



National Unit specification: general information

Unit title: Working with Community Groups: An Introduction (SCQF level 6)

Unit code: H1MJ 12

Superclass: PN

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Summary

This Unit is designed to introduce candidates to the skills required to establish and work with community groups. Candidates will learn about structure and types of groups and will facilitate a Group Work session for a chosen community group.

This Unit is suitable for both volunteers and paid staff who work with community groups in a youth, community or adult learning setting.

This Unit has been designed as a mandatory Unit within the NC Working with Communities but can also be taken as a stand-alone Unit.

Outcomes

- 1 Describe the various types of community groups and their purpose and structure.
- 2 Facilitate a group work session for a chosen community group.

Recommended entry

Entry is at the discretion of the centre; however some experience of working with, or having contact with community groups would be beneficial. Candidates should have good communication and interpersonal skills.

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.

Outcome 1

Describe the various types of community groups and their purpose and structure.

Performance Criteria

- (a) Identify different types of community groups.
- (b) Describe the structure and purpose of different community groups.
- (c) Describe appropriate methods of recruitment for community groups.

Outcome 2

Facilitate a group work session for a chosen community group.

Performance Criteria

- (a) Plan a group work session.
- (b) Carry out a group work session.
- (c) Evaluate a group work session.
- (d) Reflect on your own contribution.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1

Candidates are required to:

- ◆ identify **four** types of community groups and give an example from each
- ◆ describe the purpose and structure of each of the four examples of community groups identified above
- ◆ describe appropriate recruitment methods for **one** community group identified above.

Outcome 2

Candidates are required to:

- ◆ plan and facilitate a group work session for a chosen community group taking into account; methods, resources, their own role, structure and barriers to participation
- ◆ select and obtain resources appropriate to the session
- ◆ produce evidence of their session
- ◆ evaluate the session referring to plan and draw conclusions on effectiveness of session
- ◆ reflect on their own role.

National Unit specification: support notes

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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 has been designed as part of the National Certificate in Working with Communities but can also be taken as a free-standing Unit. It is suitable for volunteers or staff who come into contact with community groups in the course of their day-to-day work.

Candidates should be given an introduction to working with community groups and will explore relevant methods and approaches for working with groups.

Outcome 1 — This Outcome is intended to give candidates an insight into the range of different types of community groups and will allow them to identify these groups within the field of community work. Community groups will vary dependant on geographical location therefore centres must be aware of local variations.

The different purposes of groups should be explored, for example:

- ◆ Activity
- ◆ Support Based
- ◆ Therapeutic
- ◆ Educational

Appropriate examples should be given. The purpose and structure of these group types should be clearly defined including whether they are formal or non-formal.

This could be set in the context of the range of groups the candidate may work with, for example:

- ◆ Uniformed
- ◆ Clubs
- ◆ Committees
- ◆ Disability
- ◆ Political
- ◆ Carers
- ◆ Mental Health

Recruitment methods of personal, media, publicity and networking should be covered.

National Unit specification: support notes (cont)

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Outcome 2 — This Outcome is intended to develop practical skills for working with community groups. It is recommended that different aspects of planning and developing a group work session are considered including: identifying and meeting the needs of the group, identifying appropriate resources (accommodation, materials, support workers, speakers, etc), different methods of development/delivery, barriers to participation, practice sessions, evaluation methods and reflective writing.

Guidance on learning and teaching approaches for this Unit

In delivering this Unit there should be a combination of teacher/lecturer presentation and candidate centred learning.

Outcome 1

Candidates should explain different types of community groups within their local area. Candidates will gain information from a variety of sources. These could include:

- ◆ visiting speakers
- ◆ internet research
- ◆ interviews with community groups
- ◆ library
- ◆ Leaflets; posters; campaigns

It may be beneficial for candidates to work in groups and share information although the final submission must be the candidate's own work. Candidates should discuss and agree with the teacher/lecturer a suitable format for presenting the information.

Outcome 2

Candidates should work independently on their session while ensuring that consultation and negotiation with relevant others takes place.

Delivery of this Unit could incorporate a variety of teaching and learning methods including:

- ◆ group discussions
- ◆ case studies
- ◆ practice sessions
- ◆ role play
- ◆ individual or group research
- ◆ using audio visual materials as a stimulus for class or group discussions
- ◆ lectures
- ◆ use of candidates' own experiences
- ◆ visiting speakers

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

Outcome 1 — the evidence should be gathered in open-book conditions at appropriate points throughout the Unit with candidates having access to relevant learning and teaching materials. Candidates should be given a project brief and structured guidelines. Candidate evidence should total no more than 750 words.

Evidence for this Outcome should include the following information:

- ◆ Identification of the group types (Activity, Support-Based, Therapeutic, Educational) and one example of a community group from each type
- ◆ Description of the purpose and structure of these four example groups
- ◆ Description of the recruitment methods of one of these groups

Outcome 2 — This Outcome is intended to develop practical skills for working with community groups. The evidence should be gathered in open-book conditions during the placement or towards the end of the Unit. Candidates should have access to pro forma materials for planning, evaluation and reflection. Candidates should be encouraged to use peer review where possible.

Evidence could be presented in any suitable format, for example:

- ◆ written information
- ◆ diagrams or charts
- ◆ an electronic slide show
- ◆ leaflet or poster
- ◆ multimedia presentation

Assessment of this Outcome could be integrated with the project requirement included in the *Work Experience* Unit D36H 12.

Opportunities for the use of 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 candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

National Unit specification: support notes (cont)

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Opportunities for developing Core Skills

In this Unit candidates will be involved in an investigation. There may be opportunities for candidates to develop skills in working with others which would also enable them to develop effective communication and interpersonal skills. If the candidate uses a computer while undertaking any part of this Unit, they will have the opportunity to develop aspects of *Information and Communication Technology* skills.

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6 and Planning and Organising at SCQF level 6.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Core Skills Components Critical Thinking and Planning and Organising at level 6 embedded.	13/08/2012

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