



**Arrangements for:
National Certificate in Working with
Communities
at SCQF level 6**

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History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
08	Revision of Unit: D36H 12 Work Experience <i>has been revised by HF88 46 Work Placement and will finish on 31/07/2017.</i>	22/07/2016
07	Revision of Unit: D12B 12 Substance Use and Misuse <i>has been revised by HF89 46 Substance Use and Misuse: an introduction and will finish on 31/07/2017.</i>	20/07/2016
06	Revision of Unit: F37W 11 Personal Development: Self in Society <i>has been revised by H18N 45 Personal Development: Self in Community and will finish on 31/07/2016.</i> Revision of Unit: F5B5 11 Psychology: The Individual in the Social Context <i>has been revised by H262 75 Psychology: Social Behaviour and will finish on 31/07/2016.</i>	30/05/2014
05	Scottish Context Unit added as an alternative: Community Drama with a Scottish Context -(H6MT 75) added as an alternative to Community Drama-(D642 11)	22/04/2014
04	Revision of Personal Development: Self in Society (F37W 11),(lapse date 31/07/2013,finish date 31/07/2015)	18/02/2013
03	Revision of Introduction to Counselling (EF4J 11)(lapse date 31/07/2013,finish date 31/07/2015)	12/12/2012
02	Revision of Working with Communities: Community Capacity Building (F8LP 12)(finish date 31/07/2014).Framework updated to include new Unit H1ME 12 (Working with Communities: Community Capacity Building). Revision of Working with Communities: Equality and Diversity (F8LH 11) (finish date 31/07/2014).Framework updated to include new Unit H1ML 11(Working with Communities: Equality and Diversity). Revision of Working with Communities: Sociological Perspectives (F8LM 12) (finish date 31/07/2014).Framework updated to include new Unit H1MG 12 (Working with Communities: Sociological Perspectives). Revision of Working with Communities: Values and Principles (F8LJ 11) (finish date 31/07/2014).Framework updated to include new Unit H1MH 12 (Working with Communities: Values and Principles). Revision of Working with Communities: Volunteering (F8LJ 11) (finish date 31/07/2014).Framework updated to include new Unit H1MF 11 (Working with Communities: Volunteering). Revision of Working with Communities: Working with	09/07/2012

	<p>Committees (F8LK 11) (finish date 31/07/2014).Framework updated to include new Unit H1MM 12 (Working with Communities: Understanding Committees).</p> <p>Revision of Working with Communities: Youth Work (F8LV 12) (finish date 31/07/2014).Framework updated to include new Unit H1MK 12 (Working with Communities: Youth Work).</p> <p>Revision of Working with Community Groups: An Introduction (F8LR 12) (finish date 31/07/2014).Framework updated to include new Unit H1MJ 12 (Working with Community Groups: An Introduction).</p>	
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1 Introduction

This is the Arrangements Document for the new award: National Certificate in Working with Communities at SCQF level 6 which was validated on 19 March 2010. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

2 Rationale for the development of the Group Award

The award was developed to provide an introductory award which both prepares candidates for work in the sector and opens up progression opportunities for further study, eg to the HNC Working with Communities, the SVQ in Community Development level 3 or SVQ in Youth Work level 3 or to provide lateral progression to SVQ level 2 in the workplace. This will increase opportunities for candidates by broadening the choice of available qualifications and allowing them to enhance their occupational, transferable and employability skills.

Working with Communities qualifications at certificate level have been delivered as locally devised awards in a number of centres — both in colleges and other centres- for more than 20 years and on both a full-time and part-time basis. This new award was developed as the sector had identified a need to have a nationally recognised award to replace these successful locally devised courses. The individual SQA Units used by different centres formed broadly similar locally devised certificates but there was no National Award offering a standardised approach to content and quality assurance and national certification by SQA. As a result, extensive consultation with the sector — with FE colleges, training providers, voluntary organisations and practitioners — took place between 2007 and 2009. A Qualifications Development Team (QDT) was established. The QDT, which was charged with taking forward the development of the new National Certificate, met on a regular basis throughout 2009.

The QDT was responsible for the development and major revision of ten Units and a proposed framework for the new Group Award and took the proposed qualification to validation on 19 March 2010. Assessment Support Packs are available for each new Unit, and there is also a contextualised exemplar for the Work Experience Unit.

