



Group Award Specification for:

HNC in Working with Communities at SCQF level 7

Group Award Code: GM1M 15

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1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The HNC Working with Communities was first validated in 1996 to provide a nationally recognised advanced qualification at a level below degree level. The qualification was subsequently revised in 2003 and 2017.

As of January 2017 there are 16 SQA approved centres in Scotland.

Historical development.

The need for the HNC Working with Communities was initially identified in 1993, when SCOTVEC, one of SQA's predecessor bodies, held meetings with all interested parties — CeVe; Further Education; Community Education; Higher Education, and the voluntary agencies. The aim of these meetings was to consider the need for an HNC which would provide progression to the degree in Community Education. A Steering Group was set up. Development work followed and the HNC was validated in 1996.

This qualification has been successfully delivered in a number of FE centres: Anniesland College, Cumbernauld College, Falkirk College, Fife College, Jewel and Esk Valley College, Reid Kerr College, Stevenson College, and through a centre in Northern Ireland. Throughout the years there has been successful articulation to degrees at the Universities of Dundee, Edinburgh, Strathclyde and Glasgow.

In 2003 SQA established a Qualification Support Team (QST) to review the qualification and carry out the necessary revisions. During this review, adjustments were made to the Qualifications Framework. The full qualification was mapped to ensure that there was a balance of knowledge and understanding and practical skills throughout the units.

In 2015 SQA contacted the centres delivering the HNC for feedback on the unit content and structure under our incremental change process. Although the feedback received was generally positive there were some areas of the units identified as requiring updating to reflect current practice and the CLD Competencies. A QST was formed in 2016 to take the revision of the units forward.

The members of the 2016 QST are as follows;

- | | |
|----------------------|---------------------------|
| ◆ Beth Cawsey | Fife College |
| ◆ Caroline Gillespie | South Lanarkshire College |
| ◆ Alan Ritchie | Forth Valley College |
| ◆ Stewart Ritchie | Forth Valley College |
| ◆ Lynn Taylor | Glasgow Clyde College |
| ◆ David Macallan | Glasgow Clyde College |
| ◆ Isabel Wilson | Glasgow Kelvin College |
| ◆ Hugh Torrance | Ayrshire College |
| ◆ June Ferguson | Edinburgh College |
| ◆ Peggy Russell | Lecturer (retired) |

The following six units were highlighted as requiring revision:

- ◆ CLD: Group Work F8L1 34
- ◆ CLD: Workplace Practice DK1K 34
- ◆ CLD: Learning Approaches DK17 34
- ◆ CLD: Principles and Practice DK1C 34
- ◆ CLD: Working with Young People FM9A 34
- ◆ CLD: Accountability for and Management of Resources DK13 34

In addition to the unit revisions, it was agreed that CLD: Group Work should be increased to 2 HN credits (16 SCQF credit points) and that the unit CLD: Accountability for and Management of Resources should be reduced to 1 credit, retitled as CLD: Planning Resources and moved from the mandatory section into the optional section of the revised framework.

The revised structure and units will be available for centre delivery from April 2017.

2 Qualification structure

This group award is made up of 12 SQA unit credits. It comprises 96 SCQF credit points of which 64 are at SCQF level 7 in the mandatory section including a Graded unit of 8 SCQF credit points at SCQF level 7. A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure of the HNC Working with Communities

SQA code	unit title	SQA credit	SCQF credit points	SCQF level
Mandatory Section (all 6 HN units, 80 SCQF credit points is required)				
DK1G 35	Community Learning & Development: Social Science Approaches	2	16	8
HJ0M 34	Community Learning & Development: Learning Approaches	1	8	7
HJ0L 34	Community Learning & Development: Workplace Practice	2	16	7
HJ4Y 34	Working with Communities: Graded unit 1	1	8	7
HH67 34	Community Learning and Development: Group Work	2	16	7
HH69 34	Community Learning and Development: Principles and Practice	2	16	7
Optional Section (a minimum of 2 SQA credits, 16 SCQF credit points is required)				
F3S2 34	Working with Asylum Seekers and Refugees: Professional Skills Development	1	8	7
DE3R 34	Personal Development Planning	1	8	7
F16Y 34	Dyslexia: Understanding and Supporting Individuals with Dyslexia	1	8	7
HD80 34	Additional Support Needs: Lifelong Learning	1	8	7
HJ 34 34	Community Learning and Development: Working with Young People	1	8	7
FM9F 34	Community Learning and Development: Adult Learning	1	8	7
FM9D 34	Community Learning and Development: Capacity Building	1	8	7
FM9E 34	Community Learning and Development: Promoting Health in the Community	1	8	7
HJ4X 34	Community Learning & Development: Planning Resources	1	8	7

