



Higher National Unit Specification

General information

Unit title: Community Learning and Development: Planning Resources (SCQF level 7)

Unit code: HJ4X 34

Superclass: EE

Publication date: March 2017

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This unit is designed to enable learners to demonstrate understanding of the effective planning of resources in a community-based setting. It introduces the concept of accountability in the context of current practice within community groups and organisations. It is aimed at learners taking the HNC Working with Communities, and may also be used as a free-standing unit for Continuing Professional Development.

Outcomes

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

- 1 Explain key concepts in the planning and accountability for resources in a community setting.
- 2 Research, plan and apply for funding for use in a community-based setting.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the unit

Entry is at the discretion of the centre. While there are no prescribed knowledge and skills for this unit, it would be beneficial for learners to have good communication skills and interpersonal skills. It would also be beneficial if learners had some work or placement experience either in a paid or voluntary capacity in a community setting.

Higher National Unit Specification: General information (cont)

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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 Skill components in this unit.

Context for delivery

This is an optional unit of the HNC Working with Communities. This is a free-standing unit which may also be used as a source for Continuing Professional Development.

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

Explain key concepts in the planning and accountability for resources in a community setting.

Knowledge and/or skills

- ◆ Importance of accountability to communities and groups
- ◆ Accountability as a practitioner
- ◆ Financial accountability for community groups
- ◆ Organisational accountability including governance and regulation
- ◆ Human and physical resources

Outcome 2

Research, plan and apply for funding for use in a community-based setting.

Knowledge and/or skills

- ◆ Outline relevant methods (*such as groupwork or community consultation*) to identify and evidence needs and to plan responses
- ◆ Explore a variety of tools (*such as problem trees or Weavers triangles*) which can be used in the process of identifying needs and planning projects
- ◆ Awareness of evaluation methods
- ◆ Identifying appropriate funding opportunities
- ◆ Completion of funding applications

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:

- ◆ demonstrate the need for accountability which will include personal and professional.
- ◆ describe relevant organisational governance, structures, policies and processes.
- ◆ explain regulation and governance in relation to organisations and groups.
- ◆ outline relevant methods and explore helpful tools appropriate to identifying need, and planning, implementing and evaluating work with individuals, groups and communities.
- ◆ plan resources in accordance with the needs of individuals, groups and communities.
- ◆ research and identify appropriate options for funding and complete a funding application.



Higher National Unit Support Notes

Unit title: Community Learning and Development: Planning Resources (SCQF level 7)

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 40 hours.

Guidance on the content and context for this unit

This is an optional unit of the HNC Working with Communities. This is a free-standing unit which may also be used as a source for Continuing Professional Development.

This unit is intended for candidates with an active involvement in a community based setting. This community setting will prepare them for the practical aspects of work in community learning and development and will allow them to meet the learning outcomes. The unit could be delivered through the work placement by a negotiated piece of work, or through accreditation of prior learning. It is recommended that if a current community based setting cannot be used within this unit, then discussion with the learner to identify an appropriate practice context is appropriate. This should be a practice context to which they can relate their learning and may be within another paid or voluntary role, or through accreditation of prior learning. Due recognition should be given to the ability to access information on resources within the practice context.

This unit will enable learners to demonstrate understanding of the effective planning of resources in a community-based setting and applicability to practice. It introduces learners to the concept of accountability in the context of current practice within local community groups and organisations.

If teaching as a unit of HNC Working with Communities, then previous knowledge of organisational and management structures, quality assurance frameworks and governance structures from other modules are all useful concepts to build upon and these should be referenced as appropriate.

In Outcome 1, learners will consider how resources are planned and managed within their practice context, paying attention to concepts which include but are not limited to roles, accountability, governance structures, regulatory frameworks, human, physical and financial resources, and evaluation and quality assurance. In Outcome 2, learners will practically apply the knowledge from Outcome 1 into planning work which meets the needs of individuals, groups and communities, specifically identifying resources and funding sources.

Higher National Unit Support Notes (cont)

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Outcome 1

Outcome 1 will introduce learners to the concept and scope of accountability. Accountability should be discussed in relation to:

- ◆ Personal accountability as a CLD practitioner with appropriate links to CLD competences
- ◆ Accountability to individuals, groups and communities
- ◆ Financial transparency and accountability
- ◆ Organisational accountability including to funders

Learners should understand the purpose of reporting, and some of the procedures involved in monitoring finances. Students may also have the opportunity to demonstrate day-to-day management of resources, eg petty cash, room booking systems and systems for controlling common equipment (transport, electrical or sports equipment). Learners should also consider their role in relation to resources within the practice context, and should understand health and safety legislation, policy and processes.