A major influencing factor on the design of the new NC was the changing practice in the Community Learning and Development field, eg, the establishment of the new Standards Council for Community Learning and Development in Scotland. This new NC and the revised HNC are in line with the Council's aim to increase training opportunities for ALL levels of staff including opportunities for Continuing Professional Development (CPD).

Engagement with employers and employees, mainly through constant feedback to delivering centres, had confirmed the need for qualifications at various levels to meet the demands of the different parts of the sector. There has also been confirmed interest from training providers that the award would provide a meaningful entry route for a wider candidate base.

As the new Group Award has been designed to build on the locally devised NC qualifications some of the Units in the college-devised programmes have been retained and revised or updated where appropriate, and in addition several new Units added to reflect current practice.

The National Occupational Standards for Community Learning and Development were revised in 2009 and cognisance has been taken of this when developing the new framework and component units.

The new award sits well with the ethos of Curriculum for Excellence, eg candidates will have opportunities to explore social responsibility and to develop skills to become successful and confident learners and active citizens, and to raise self-esteem. In addition, through their practical experience in the Work Experience Unit candidates should become more confident individuals and develop real employability skills.

The award also takes cognisance of lifelong learning philosophy by providing progression opportunities to meet the needs of unqualified workers for recognised qualifications.

3 Aims of the Group Award

3.1 General aims of the Group Award

The award has been designed:

- ◆ to meet the changing and developing needs of the Community Learning and Development sector and the needs identified by centres
- ◆ to enhance employability skills in the sector
- ◆ to enhance the quality of learning and teaching by providing a nationally developed award with rigour in quality assurance
- ◆ to provide a nationally developed award for candidates which will enhance career opportunities and provide a progression route to further study
- ◆ to develop in candidates the appropriate attitudes, knowledge and skills to work effectively
- ◆ to facilitate transferable skills in candidates and facilitate mobility across different occupational areas within the CLD sector
- ◆ to offer opportunities for reflection and self evaluation

3.2 Specific aims of the Group Award

The specific aims of the Group Award are:

- ◆ to provide a qualification progression route to the HNC
- ◆ to provide a learning experience for candidates in which they can develop professional awareness to work in varied Community Learning and Development contexts
- ◆ to raise candidates' awareness of values and principles, including their own and those of other professionals, and how these may impact on Community Learning and Development practice
- ◆ to encourage candidates to become reflective practitioners

- ◆ to develop communication and interpersonal skills and enable candidates to work effectively and collaboratively with individuals or groups
- ◆ to introduce candidates to sociological perspectives and how these can provide an understanding of communities
- ◆ to introduce candidates to the issues of equality and diversity and to enable them to explore how equality and diversity can be promoted in communities
- ◆ to offer opportunities to candidates to gain experience of the practical environment by undertaking work experience in a CLD setting

These aims link directly with the Knowledge and Skills listed in the Unit Specifications.

Please see the table on the following page which demonstrates the relationship between the Aims and the Units. (Unit titles have been abbreviated)

Relationship between Aims and Units	Values & Principles	Work Experience	Communication	Group-working	Socio-Persp	Equality & Diversity	Comm. Invest.	Adult Learning	Youth Work	Health Promo	Capacity Building
General Aims 3.1											
3.1(a)	X	X	X	X	X	X	X	X	X	X	X
3.1(b)	X	X	X	X	X	X	X	X	X		X
3.1(c)	X	X	X	X	X	X	X	X	X		X
3.1(d)	X	X	X	X	X	X	X	X	X	X	X
3.1 (e)	X	X	X	X	X	X	X			X	
3.1(f)	X	X	X	X	X	X	X	X	X	X	X
3.1 (g)	X			X		X					
3.1 (h)	X	X	X	X	X	X	X	X	X		X
Specific Aims 3.2											
3.2 (a)	X	X	X	X	X	X	X	X	X	X	X
3.2 (b)	X			X		X	X	X	X	X	X
3.2 (c)	X			X	X	X					
3.2 (d)		X	X	X				X	X	X	X
3.2 (e)	X	X	X	X	X	X	X	X	X	X	X
3.2 (f)	X	X		X		X					
3.2 (g)		X	X	X		X		X	X	X	X
3.2 (h)	X				X	X	X				
3.2 (i)	X	X	X	X		X				X	
3.2 (j)		X	X	X				X	X	X	X