3 Aims of the qualification

The principal aim is to provide a qualification which meets the needs of practitioners in Community Learning and Development

3.1 General aims of the qualification

All Higher National qualifications aim to allow learners to:

- ◆ develop transferable skills, including Core Skills
- ◆ demonstrate interpersonal skills and the ability to work with others
- ◆ develop personal effectiveness
- ◆ develop critical thinking skills
- ◆ progress within the SCQF framework and into Higher Education
- ◆ provide opportunities for career progression

3.2 Specific aims of the qualification

- 1 To provide a qualification which provides an entry route for those seeking employment specifically in a range of community settings
- 2 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
- 3 To equip experienced practitioners with the required underpinning knowledge in regard to community work theory and practice
- 4 To ensure that the CLD competencies and ethics are embedded in practice
- 5 To provide articulation and progression to related degree programmes

3.3 Graded unit

This Graded unit will be assessed by the use of a Project in the form of practical assignment. The learner must have the opportunity to produce evidence that demonstrates how they embed CLD competencies and ethics into their practice.

The practical assignment samples across the following mandatory units:

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

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

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or relevant work or volunteer experience in a community setting:

- ◆ SVQ in Community Development Work at SCQF level 6
- ◆ SVQ in Youth Work at SCQF level 6
- ◆ NC in Working with Communities at SCQF level 6
- ◆ PDA in Community Involvement at SCQF level 6 or level 7

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

The main focus of this qualification lies in being able to communicate effectively and work with others in a community setting although skills *in Numeracy, Information and Communication Technology (ICT) and Problem Solving* will also be developed through participation in community learning and development activities.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
<i>Communication</i>	6	Reports, Essays, Presentations
<i>Numeracy</i>	5	Funding requests, event organisation, resource monitoring
<i>Information and Communication Technology (ICT)</i>	5	Use of, eg Word/Exel/Presentation packages, Search engines for research, Social media
<i>Problem Solving</i>	5	Negotiation, overcoming issues, providing alternative options for discussion
<i>Working with Others</i>	6	Organisational team working, working with community groups, interpersonal skills at different levels

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification specific aims to units

Code	unit title	Aims				
		1	2	3	4	5
DK1G 35	Community Learning & Development: Social Science Approaches	X	X	X	X	X
HJ0M 34	Community Learning & Development: Learning Approaches	X	X	X	X	X
HJ0L 34	Community Learning & Development: Workplace Practice	X	X	X	X	X
HJ4Y 34	Working with Communities: Graded unit 1	X	X	X	X	X
HH67 34	Community Learning and Development: Group Work	X	X	X	X	X
HH69 34	Community Learning and Development: Principles and Practice	X	X	X	X	X
F3S2 34	Working with Asylum Seekers and Refugees: Professional Skills Development	X	X	X		
DE3R 34	Personal Development Planning			X		
F16Y 34	Dyslexia: Understanding and Supporting Individuals with Dyslexia	X	X	X		
HD80 34	Additional Support Needs: Lifelong Learning	X	X	X		
HJ 34 34	Community Learning and Development: Working with Young People	X	X	X	X	X
FM9F 34	Community Learning and Development: Adult Learning	X	X	X	X	X
FM9D 34	Community Learning and Development: Capacity Building	X	X	X	X	X
FM9E 34	Community Learning and Development: Promoting Health in the Community	X	X	X	X	X
HJ4x 34	Community Learning & Development: Planning Resources	X	X	X	X	X

