



Higher National Project-based Graded Unit Specification

General information

This graded unit has been validated as part of the HNC in Working with Communities. Centres are required to develop a project-based assessment in accordance with this validated specification.

Graded unit title: Working with Communities: Graded Unit 1
(SCQF level 7)

Graded unit code: HJ4Y 34

Type of Project: Practical Assignment

Publication date: June 2017

Source: Scottish Qualifications Authority

Version: 02

Graded unit purpose

This graded unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC in Working with Communities:

- ◆ To provide a qualification which provides an entry route for those seeking employment specifically in a range of community settings.
- ◆ To provide a qualification that offers an integrated course of theory and practice which will equip learners to work effectively and reflectively in the wide-ranging field of community learning and development.
- ◆ To equip experienced practitioners with the required underpinning knowledge in regard to community work theory and practice.
- ◆ To ensure that the CLD competencies and ethics are embedded in practice.
- ◆ To provide articulation and progression to related degree programmes.

Credit points and level

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

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(SCQF level 7)

Recommended entry to the graded unit

It is recommended that the learner should have completed or be in the process of completing the following units relating to the above principal aims prior to undertaking this graded unit:

Community Learning and Development: Social Science Approaches
Community Learning and Development: Learning Approaches
Community Learning and Development: Workplace Practice
Community Learning and Development: Group Work
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

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this graded unit specification.

Assessment support pack

The assessment support pack for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the assessment support pack to ensure a comparable standard. Assessment support packs are available on SQA's secure website.

Equality and inclusion

This graded unit 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 SQA's website:
www.sqa.org.uk/assessmentarrangements

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

Graded unit title: Working with Communities: Graded Unit 1
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Assessment

This graded unit will be assessed by the use of a project-based practical assignment developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this graded unit.

The project undertaken by the learner must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be unfamiliar to the learner

The project must require the learner to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this graded unit has been designed to cover

The assignment should be based around any of the topics featured in the optional section units, eg Adult Learning, Working with Young People, Health Promotion, Capacity Building, etc.

Conditions of assessment

The learner should be given a date for completion of the practical assignment. However, the instructions for the assessment task should be distributed to allow the learner sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the learner's evidence at the time of the completion date.

At this level, learners should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the learner. For example, centres may wish to informally question learners at various stages on their knowledge and understanding of the project on which they have embarked.

Centres should ensure that where research or other work is carried out in other establishments or under the supervision of others that the learner does not receive undue assistance.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

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If a learner fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a learner's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the learner must be an event/activity which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the learner

The assessment task must require the learner to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this graded unit has been designed to cover

Learners should:

- ◆ Plan the event/activity

Select an individual or group with whom you are working, analyse current needs and apply the planning process to plan an activity/event with reference to:

- ◆ aims objectives and timescales
- ◆ concerns and aspirations of participants
- ◆ lifestyle and socio-economic factors
- ◆ barriers to learning
- ◆ current national and local priorities
- ◆ legal and agency guidelines and parameters
- ◆ details of funding requirements/resources

- ◆ Implement the plan and complete the event/activity with reference to:
 - empowerment and involvement of participants
 - group/individual centred approach
 - meeting participants' needs
 - equal opportunities and anti-discriminatory practice
 - the role of the worker

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- ◆ Evaluate the event/activity:
 - reflection on own practice
 - reflection on own learning
 - impact on participants
 - effectiveness of original plan

The project brief should sample, as appropriate, the outcomes of the following mandatory Units of the group award:

Community Learning and Development: Social Science Approaches
Community Learning and Development: Learning Approaches
Community Learning and Development: Workplace Practice
Community Learning and Development: Group Work
Community Learning and Development: Principles and Practice

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Evidence requirements for this graded unit

The project undertaken by learners will consist of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Project stage	Minimum evidence requirements	% Mark allocation
Stage 1 — Planning	<ol style="list-style-type: none"> 1 an analysis of the current strengths and weaknesses of the individual/group. (3 marks) 2 a description of the community using sociological theories. (5 marks) 3 identification of the event/activity planned including the reason for agreeing this event/activity. (3 marks) 4 objectives agreed for the event/activity. (3 marks) 5 identification of the methods and process, including evaluation, to be used. (4 marks) 6 resources identified. (1 mark) 7 timescale for completing the event/activity. (1 marks) 8 awareness of relevant legislation. (2 marks) 9 awareness of polices affecting the event/activity. (2 marks) 10 a proposed timescale for completing the stages of the graded unit. (1 mark) <p>The plan should be 750–1,000 words.</p> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	25%

Higher National Project-based Graded unit Specification: Designing the project and assessing learners (cont)

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Project stage	Minimum evidence requirements	% Mark allocation
Stage 2 — Developing	<p>Produce a report of the activity/event/process which:</p> <ol style="list-style-type: none"> 1 outlines the preparation undertaken for the event. (3 marks) 2 identifies how resources were located, accessed and used. (4 marks) 3 outlines how the group was consulted and kept involved in the event. (5 mark) 4 describes the activity. (2 marks) 5 outlines how the plan was adhered to including adjustments to objectives and timescales. (5 marks) 6 describes the evaluation process. (3 marks) 7 describes how the needs of individual learners were met and appropriate links made to theory (5 marks) 8 demonstrates how the principles and values of Community Learning and Development were followed. (6 marks) 9 is verified by the placement supervisor as an authentic record of what actually took place. (2 marks) <p>The report should be 1,000–1,500 words.</p> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>	35%