3.3 Target groups

The NC in Working with Communities is relevant to a wide range of people including:

- ◆ those seeking preparation for and progression to further study, particularly to the HNC Working with Communities or to other related areas
- ◆ volunteers — eg those working as volunteers in specific areas such as Youth Work, Adult Learning and Sport
- ◆ those requiring professional development — those already employed in the sector as eg, sessional/unqualified workers, who may have no formal qualifications and are seeking a relevant recognised qualification
- ◆ those seeking employment in the sector in a general capacity — or those seeking work in a specific area such as adult learning, youth work, community education, voluntary groups, sports
- ◆ those seeking career change and those seeking to enter the sector from another sector

3.4 Employment opportunities

There are at present no direct employment opportunities. However, candidates who have completed the National Certificate should be better placed to work in the sector in either a paid or voluntary capacity.

4 Access to the Group Award

4.1 General Access Requirements

Access to the Group Award will be at the discretion of the Centre. No formal qualifications are required. It is recommended that candidates should have well developed communication skills, both oral and written, and good interpersonal skills.

Evidence for access could be:

- ◆ relevant experience in a paid or voluntary capacity
- ◆ a desire and the keen interest of the candidate to work in Community Learning and Development
- ◆ a desire or need to progress to further study
- ◆ evidence from the centre that the candidate is deemed suitable for entry to the course

Further evidence of candidate suitability could include any of the following:

- ◆ previous qualifications such as SVQs, eg, Community Development Work at level 2, Youth Work level 2, Social Care level 2
- ◆ qualifications at SCQF levels 4/5, ie Intermediate 1 or 2 qualifications , or relevant similar qualifications

5 Group Award structure

The NC in Working with Communities is comprised of National Units at SCQF levels 5 and 6 and the full award carries a credit value of 12 SQA Unit Credits equating to 72 SCQF credit points. As ten of the units in the mandatory and mandatory optional sections are at SCQF level 6, the required minimum of 42 credit points at SCQF level 6 will be achieved.

The Award has three sections. The candidate is required to complete all 7 units from Section 1 (six of which are at level 6, making 36 credit points), a minimum of two Units from Section 2 (two at level 6 giving a total of 48 credit points at level 6) and complete the remaining required credits from Section 3 (Optional Units)

5.1 Framework

Section 1 Mandatory Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Working with Communities: Values and Principles	*H1MH 11	1	6	6
Work Placement	*HF88 46	1	6	6
Communication	F3GB 12	1	6	6
Working with Community Groups: an Introduction	*H1MJ 12	1	6	6
Working with Communities: Sociological Perspectives	*H1MG 12	1	6	6
Working with Communities: Equality and Diversity	*H1ML 11	1	5	6
Working with Communities: Local Community Investigations	F8LT 12	1	6	6

Section 2 Mandatory Optional (Minimum of two Units to be completed)

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Working with Communities: Adult Learning	F8LN 12	1	6	6
Working with Communities: Youth Work	*H1MK 12	1	6	6
Working with Communities: Capacity Building	*H1ME 12	1	6	6
Health Promotion	F1RG 12	1	6	6

Section 3 Optional Units (Up to three Units to be selected)

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Psychology: Social Behaviour	*H262 75	1	5	6
Working with Communities: Volunteering	*H1MF 11	1	5	6
Teamwork through Sport and Recreation Activities	F40A 11	1	5	6
Citizenship through Sport and Fitness: Volunteering	F40C 11	1	5	6
Community Drama or Community Drama with a Scottish Context	D642 11 H6MT 75	1 1	5 5	6 6
Counselling: An Introduction	*H2XN 11	1	5	6
Information and Communication Technology	F3GC 11	1	5	6
Personal Development: Self in Community	*H18N 45	1	5	6
Working with Communities: Understanding Committees	*H1MM 12	1	5	6
Event Organisation	F5A3 11	1	5	6
Substance Use and Misuse: an introduction	*HF89 46	1	6	6
First Aid	F19M 12	1	6	6
Administration Support	DR0F 11	1	5	6
**Child Protection: an Introduction	DF6J 11	1	5	6
**Children and Young People: Rights and Protection	F2CR 11	1	5	6

* Refer to history of changes for revision details.