5.2 Mapping of Community Development National Occupational Standards (NOS) Key Areas for community practice

Some aspects of the HN unit content will broadly align with the Community Development NOS however there is no direct equivalency. The full suite of NOS are available to view or download from the SQA website. www.sqa.org.uk

The following mapping has been provided as an indication of where the knowledge, understanding and skills provided in the HN units reflect the NOS within the 6 key areas (KAs)

Unit title	Community Development NOS per Key Area					
	KA1 Understand and practice community development	KA2 Understand and engage with communities	KA3 Group work and collective action	KA4 Collaborative and cross-sectoral working	KA5 Community learning for social change	KA6 Governance and organisational development
Community Learning & Development: Social Science Approaches	SCD07	SCD08				
Community Learning & Development: Learning Approaches	SCD01, 6		SCD10		SCD18	
Community Learning & Development: Workplace Practice	(all KA1)	(all KA2)	(all KA3)	SCD14, 16	SCD 18, 19	SCD20, 21
Community Learning and Development: Group Work	SCD01,2,4,6	SCD07, 8	(all KA3)		SCD19	SCD20, 21

Unit title	Community Development NOS per Key Area					
	KA1 Understand and practice community development	KA2 Understand and engage with communities	KA3 Group work and collective action	KA4 Collaborative and cross-sectoral working	KA5 Community learning for social change	KA6 Governance and organisational development
Community Learning and Development: Principles and Practice	The CLD competences and ethics are embedded into this unit as it underpins all community practice therefore reflecting aspects of all the NOS					
Working with Asylum Seekers and Refugees: Professional Skills Development	SCD01, 6	SCD07	SCD 10,11,12		SCD18.19	
Personal Development Planning	SCD04					
Dyslexia: Understanding and Supporting Individuals with Dyslexia	SCD01		SCD10		SCD18,19	
Additional Support Needs: Lifelong Learning	SCD01		SCD10		SCD18.19	
Community Learning and Development: Working with Young People	SCD01		SCD10		SCD18,19	

Unit title	Community Development NOS per Key Area					
	KA1 Understand and practice community development	KA2 Understand and engage with communities	KA3 Group work and collective action	KA4 Collaborative and cross-sectoral working	KA5 Community learning for social change	KA6 Governance and organisational development
Community Learning and Development: Adult Learning	SCD01		SCD10		SCD18, 19	
Community Learning and Development: Capacity Building	SCD01, 03, 06	SCD07, 08, 09	SCD10, 11, 12	SCD14, 16, 17	SCD18, 19	SCD20, 21
Community Learning and Development: Promoting Health in the Community	SCD01		SCD10		SCD18, 19	
Community Learning & Development: Planning Resources	SCD01	SCD07	SCD10			SCD21

Explanation of Key Areas/NOS titles

Key Area One (Core): Understand and practise community development

Key Area One (Core) has been designed as the core or underpinning Key Area and applies to all community development practitioners. This Key Area concerns itself with: the knowledge, skills and values needed to practise effective community development articulating the usefulness and purpose of community development practice developing the trust of others in community development practitioners and practice using collective approaches to taking decisions and actions within communities.

- 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 Develop yourself as a community development practitioner
- S5 Maintain community development practice within own organisation
- S6 Support inclusive and collective working

Key Area Two: Understand and engage with communities

Key Area Two concerns the gathering of information about the communities the community development practitioner engages with. This includes knowing how to research, who to contact and why, conducting community research and dissemination of findings, using collective and participatory methods.

- S7 Get to know a community
- S8 Facilitate community research and consultations
- S9 Analyse and disseminate findings from community research

Key Area Three: Group work and collective action

Key Area Three is about supporting communities to come together and organise effectively so that they can collectively achieve their aims and exert influence on decisions that affect them. It concerns the skills and knowledge needed to work with groups of all kinds. It involves bringing people together, enabling them to agree what they want to achieve, and managing conflicts that occur and affect the community. It is about supporting groups to decide how to organise and campaign to get their views heard. It is of relevance to all community development practitioners. This Key Area includes nurturing inclusive leadership roles.