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Project stage	Minimum evidence requirements	% Mark allocation
Stage 3 — Evaluating	<p>Produce an evaluation of the activity which reviews the overall effectiveness of the plan in relation to:</p> <ol style="list-style-type: none"> 1 whether or not the objectives were realistic and achieved. (3 marks) 2 the timescales set. (2 marks) 3 the appropriateness of the methods and approach taken for the completion of the activity. (3 marks) 4 the extent to which the resources identified contributed to the event/activity. (3 marks) 5 the extent that the activity/event met the needs of the individual/group. (3 marks) 6 the appropriateness of the evaluation method(s) used. (3 marks) 7 demonstrate how the course units have informed practice in relation to the graded unit. (6 marks) 8 identify the skills and knowledge of the course supported the completion of the graded unit. (6 marks) 9 discuss what the learner learned about her/his own strengths and weaknesses. (3 marks) 10 identify areas for future professional development. (3 marks) 11 has good structure and style. (2 marks)* 12 is well presented. (1 mark)* 13 has good referencing. (2 marks)* <p>The report should be 1,000–1,500 words</p> <p>* Applies to all sections of the report.</p> <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>	40%

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Assessing and grading learners

The overall project will be marked out of **100**. Only whole marks should be used.

The percentage of marks allocated to each stage of the project is outlined in the **evidence requirements**.

It is a requirement that learners must meet the minimum *evidence requirements* for the *Planning stage before progressing to the Developing stage before progressing to the Evaluating stage*. Learners may produce evidence over and above that specified in the minimum *evidence requirements* and deserve more than half the available marks for that stage. Assessors should use the grade related criteria outlined below to judge learner performance.

Learners are required to work independently to meet the *evidence requirements* of the graded unit. At the same time, learners need appropriate support. SQA uses the term reasonable assistance to describe the balance between supporting learners in their project and not providing too much assistance.

At the end of *each* stage there should be opportunities for remediation and re-assessment of learners for that particular stage. This includes the final *Evaluation* stage. Any re-assessment should be carried out in line with the centre's own assessment policy.

Grade Related Criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related ◆ demonstrates an accurate and insightful interpretation of the project brief ◆ is highly focused and relevant to the tasks associated with the project brief ◆ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content ◆ effectively consolidates and integrates required knowledge and skills ◆ demonstrates the learner's ability to work autonomously 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence of the three essential phases of the project, is produced to an adequate standard ◆ demonstrates an acceptable interpretation of the project brief ◆ is focused and relevant to the tasks associated with the project brief ◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content ◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency ◆ demonstrates independent learning with minimum support and revision during project

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The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this graded unit based on the following grade boundaries.

A = 70%–100%
B = 60%–69%
C = 50%–59%

These grade boundaries are fixed and should **not** be amended.

If a learner does not achieve a pass or wishes to upgrade, then this must be done using a substantially different project, ie all stages are undertaken using a new project (case study, investigation or practical assignment). In these circumstances, the highest grade achieved should be awarded.

More information on reasonable assistance, remediation and re-assessment may be found in the SQA publication *Guidance for the Implementation of Graded Units in Higher National Certificates and Diplomas* (SQA, 2008, Publication code: CA4405).



Higher National Project-based Graded Unit Support Notes

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Guidance on approaches to delivery and assessment of this graded unit

Some suggested topics for this project might be:

Plan, deliver and evaluate an event in the community, which is linked to the chosen option.

- ◆ Health awareness event
- ◆ Literacy and numeracy adult learning activity
- ◆ Youth work outing
- ◆ Community group participation

Stage 1 — Planning

For the Planning stage marks must be allocated in the following way:

The learner is required to state the proposed timescale for completing the graded unit and an analysis of the needs of an individual or group. Using the sociological theories encountered in the *Social Sciences Approaches* unit learners should also be able to describe the community within which they are working. The event/activity must be agreed with the individual/group and the objectives to be achieved should be clearly specified.
(Up to 12 marks can be awarded for this part)

Learners should also match the objectives agreed with the individual or group and the method and approach that they will take to achieve the specified goals. Learners should show that they have taken on board the concerns and aspirations of the individual or the group. Details of any funding and resources required should be identified.
(Up to 8 marks can be awarded for this part)

The proposed timescale for completing the activity should be set out. Learners should demonstrate an awareness of policies and guidelines that may impinge on the event/activity. These may include national legislation, college policies, organisational policies, etc. At college and workplace level, (s)he needs to show awareness of how national legislation is put into practice.
(Up to 5 marks can be awarded for this part)

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Stage 2 — Developing

This is the learner's opportunity to demonstrate that (s)he can put his/her plan into practice. The learner must clearly outline how (s)he prepared for the event. The report should show how the resources identified in the plan were put to use. This section should also describe the preparation undertaken by the learner in order to facilitate the event. **(Up to 10 marks can be awarded for this part)**

At this stage learners have an opportunity to showcase their learning. Learners should give a detailed account that shows the extent to which they followed the plan. High marks should be awarded where the implementation matches the plan. They should bear in mind, during the implementation and the write up, that they are proving that they have taken on board and can use the CLD principles and ethics that underpin community learning and development practice.