The nature of management and the concept of organisational structure should be discussed insofar as it is relevant to an understanding of the structure and system within which the learners role exists. Leadership styles, teamwork and role analysis should be included and the relationship of these with the service user group explored.

Governance and regulation should be looked at within the context of accountability and learners should be introduced to bodies such as the Office of the Scottish Charity Regulator.

Outcome 1 will also consider Quality Assurance and will look at systems for the evaluation of services to individuals, groups and communities in order to better understand:

- ◆ the impact of CLD on individuals, groups and communities.
- ◆ how organisations evaluate their impact and the link to Quality Assurance.
- ◆ the links between planning, learning and evaluation.

This can be done through exercises using actual systems such as How Good is the learning and development in our community or How Good is our Third Sector Organisation?; or by the use of case studies.

Outcome 2

Community groups are often dependent on a diverse range of resources and funding sources. When investigating the support and the funding which is available to community groups a range of funding sources and support sources should be identified. The importance of meeting funders' criteria should be stressed together with the requirement to follow correct procedures for successful applications.

In considering the different sources of funding learners should consider the importance of in-kind; match funding and partnership working in relation to successful applications.

Higher National Unit Support Notes (cont)

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This outcome should stress, in keeping with CLD principles, that individuals, groups and communities must be at the heart of this process ensuring that work is needs-led rather than resource-led. The link between this and accountability in outcome 1 should be highlighted.

Learners should be introduced to planning and evaluation tools which can be used to design work. Worked examples of tools such as Weavers Triangle or Problem Trees can be used. Learners will also explore:

- ◆ basic research into funding sources
- ◆ current trends and terminology in funding
- ◆ funding terminology such as activities, outputs, outcomes, outcome indicators, etc
- ◆ ensuring that needs, outcomes and evaluation methods are aligned

Useful resources for this unit include:

www.cldstandardscouncil.org.uk
www.planandevaluate.com/
www.evaluationsupportscotland.org.uk/resources/

Guidance on approaches to delivery of this unit

Outcome 2 applies knowledge which is explored and developed within Outcome 1, however varying factors including student experience and current placement means that these can be taught in either order.

The role of the learner on placement will be different to the role of a learner in paid employment or working on a voluntary basis. These can be explored and should be taken into account within the teaching of this unit.

In this unit, attention should be given to diversity of various groups within the community and the importance of effective communication systems to these groups, eg hearing-impaired, those with physical disabilities, etc.

The definition of communities used shall be broad and can include '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).

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 would require learners to answer a set of extended response questions on planning of resources and accountability within their own practice learning context.
- ◆ Outcome 2 requires the learner to complete an application form with accompanying evidence of planning. A standard mock funding application can be used for this purpose. Where the learner wishes to proceed with a funding opportunity which they have identified, it should require the following information as a minimum:
 - structure of the group and its income
 - description of the needs of the group or community
 - description of the project including its activities and outcomes
 - budget for the project
 - details of any in-kind and or partnership funding
 - evaluation method

There are many forms of evidence of planning. This could be a completed tool or plan such as a Weavers Triangle or a Problem Tree on a handout for example. This could also be in the form of photos of flipcharts from planning exercises done in class.

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 is no automatic certification of Core Skills in this unit. However, there are opportunities to develop aspects of Core Skills in *Communication* at SCQF level 6, *Working with Others* at SCQF level 6, *Problem Solving* at SCQF level 6 and *Information and Communication Technology (ICT)* at SCQF level 5.

History of changes to unit

| Version | Description of change | Date |
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General information for learners

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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 develop your understanding of the effective planning of resources in a community-based setting. You will be introduced to the concept of accountability in the context of current practice within local community groups and organisations.

The unit has two main areas, each of which is the subject of a separate learning outcome:

- 1 Explain key concepts in the planning and accountability for resources in a community setting.
- 2 Research, plan and apply for funding for use in a community-based setting.

In Outcome 1, you will look at how resources are planned and managed within your practice context. You will look at concepts such as roles, accountability, governance structures, regulatory frameworks, human, physical and financial resources, and evaluation and quality assurance. In Outcome 2, you will practically apply the knowledge from outcome 1 into planning work which meets the needs of individuals, groups and communities, specifically identifying resources and funding sources.

In order to complete the unit successfully you will be required to achieve a satisfactory level of performance in the assessment, which involves using a planning tool and completing a non-complex funding application.