD practice.
- 3 Describe the underpinning features, purpose and variety of approaches to the three areas of practice: Adult Learning, Youth work and Community Development.
- 4 Describe the impact of current legislation and national and local policies on CLD practice.

Credit points and level

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

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Entry is at the discretion of the centre. Learners are expected to have good communication skills and it would be beneficial if they had some experience of working or volunteering in the community.

Core Skills:

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

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.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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

Describe the term community and social change in relation to CLD practice.

Knowledge and/or Skills

- ◆ Definition of a community
- ◆ Definitions for practice
- ◆ Collective action
- ◆ Social change

Outcome 2

Describe the role of the worker in applying principles, values and competencies underpinning CLD practice.

Knowledge and/or Skills

- ◆ Personal and occupational values
- ◆ Empowerment
- ◆ Anti-discriminatory practice
- ◆ Self-determination
- ◆ Inclusion
- ◆ Working collaboratively
- ◆ Promoting life-long learning
- ◆ Barriers to participation
- ◆ Promoting diversity
- ◆ Reflective practitioner
- ◆ Ethics
- ◆ CLD Standards Council Competencies

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Describe the underpinning features, purpose and variety of approaches to the three areas of practice: Adult Learning, Youth work and Community development.

Knowledge and/or Skills

- ◆ Purpose and approaches of Youth Work
- ◆ Purpose and approaches of Adult Learning
- ◆ Purpose and approaches of Community Development
- ◆ Underpinning features of practice

Outcome 4

Describe the impact of current legislation and national and local policies on CLD practice.

Knowledge and/or Skills

- ◆ Current legislation
- ◆ Current national and local policies
- ◆ Importance of policy on practice

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:

- ◆ explain a minimum of two definitions of the term 'community' in relation to CLD practice.
- ◆ explain the significance of collective action and social change for CLD.
- ◆ explain how a worker would apply CLD values, principles and competencies to practice.
- ◆ describe the purposes and range of approaches to youth work or adult learning or community development.
- ◆ explain how one piece of current legislation or national or local policy influences practice and priorities in CLD settings.



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 is mandatory within the HNC in Working with Communities at SCQF level 7. The content of this unit is designed to reflect the Community Learning and Development (CLD) principles, values and competencies that underpin the three areas of community work practice, Adult Learning, Youth Work and Community Development provide the context for this unit. Learners should be signposted to up to date and current resources and websites, eg CLD Standards Council; Education Scotland; Scottish Community Development Centre.

www.cldstandardscouncil.org.uk
www.educationscotland.gov.uk
www.scdc.org.uk

Outcome 1

For Outcome 1 learners should be introduced to the concept of community. Various definitions of the term “community” should be explored taking into account the overuse of the word ‘community’ in today’s society and that there are many different definitions. Learners should be introduced to the concept of community as applied in a CLD context that is either a ‘geographic community’ (a group of people living in one area) or a ‘community of interest’ (a group of people who share a common characteristic or identity, such as black and minority ethnic communities).

Learners will explore Community Learning and Development practice which is learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants. (WALT Report 2004).

Learners will also explore concepts of social change, social justice and collective action. This will introduce candidates to the underlying ethos of CLD. Sources for discussion include: Beck, D, and Purcell, R. (2013) *Popular Education Practice for Youth and Community Development Work* London: Sage. Four themes of social change are discussed social justice; solidarity; participation and security.

Higher National Unit Support Notes (cont)

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Community led collective action

Community development is an approach to change that depends on building solidarity and support through emphasising the common aspects of individual problems, and the capacity of people to work together in their common interest. The worker supports the development of community leadership and encourages the building of a collective, accountable approach. Collective action in communities includes small-scale and large-scale activities to meet local needs, as well as action to lobby for social change.

Although this is not assessed, learners could look at the social, political and economic issues and influences that have impacted on CLD to put community learning and development into context and develop their appreciation of the role it has played in society over the years.

Outcome 2

Outcome 2 focuses on the role of the community worker and how the principles, values and competencies that underpin CLD practice are applied in practice. The CLD Standards Council for Scotland provides the following definitions for Personal and Occupational Values:

- ◆ *Empowerment: increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action.*
- ◆ *Inclusion: valuing equality of both opportunity and outcome, and challenging discriminatory practice.*
- ◆ *Self-determination: respecting the individual and valuing the right of people to make their own choices.*
- ◆ *Working collaboratively — maximising collaborative working relationships with the many agencies which contribute to CLD and/or which CLD contributes to, including collaborative work with participants, learners and communities.*
- ◆ *Promotion of learning as a lifelong activity — ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life.*

Further information may be found on the web sites below.

www.cldstandardscouncil.org.uk

www.educationscotland.ac.uk

www.scdc.org.uk

Higher National Unit Support Notes (cont)

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Outcome 3

Outcome 3 is designed to allow the learner to develop their knowledge of the three areas of practice, Youth Work, Adult Learning and Community Development. It is important to cover the three areas within teaching although sufficient to assess the learner on their chosen topic.