This section must show that the plan outlined during the planning stage was, as far as was possible, put into action. Relevant links to theory should be made. Learners have to show that during the implementation they have put their clients at the centre of the assignment by taking an appropriate approach. Successful management of resources should also be demonstrated.

(Up to 19 marks can be awarded for this part)

During the implementation the plan outlined by learners may have to undergo changes due to unforeseen circumstances. Learners should not be marked down in such a situation provided they show how they successfully responded to the changed circumstances. Within any group there will be a range of needs that may be quite diverse. Learners should be able to show how they dealt with any diversity of needs and choices that they encountered.

(Up to 6 marks can be awarded for this part)

Stage 3 — Evaluation

For the evaluating stage, marks could be allocated as follows:

This is where learners can show what they have learned from the planning and implementation processes. They should show that they can reflect on their own practice and on the impact that they may have had on the group involved. Identification of strengths and weaknesses is an important part of reflection and should be encouraged. Reflection is a critically important skill for those working in communities. Learners should reflect on the success, or otherwise, of the plan. Were the objectives set achievable by the individual/group and in the timescale set and within the capabilities of the learner? Were the resources that were identified appropriate and used effectively?

(Up to 11 marks can be awarded for this part)

Higher National Project-based Graded Unit Support Notes (cont)

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Stage 3 — Evaluation (cont)

Learners should show where their planning skills were effective and where lessons were learned for the future. Successful evaluation will result from using appropriate methods. The learner should show why the evaluation method was selected and why it was appropriate to the individual/group concerned. The effectiveness of the methods should be discussed. Learners should reflect on the lessons learned from the evaluation, including any feedback about the activity/event and feedback about their own participation. Learners should show that the individual/group was successfully engaged and (s)he should consider the impact of the event/activity on the participant(s) and also on him/herself, including considering what (s)he learned about themselves. Learners should also discuss their own strengths and weaknesses and how these may have impacted on the individual/group and on the event activity.

(Up to 12 marks can be awarded for this part).

Learners should discuss where (s)he consciously employed the principles and values that are an essential element of working with communities. The graded unit is an opportunity for learners to put into practice some of the learning gained on the course. They should, therefore, discuss where they used this learning and if it helped consolidate their learning. Learners should also consider how they would employ their experience in the future.

(Up to 12 marks can be awarded for this part)

By this stage of the course learners should be able to produce a well presented, structured and properly referenced piece of work.

(Up to 5 marks can be awarded for this part)

Opportunities for developing Core and other essential skills

There are opportunities throughout this unit to develop the Core Skills of Communication (Reading, Writing and Oral), Numeracy (Using Numbers and Graphical Information), Information and Communication Technology (ICT) (Accessing Information, Creating Information), Problem Solving (Critical Thinking, Planning and Organising, Reviewing and Evaluating) and Working with Others (Working Co-operatively, Reviewing Co-operation).

Transferable skills in time-management, organisational skills, interpersonal skills will also be developed during this project.

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 graded unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	06/06/2017

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General information for learners

Graded unit title: Working with Communities: Graded Unit 1 (SCQF level 7)

This graded unit is designed to provide evidence that you have achieved the following principal aims of the HNC in Working with Communities

- ◆ To provide a qualification which provides an entry route for those seeking employment specifically in a range of community settings.
- ◆ To provide a qualification that offers an integrated course of theory and practice which will equip learners to work effectively and reflectively in the wide-ranging field of community learning and development.
- ◆ To equip experienced practitioners with the required underpinning knowledge in regard to community work theory and practice.
- ◆ To ensure that the CLD competencies and ethics are embedded in practice.
- ◆ To provide articulation and progression to related degree programmes.

You should have completed or be in the process of completing the following units relating to the above principal aims:

Community Learning and Development: Social Science Approaches
Community Learning and Development: Learning Approaches
Community Learning and Development: Workplace Practice
Community Learning and Development: Group Work
Community Learning and Development: Principles and Practice

Using the knowledge and skills gained from completion of these units, you will undertake a project which is marked out of 100 in three stages:

- ◆ Plan an event/activity worth 25% of the final mark.
- ◆ Implement the plan and complete the event/activity worth 35% of the final mark.
- ◆ Evaluate the event/activity worth 40% of the final mark.

You will be given a timescale for completion of your project which should be based around one of the topics from the optional units, Adult Learning, Youth Work, Community Capacity Building and Health Promotion.

The marks allocated to each stage will then be aggregated to arrive at an overall mark for your project. You will be assigned an overall grade based on the following grade boundaries.

A = 70%–100%
B = 60%–69%
C = 50%–59%

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.