S10 Organise community events and activities

S11 Support communities to effectively manage and address conflict, within and between communities or community groups

S12 Support communities who want to bring about positive social change

S13 Facilitate community leadership

Key Area Four: Collaborative and cross-sectoral working

Key Area Four is about the role of community development practitioners in supporting different communities, groups, public bodies, voluntary and other organisations to understand each other. The purpose is to encourage all concerned to build positive relationships and working agreements to achieve their common aims. The standards reflect the different perspectives and ways that community development practitioners can engage with communities and other bodies to encourage partnership or collaborative working within and between sectors. They may be acting on behalf of groups, voluntary organisations or public organisations or from within communities.

S14 Promote and support effective relationships between communities and public bodies and other agencies

S15 Encourage and support public bodies to build effective relationships with communities

S16 Support collaborative and partnership work

S17 Strategically co-ordinate networks and partnerships

Key Area Five: Community learning for social change

For people to be effective in getting their voices heard or running their own activities they need to develop a wide range of skills and knowledge. Key Area Five relates to the role of community development in supporting the learning of people in communities, community groups and organisations.

S18 Promote opportunities for community development learning

S19 Facilitate community learning for social and political development

Key Area Six: Governance and organisational development

Key Area Six relates to the role of many community development practitioners in relation to managing the development of groups and organisations and supporting the supervision of other community development practitioners.

S20 Advise on organisational structures to support community development

S21 Plan and gain resources and funding for sustainability

5.3 Mapping of Core Skills development opportunities across the qualification X = Developed, E = Embedded

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
DK1G35	Community Learning & Development: Social Science Approaches	X	X			X	X	X			X		
HJ0M34	Community Learning & Development: Learning Approaches	X	X	X		X	X	X	E SCQF 5	X	X	X	X
HJ0L34	Community Learning & Development: Workplace Practice	X	X	X		X	X	X	E SCQF 6	E SCQF 6	E SCQF 6	E SCQF 5	E SCQF 5
HJ4Y34	Working with Communities: Graded unit 1	E SCQF 6	E SCQF 6	E SCQF 6	X	X	X	X	X	X	X	X	X
HH6734	Community Learning and Development: Group Work			X				X	E SCQF 6	E SCQF 6	X	X	X
HH6934	Community Learning and Development: Principles and Practice	X	X	X			X	X			X		
F3S234	Working with Asylum Seekers and Refugees: Professional Skills Development	X	X	X		X	X	X	X	X	X	X	X
DE3R34	Personal Development Planning		X	X		X	X	X	X	X			X

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
F16Y 34	Dyslexia: Understanding and Supporting Individuals with Dyslexia	X	X	X		X	X	X	X	X	X	X	X
HD80 34	Additional Support Needs: Lifelong Learning	X	X	X	X	X	X	X	X	X	X	X	X
HJ34 34	Community Learning and Development: Working with Young People	X	X	X	X	X	X	X	X	X	X	X	X
FM9F 34	Community Learning and Development: Adult Learning	X	X	X	X	X	X	X	X	X	X	X	X
FM9D 34	Community Learning and Development: Capacity Building	X	X	X	X	X	X	X	X	X	X	X	X
FM9E 34	Community Learning and Development: Promoting Health in the Community	X	X	X	X	X	X	X	X	X	X	X	X
HJ4X 34	Community Learning & Development: Planning Resources	X	X	X	X	X	X	X	X	X	X	X	X

Embedded Core Skills are indicated in the table with 'E', opportunities to develop Core Skills are indicated with 'x'

5.4 Assessment Strategy for the qualification

Unit	Recommended Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Community Learning & Development: Social Science Approaches	Essay	Research and Community Profile		
Community Learning & Development: Learning Approaches	Short answer or extended response questions	Portfolio of evidence (planning notes, needs assessments, learning styles assessments, session plans, learning materials, assessment tools, evaluation)		
Community Learning & Development: Workplace Practice	Holistic assessment, two formal observations of practice, supporting evidence, eg reflective diary/community profile/PLP/placement contract			
Working with Communities: Graded unit 1	Practical assignment designed to cover all evidence requirements and which samples across the mandatory units			
Community Learning and Development: Group Work	Extended response questions		Observation and supporting practical evidence	Reflective account or diary
Community Learning and Development: Principles and Practice	Extended response questions		Essay	
Working with Asylum Seekers and Refugees: Professional Skills Development	Extended response questions based on a case study		CPD portfolio and reflective account	
Personal Development Planning	Holistic assessment of a personal development portfolio of evidence			
Dyslexia: Understanding and Supporting Individuals with Dyslexia	Dyslexia handout and rationale	Short answer questions and screening test	Short answer questions and presentation	Report based on a case study
Additional Support Needs: Lifelong Learning	Essay	Presentation with evidence to support the outcomes presented	Report based on a completed case study	
Community Learning and Development: Working with Young People	Extended response questions based on a case study			