NOTE ** Restricted Option — Child Protection Units — only one of these can be selected

5.2 Mapping information

The new and revised Units of the proposed qualification have been written to reflect the key areas identified within the following N.O.S The Mapping Document gives a broad indication of the relationship between the Units and the N.O.S. (note: only the NOS numbers have been given on the map)

N.O.S. Titles

Key Area One (Core): Understand and Practise Community Development

- ◆ S1 Integrate and use the values and process of Community Development

- ◆ S2 Work with the tensions inherent in Community Development practice
- ◆ S3 Relate to different communities
- ◆ S4 Demonstrate competence and integrity as a Community Development practitioner
- ◆ S5 Maintain Community Development practice within own organisation

Key Area Two: Understand and Engage with Communities

- ◆ S6 Get to know a community
- ◆ S7 Facilitate community research and consultations
- ◆ S8 Analyse and disseminate findings from community research

Key Area Three: Take a Community Development Approach to Group Work and Collective Action

- ◆ S9 Support inclusive and collective working through Community Development practice
- ◆ S10 Organise community events and activities
- ◆ S11 Respond to community conflict
- ◆ S12 Support communities to campaign for change

Key Area Four: Promote and Support a Community Development Approach to Collaborative and Cross-sectoral Working

- ◆ S13 Promote and support effective relationships between communities and public bodies
- ◆ S14 Encourage and support public bodies to build effective relationships with communities
- ◆ S15 Use a Community Development approach to support collaborative and partnership work
- ◆ S16 Apply a Community Development approach to strategically co-ordinate networks and partnerships

Key Area Five: Support Community Learning from Shared Experiences

- ◆ S17 Promote and develop opportunities of learning from Community Development practice
- ◆ S18 Facilitate community learning for social and political development

Key Area Six: Provide Community Development Support to Organisations

- ◆ S19 Advise on organisational structures using Community Development perspectives
- ◆ S20 Plan and gain resources and funding for sustainability through Community Development practice
- ◆ S21 Strengthen groups using Community Development approaches and practice
- ◆ S22 Set up new projects and partnerships using Community Development approaches and practice
- ◆ S23 Use a Community Development approach to monitoring and evaluation