Youth Work can be used to build young people's self-esteem and confidence; educate and develop young people's skills and a 'world view' which widens horizons and invites social commitment. (Youth Link — The Purpose of Youth Work).

There are various approaches to delivery that can be discussed including for instance youth clubs, detached/outreach work, wider achievement (awards based), Duke of Edinburgh's award, issue based groups, uniform groups.

Community based Adult Learning can be used to provide 'lifelong' and 'life-wide' learning for adults and includes adult basic education, local collaborative programmes, adult guidance and social and political education. Personal development and issue-based support can be provided through group work and support groups. Adult learning takes place within a community setting rather than in an institutional context such as a college, and with programmes developed in dialogue with participants. (Adult Learning — Statement of Ambition 2014–18).

Various approaches to delivery could be discussed including literacies, employability groups, further education, vocational classes, leisure classes, discovery groups, Social and Political Education and Local Collaborative Programmes.

Community Development can be used to address the imbalances in power in society and bring about change founded on social justice, equality and inclusion. The process enables people to organise and work together to identify their own needs and aspirations; take action to exert influence on the decisions which affect their lives; improve the quality of their own lives, the communities in which they live, and societies of which they are a part.

The approaches can be based on building effective organisations such as community forums, tenants groups and welfare groups. (Federation of Community Development and Learning www.fcdl.org.uk)

Consideration should be given to common underpinning features for all approaches, eg empowerment, confidence building, needs analysis, reflective practice.

Higher National Unit Support Notes (cont)

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Outcome 4

For Outcome 4 learners should be introduced to the impact of current legislation and national and local policies on CLD practice. This outcome must be flexible to take into account legislative and policy changes relating to community-based work. Appropriate current legislation and policies/guidelines influencing priorities and practice should be reviewed.

Reference could be made to current priorities, which may relate to:

- ◆ Social justice
- ◆ Young people
- ◆ Community capacity building/social capital
- ◆ Lifelong learning
- ◆ Community Planning
- ◆ Adult Literacies
- ◆ Community Development
- ◆ Health
- ◆ Environmental

- ◆ Current Legislation
- ◆ Local government Scotland Act 2003
- ◆ Engagement Act 2015
- ◆ Community Empowerment (Scotland) Act 2015

Guidance on approaches to delivery of this unit

It is recommended that the unit be delivered in the order presented. Delivery of the unit should include a variety of methods including lectures, discussions and participative exercises. Where possible learners should be encouraged to exchange and learn from each other's experience and practice. Centres may wish to utilise visiting speakers from community practice.

Centres should consider delivering this unit in conjunction with *Community Learning and Development: Group Work* and *Community Learning and Development: Workplace Practice*. Learners could maintain a reflective diary to enable them to record the application of theory to their practice.

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.

Higher National Unit Support Notes (cont)

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Outcome 1 and Outcome 2 can be assessed by an extended response of around 1,000–1,500 words. Evidence should cover two detailed definitions of the word ‘community’ in relation to CLD practice and how a worker could apply CLD values, principles and competencies to their practice in supporting collective action in community learning and development practice.

Outcomes 3 and 4 can be assessed holistically by an essay of around 1,000–1,500 words. The learner should explain how one piece of current legislation or local or national policy has influenced practice in one of the three CLD areas (Youth Work, Adult Learning or Community Development)

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 throughout the unit to develop aspects of the Core Skills in *Communication* at SCQF level 6 and *Working with Others, Information and Communication Technology (ICT)* and *Problem Solving* at SCQF level 5.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Community Learning and Development: Principles and Practice (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 provide you with the knowledge and understanding of the Community Learning and Development (CLD) principles, values and competencies that underpin the three areas of community work practice, Adult Learning, Youth Work and Community Development. The unit also covers the role of the worker and the impact that legislation and national and local policies can have on CLD practice.

There are four outcomes to complete

- 1 Describe the term 'community and social change' in relation to CLD practice.
- 2 Describe the role of the worker in applying principles, values and competencies underpinning CLD practice.
- 3 Describe the underpinning features, purpose and variety of approaches to the three areas of practice: Adult Learning, Youth work and Community Development.
- 4 Describe the impact of current legislation and national and local policies on CLD practice.

Assessment is varied and will probably include essay writing; you might also be encouraged to maintain a reflective diary.

There is no automatic certification of Core Skills in this unit, but there are opportunities to develop your skills in *Communication, Working with Others, Problem Solving and Information and Communication Technology (ICT)*.