XSQA

# Arrangements for:

# HNC Working with Communities

# at SCQF level 7

## Group Award Code: G7KM 15

**Validation date: May 2005**

**Date of original publication: June 2005**

**Version: 04 (December 2016)**

## Acknowledgement

# 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 |
|---|---|---|
| 04 | **Revisions of Units:** F8L1 34 Community Learning and Development: Group Work has been replaced by HH67 34**.** DK16 34 Community Learning and Development: Principles and Practice has been replaced by  HH69 34 and will finish on 31/07/2020 | 20/12/16 |
| 03 | **Revisions of Units:** F1NX 34 Additional Support Needs: Lifelong learning has been replaced by HD80 34 and will finish on 31/07/2018 | 25/04/16 |
| 02 | Updated to reflect framework revision. | 20/07/11 |
|  |  |  |

# Contents

# 1 Background to the Development

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

The need for the HNC Working with Communities was 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 new HNC was validated in 1996.

This qualification was delivered from then 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 Steering Group to review the qualification. This group nominated additional representatives from the FE sector to form a writing team to revise the qualification. Details of the Steering Group and Writing Team membership are attached under the section 'Qualifications Design Team'.

In order to inform these groups, a major consultation exercise was undertaken in November 2003. The response to this consultation was exceptionally high and feedback confirmed that there was continued interest in the qualification. A postal consultation was backed by three major consultation events in November 2003 — held in Inverness, Stirling and Dumfries. The recommendations and advice from the postal consultation and the three events have been incorporated into the revised qualification. Evidence from the consultation is provided in the section 'Consultation and Market Research'.

The Writing Team met on a number of occasions to re-align the Units in accordance with consultation feedback and to rewrite them to conform with the new HN design principles.

One major change resulting from the new SQA Design Principles for Higher National qualifications is that the Units require a separate validation.

The Unit Validation for the revised HNC Working with Communities was undertaken over two days in May — one in Stirling and one in Dundee. SQA also undertook a third vetting day and, over these three days, the Units were levelled to meet the requirements of the Scottish Credit and Qualifications Framework.

During the development, 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. Details of structure changes and Unit amendments are outlined in the section 'Rationale for Structure':

# 2      Qualifications Design Team

**Steering Group Membership**

| | |
|---|---|
| Ian Fairweather (Chair) | Dundee University |
| Elaine Bain | Reid Kerr College |
| Yvonne Bradley | Cumbernauld College |
| Beth Causey | Fife College |
| Gillian Lithgow | Youthlink Scotland |
| Ian Loudon | Anniesland College |
| Peggy MacNab | The Highland Council |
| Edith MacQuarrie | Dumfries and Galloway Council |
| Bernadette McGuire | Anniesland College |
| Maureen Petrie | Falkirk Council |
| Liz Thomson | Glasgow Caledonian University |
| Jackie Cowan | CeVe |

Anne Boyd —- SQA
David Grant — SQA

Members of the Steering Group formed the nucleus of the Writing Group. Lynn Taylor of Anniesland College and Inez Visser of Fife College were also nominated as writers.

# 3      Consultation and Market Research

**Summary of Consultation**

**Supporting Evidence**

Supporting evidence for the continuation of the award came from positive feedback from the postal consultation and the three consultation events held in November 2003.

Evidence was also obtained through the representatives on the Steering Group. A number of practitioners represented their local authority on the Steering Group, and they gave support on behalf of their authority. Other Steering Group members represented FE colleges, which work closely with their local authorities, and there has been partnership support throughout the development. CeVe was kept informed of developments and the support from CeVe was particularly transparent in that several members of the Steering Group sit on the CeVe committee. Youthlink Scotland was also represented on both the Steering Group and the Writing Group, and endorsed the changes to the course.

Currently eight centres are approved to offer the award and there have also been more recent indicators of increased uptake. It is also important to note that, in the postal consultation, feedback from a number of community-based college representatives expressed the view that the HNC Working with Communities should be part of the curriculum for all community-based colleges.

A number of former students indicated that they strongly supported the continuation of the course.

There was also considerable support from practitioners with regard to the use of individual Units for Continuing Professional Development purposes.