Key Area Seven: Manage and Develop Community Development Practice

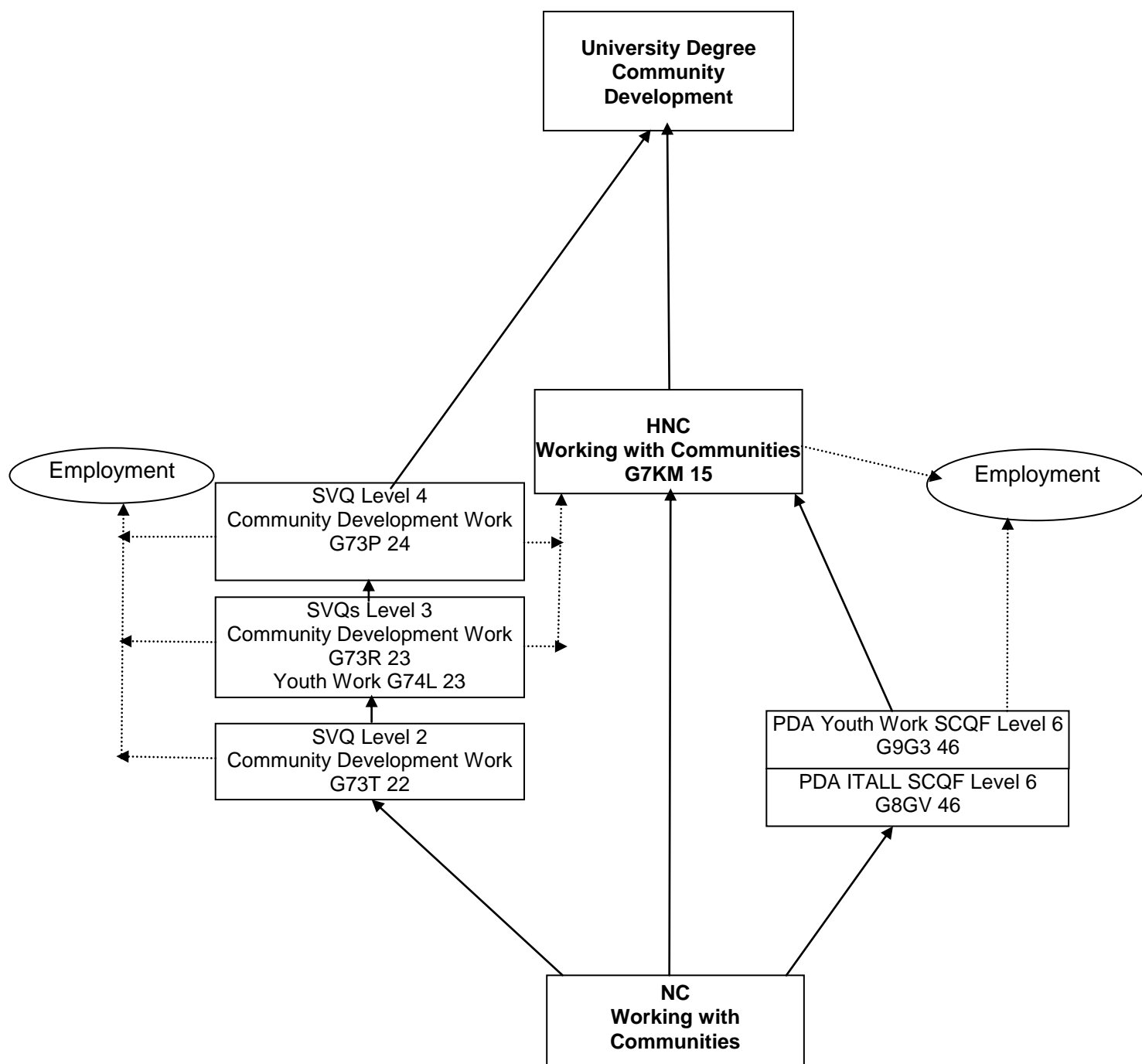
- ◆ S24 Supervise Community Development practitioners *
- ◆ S25 Manage internal organisational development and external relationships to support effective Community Development practice.*
*(not applicable to this qualification)

Relationship of Units to NOS — Mapping

Unit Number	Values & Principles	Work Experience	Communication	Group-working	Socio-Perspectives	Equality & Diversity	Community Investigation	Adult Learning	Youth Work	Capacity Building	Health Promotion
S1	X	X	X	X	X	X	X	X	X	X	
S2	X	X	X	X						X	
S3		X	X	X		X	X				
S4	X	X	X	X	X	X		X	X		X
S5	X	X									
S6		X	X				X				
S7			X				X			X	
S8			X				X			X	
S9	X	X	X	X	X	X					
S10		X	X	X							X
S11	X		X	X		X					
S12		X	X	X			X			X	
S13			X	X			X			X	
S14			X	X			X			X	
S15			X	X			X			X	
S16			X	X			X			X	
S17	X	X	X	X	X	X		X	X		
S18	X	X	X	X	X		X			X	
S19	X	X	X	X			X			X	
S20		X	X	X							
S21	X	X	X	X			X			X	
S22	X			X		X				X	X
S23	X			X		X				X	

5.3 Articulation, professional recognition and credit transfer

The National Certificate in Working with Communities will provide a Scotland-wide standardised route to the HNC in Working with Communities. It opens up pathways by providing lateral progression to the PDA Youth Work at SCQF level 6 as well as providing underpinning knowledge and skills for the SVQs in Community Development Work and Youth Work. Please refer to the Articulation Route Map.



6 Approaches to delivery and assessment

6.1 Arrangements for Delivery

Arrangements for the delivery of the Group Award are at the discretion of the Centre. The selection of Units and topics covered reflect current practice within the Community Learning and Development sector. However, the selection of Options will be at the centre's discretion and should match its particular needs.

The National Certificate is made up of 7 Mandatory units plus at least 2 Mandatory Options (from 4) and up to 3 Units from the Options Section giving a total of 12 SQA Unit Credits in all and equating to 72 SCQF credit point as detailed in Section 5. It is designed to be flexible enough to allow for regional variations in candidate need and employer demand whilst still retaining the coherence of a national framework.