Unit	Recommended Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Community Learning and Development: Adult Learning	Extended response questions based on a case study			
Community Learning and Development: Capacity Building	Essay or report (open book)			
Community Learning and Development: Promoting Health in the Community	Essay or report (open book)			
Community Learning & Development: Planning Resources	Extended response questions	Completion of funding application form		

6 Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of units

It is recommended that the unit Community Learning and Development: Principles and Practice is delivered at an early point in the course as it provides the underpinning knowledge of CLD competencies required for ethical practice. SQA encourage holistic/integrated assessment but care should be taken to ensure that the evidence requirements of individual units are met.

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded units
- ◆ course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

The HNC Working with Communities can be used as a qualification to help the learner's educational and career opportunities.

Progression

The HNC is an award in its own right and it is anticipated that many learners will use it to gain a first step on the ladder for a career in Community Learning and Development. Others may decide to use it as broad-based evidence to assist in their entry to related professions such as Nursing and Teaching.

Articulation

The HNC can allow entry to Degree programmes. It should be noted, however, that this is not automatic and is subject to the requirements of the receiving University.

6.2.2 Credit transfer

Full or partial credit transfer may be available between the following units; however this is at the discretion of the delivering centre. To ensure currency, centres should take into account the timescale when the previous unit was achieved and the individuals CPD and/or work activities in the interim period.

Previous unit	Current unit
CLD: Workplace Practice DK1K 34	CLD: Workplace Practice HJ0L 34
CLD: Principles and Practice DK1C 34	CLD: Principles and Practice HH69 34
CLD: Accountability for and Management of Resources DK13 34	CLD: Planning Resources HJ4X 34
CLD: Group Work F8L1 34	CLD: Group Work HH67 34
CLD: Learning Approaches DK17 34	CLD: Learning Approaches HJ0M 34
CLD: Working with Young People FM9A 34	CLD: Working with Young People HJ34 34

6.2.3 Approaches to delivery

The delivery of the course should be varied and fit for purpose. It should always be remembered that learners will have varying degrees of experience. Learners should be encouraged to make the links between teaching and theory and their own practice.

While there are many opportunities for traditional teaching methods, there are opportunities to widen the learners' experience through visiting speakers from community practice, and group discussion around case studies.

It would be beneficial if opportunities could be found for learners to observe and participate in community work in partnership or placements with practitioners from the field.

6.3 Opportunities for e-assessment

There may be opportunities for e-assessment and the use of e-portfolios to generate and collate evidence.

6.4 Support materials

A **list of existing ASPs** is available to view on SQA's website.

6.5 Resource requirements

There are no specific requirements for physical resources in the delivery of this course.

Staff involved in the delivery and assessment of the units should be compliant with the requirements stated during the Qualification Approval process.

It is recommended that where a work placement is utilised, there should be an appropriate 'placement contract' in place. Placement contracts ensure that both employers and workers are clear on the duties to be undertaken and boundaries of responsibility, and that all health, safety and security considerations have been taken into account.

7 General information for centres

Approval

Centres experienced in delivering the predecessor award G7KM 15 will gain automatic approval for the revised award.

Centres interested in becoming approved to deliver this HNC should contact SQA in the first instance:

mycentre@sqa.org.uk
[0303 333 0330](tel:03033330330)

Internal and external verification

All instruments of assessment used within this/these qualification(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/GuideToAssessment).