Although the Units in this Group Award are designed and intended to be delivered as part of the Group Award, each Unit is a free-standing Unit, and it is therefore possible for the individual units to be delivered as stand-alone units as part of a candidate's individual Continuing Professional Development needs.

6.2 Delivery

The delivery of this award should focus on the occupational requirements specific to working within the Community Learning and Development domain. There is no prescribed order in which the units must be delivered and centres may design their delivery plans to meet the needs of candidates.

The qualification may be delivered through a blended learning format which could include distance, open or e-learning. As this award is aimed at an introductory level, a Work Experience Unit has been included and candidates should either be working in a CLD setting or have access to an appropriate placement which will allow them to meet the competencies detailed in the Units. Workshops could be used to supplement tutor-led sessions and e-learning.

Delivery methods could include:

- ◆ Tutor-led delivery (combinations of college or work-based teaching and mentoring)
- ◆ Facilitated student enquiry (including the use of e-learning, internet research and virtual learning environment (VLE) based resources and learning packs)
- ◆ Experiential learning through workplace practice experience/work placement
- ◆ Visits to community projects
- ◆ Visiting lecturers/speakers from the field

Specific guidance on content, context and delivery and assessment is given in each of the component units. Assessment Support Packs (ASPs) have been developed for each of the new and revised specialist Units. These are available to download from the NQGA Section of SQA's secure website.

Timetabling will be at the discretion of the individual Centre. However, the QDT suggest that the Mandatory Units such as Values and Principles, Equality & Diversity and Group Work should be delivered as early in the Session as possible thus providing the underpinning knowledge required to undertake the more specialised Units.

6.3 Assessment

A wide range of assessment methods is proposed within the component Units including, where appropriate:

- ◆ direct observation
- ◆ multiple choice questions
- ◆ short answer questions
- ◆ extended responses
- ◆ reflective accounts/personal logs/diaries
- ◆ assignments
- ◆ reports

Each Unit may be assessed separately. However, there may be opportunities for integration of assessment across one or more Units. In particular, integration of Units could be managed through the Work Experience Unit and the Communication Unit. SQA encourages reducing the assessment load for both candidates and centres by creating opportunities to devise assessments that encourage a holistic approach to the assessment of the whole unit or combine several outcomes. The degree to which integration of assessment of outcomes is possible will depend on the content of the Unit.

The following possible areas of integration have been identified by the QDT but it is not exhaustive and more could be identified during the delivery of the Award.

Unit Title	Possible Integration of Assessment with; Unit Titles
F3LL 12 Working with Communities: Values and Principles	Work Experience; Groupwork; Equality & Diversity
D36H 12 Work Experience	Values & Principles; Communication; Community Groups; Equality & Diversity; Adult Learning; Youth Work; Communication
F3GB 12 Communication	Work Experience; Groupwork; Equality & Diversity; Adult Learning; Youth Work; Local Community Investigations
H1MJ 12 Working with Community Groups: An Introduction	Values & Principles; Work Experience; Equality & Diversity; Communication; Adult Learning; Youth Work; Community Capacity Building
H1MG 12 Working with Communities: Sociological Perspectives	Equality & Diversity; Local Community Investigations; Community Capacity Building
H1ML 11 Working with Communities: Equality and Diversity	Values & Principles; Work Experience; Communication; Groupwork; Sociological Perspectives; Adult Learning; Youth Work
F8LT 12 Working with Communities :Local Community Investigations	Communication; Sociological Perspectives; Community Capacity Building
F8LN 12 Working with Communities: Adult Learning	Work Experience; Communication; Groupwork; Equality & Diversity
FIRG 12 Health Promotion	Work Experience; Communication; Group work; Equality & Diversity
H1MK 12 Working with Communities: Youth Work	Work Experience; Communication; Group work; Equality & Diversity
H1ME 12 Working with Communities: Community Capacity Building	Group work; Sociological Perspectives; Local Community Investigations

7 Core Skills

The Core Skills recognised by SQA are at SCQF level 2 to 6 in:

- ◆ Communication
- ◆ Working with Others
- ◆ Problem Solving
- ◆ Information and Communication Technology
- ◆ Numeracy

7.1 Recommended Core Skills Entry Profile

It would be beneficial if candidates possessed the following Core Skills on entry to the awards however formal certification is not mandatory

Core Skill	SCQF level
Communication	5
Numeracy	4
ICT	4
Problem Solving	4
Working with Others	4

7.2 Opportunities for Core Skill Development

The Core Skill of **Communication at SCQF level 6** is included in the Mandatory section of the National Certificate and will be formally assessed and certificated as part of the Group Award. In addition, assessment of the following Units will result in specific certification as follows:

Working with Communities: Adult Learning

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 5

There are also further opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of the Unit Specification.

Working with Communities: Local Community Investigation

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 5
 Planning and Organising at SCQF level 5

There are also further opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of the Unit Specification.

Working with Community Groups: An Introduction

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 5

In addition to the automatic certification listed above there are also further opportunities to develop skills in Numeracy, Problem Solving, Working with Others and ICT.

The Table below indicates where development of Core Skills is possible within the mandatory Units.

	Communication	ICT	Working with Others	Numeracy	Problem Solving
Working with Communities: Values and Principles	✓	✓	✓		
Work Experience	✓		✓	✓	✓
Communication	✓		✓		
Working with Community Groups: an Introduction	✓	✓	✓	✓	✓
Working with Communities: Sociological Perspectives	✓	✓	✓		
Working with Communities: Equality and Diversity	✓	✓			✓
Working with Communities: Local Community Investigations	✓	✓		✓	✓
Working with Communities: Community Capacity Building	✓	✓	✓	✓	✓
Working with Communities: Adult Learning	✓	✓	✓		✓
Working with Communities: Youth Work	✓	✓	✓		✓
Health Promotion	✓		✓		✓

7.3 Recommended Core Skill Exit Profile

Core Skill	SCQF level
Communication	6
Numeracy	4
ICT	5
Problem Solving	5
Working with Others	5

8 General information for centres

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.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

9 General information for candidates

The National Certificate in Working with Communities is an introductory qualification at SCQF level 6 which offers you the opportunity to develop knowledge and related skills in the specific context of Community Learning and Development.

Community Learning and Development covers community work, community involvement, youth work and adult learning. It is designed for people who hope to work in the field of community learning and development and will develop specific knowledge and skills related to this sector. If you are already in employment but have no formal community-related qualifications the NC in Working with Communities will help meet your Continuing Professional Development (CPD) needs. In addition, it provides a progression route to the HNC Working with Communities and to SVQs in Community Development and Youth Work.

You will have to complete 12 Units to achieve the qualification, seven of which are mandatory and cover topics such as Values and Principles, Working with Community Groups, Local Community Investigation and Work Experience. You will also choose at least two specialist options from the following four; Youth Work, Adult Learning, Capacity Building and Health Promotion. The final Units are selected from a wide choice of Optional Units including Volunteering, Psychology, Working with Committees, Community Drama, Introduction to Counselling and many others.

Assessment for the Units will be a mix of written or recorded oral assignments, demonstration of practical skills and by the production of a reflective journal. The written/oral work may be in the form of short answer questions, reports or possibly short essays. You may be asked to produce a portfolio of evidence in relation to carrying out an investigation.

Throughout the assessment of the Award you will have the opportunity to develop the Core Skills of Working with Others, Problem Solving, Numeracy and Information and Communication Technology

The Core Skill of **Communication at SCQF level 6** is included in the Mandatory section of the National Certificate and will be formally assessed and certificated as part of the Group Award

In addition, assessment of the following Units will result in specific certification

Adult Learning

Core Skill component	Critical Thinking at SCQF level 5
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Local Community Investigation

Core Skill component	Critical Thinking at SCQF level 5 Planning and Organising at SCQF level 5
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Working with Community Groups: An Introduction

Complete Core Skill

Problem Solving at SCQF level 5

This new award also sits well with the ethos of Curriculum for Excellence as you will have opportunities to explore social responsibility and to develop skills to become a successful and confident learner and active citizen, and to raise your self-esteem. In addition, through practical experience in the Work Experience Unit you should become a more confident individual and develop real transferable and employability skills.

10 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.