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

8 SQA Glossary of terms

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National unit credit is equivalent to 6 SCQF credit points. One National unit credit at Advanced Higher and one Higher National unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National units will normally be at levels 6–9 and Graded units will be at level 7 and 8. National Qualification group awards are available at SCQF levels 2–6 and will normally be made up of National units which are available from SCQF levels 2–7.

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Signposted Core Skills: refers to where opportunities to *develop* Core Skills arise in learning and teaching but are not automatically certificated.

Graded unit: Graded units assess learners' 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 learners to retain and adapt their skills and knowledge. (**Note to writer:** delete if not applicable to product type)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

8.1 Subject Specific Glossary of common terms

Community Learning and Development (CLD): Community Learning and Development in Scotland is a field of professional work linked to a more widely shared set of values and approaches. It draws on a long history of Community Education, Community Development and Youth Work.

CLD Standards Council: The Standards Council for Community Learning and Development for Scotland is the body responsible for the registration of CLD practitioners, the approval of training courses, and the continuing professional development of the sector workforce.

The CLD competences

- ◆ Know and understand the community in which we work
- ◆ Build and maintain relationships with individuals and groups
- ◆ Provide learning and development opportunities in a range of contexts
- ◆ Facilitate and promote community empowerment
- ◆ Organise and manage resources
- ◆ Develop and support collaborative working
- ◆ Evaluate and inform practice

More information can be found here: <http://cldstandardscouncil.org.uk>

Community describes the web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop feelings of togetherness, among those who share a geographical area or identity or interest.

Community action describes community-based campaigns and networks concentrating on issues of concern to that community, eg a campaign to develop a safe and creative play space for children, a campaign against the planned closure of a library, a campaign for empty houses to be made available at affordable rents.

Community activist is somebody who is active on an unpaid/voluntary basis in community action and the development of their community.

Audit is a technique of using participatory approaches to research communities to inform actions, strategies or policies.

Conflict refers to those differences, competitions, arguments, outbursts and violence that may occur in community groups, between community groups, in communities and between communities.

Group work is a model of working collectively to bring people together to reflect on their individual and common experiences and needs. This reflection is then used to identify common goals, priorities, and actions.

Community development learning is a developmental process that is both a collective and an individual activity, based on the sharing of skills, awareness, knowledge, and experience in order to bring about sustainable desired outcomes.

Community development practitioner or worker is a person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community groups and organisations are located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Community involvement describes community members participating in community projects and programmes that often originate outside the community.

Community participation describes community members being involved in the decisions that affect them.

Empowerment is a process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Evaluation entails an overall assessment of the achievements, effectiveness and impact of work carried out.

Learning can be informal, formal and non-formal:

- ◆ Informal refers to experiential and personal learning
- ◆ Formal learning refers to what we gain from courses, academic studies and continual professional development
- ◆ Non-formal education is that which can be informal or formal but occurs
- ◆ In non-traditional settings, eg in communities.

Reflective practice describes thinking about experience and actions in order to learn from what has happened or is happening, in order to improve practice.

Supervision is a process in which support, guidance, reassurance and feedback allows reflection and negotiation of agreements on the role, responsibilities and practice of community development practitioners.

Support refers to the work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

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. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date
02	Embedded Core Skills information updated	18/05/17

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This Higher National Certificate (HNC) in Working with Communities at SCQF level 7 is aimed at a range of learners. It will suit you if you are looking for an entry route to employment specifically in a range of community settings or if you are an experienced but unqualified practitioner who wishes to seek formal certification of their skills.

This qualification has also been designed to provide articulation and progression to related degree programmes although acceptance will be at the University's discretion.

Entry to the HNC is also at the discretion of the delivering centre, however it would be beneficial if you had some experience of working or volunteering in a community based setting or had already achieved a qualification in a relevant subject, eg Youth Work or Community Development SVQs

To achieve the HNC you will complete 12 HN credits, 10 of which are mandatory for all learners. The remaining two credits will be selected from a range of optional units which reflect an area of interest, eg Adult Learning, Youth Work, Capacity Building, Health Promotion etc.

Throughout the qualification your Core Skills in *Communication, Numeracy, Working with Others, Information and Communication Technology (ICT)* and *Problem Solving* will also be developed.