**Consultation Analysis**

Prior to the revision of this course, SQA conducted market research within the field to gauge the demand and support for re-validation.

SQA consulted with key stakeholders including Communities Scotland, Youthlink Scotland, Voluntary Sector Organisations and the public sector.

The postal questionnaire was widely distributed within the sector. It was sent to all 32 local authorities and all 43 Colleges of Further Education in Scotland. A number of interested parties did not respond by post as they attended the seminars (see below). Feedback was most encouraging. The quantity of returns was higher than average, and some very positive statements were made regarding the need for the course to continue and for some additional aspects to the course.

Three seminars were held in the Autumn of 2003. The feedback was very supportive of the HNC Working with Communities and respondents did not wish to see radical change. There was strong approval to retain the existing title and to keep the original structure of the qualification. However, it was agreed that the overall volume of assessment was excessive; that there was duplication across Units and attempts should be made to reduce this. There was also a need to update the course to include the most current terminology, and to incorporate the current thinking on Community Learning and Development emerging through Scottish Executive directives and particularly through the policy document 'Empowered to Practise'.

There were also recommendations on ways to improve the balance in the content of the course. Practitioners recommended that students should be equipped with more underpinning knowledge to perform well in the job. At the same time, the assessment of practical skills required to be more focussed to ensure that candidates could work effectively in a Community Learning and Development environment. It was stressed that the theory was essential but candidates should be given opportunities to practice working in the real environment and to be assessed on their ability to do the job. Skills in working with others — including communication and interpersonal skills — required to be embedded clearly.

Another area, which was important to respondents, was Access to the qualification. They felt very strongly that there should be more opportunities for unqualified staff to gain qualifications.

With regard to the content of the individual Units, a number of topics were highlighted. The areas that respondents suggested should be covered in more detail were:

♦ trends in community learning and development
♦ planning: social economics and empowerment
♦ performance management
♦ tackling exclusion
♦ inclusion
♦ health issues
♦ safety issues
♦ literacies — community learning and reaching those with most difficulties
♦ equal opportunities
♦ funding and resources
♦ roles of the voluntary sector
♦ clarification of community learning and development
♦ working with young people
♦ capacity building
♦ project management
♦ partnership working
♦ the reflective practitioner
♦ project management
♦ planning and Evaluation

Respondents were also keen to see links between the HNC and the National Occupational Standards/SVQs for Community Development and Youth Work. Postconsultation, SQA commissioned a mapping exercise to show the relationship between the HN Units and the Knowledge requirements for the SVQs. This is useful to facilitate progression and credit transfer opportunities. The mapping exercise is included in the section — '*Relationship with other SQA Awards'.*

# 4 Progression and Articulation

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

♦ Progression

The HNC is an award in its own right and it is anticipated that many candidates 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.

Progression to, and from, SVQs in Community Development Work and/or Youth Work may also be possible. The mapping exercise (see the section — *'Relationship with other SQA awards')* is available showing the relationship between the HN Units and the knowledge requirements of the National Occupational Standards to facilitate credit transfer opportunities.

♦ Articulation

The HNC can allow entry to Degree programmes. It should be noted, however, that this is not automatic and will normally be subject to successful interview. The University of Dundee accepts candidates into the second year of its degree programme. The Universities of Edinburgh, Strathclyde and Glasgow have links with the course and may offer entry to their degree programmes.

# 5      Target Sector and Level of Employment

The HNC Working with Communities is aimed at practitioners, or people intending to work in community-based settings, at pre-qualifying level. Target groups would include community work assistants, youth workers, community project workers and community activists in the statutory and voluntary sectors. The HNC is not intended to qualify people for professional community education posts.

# 6      Target candidates

The qualification is designed to meet the needs of practitioners and others who may wish to seek employment in a range of community settings. The HNC is relevant for those who have considerable experience of the practice side of community work, but who require more knowledge and understanding to do the job competently and confidently. However, it is also designed to be appropriate for less experienced candidates who will gain more practical experience on an ongoing basis. Successful completion of the HNC should provide recognition of their knowledge of the principles of community learning and development and also of their ability and potential to do the job.

While the Units will normally be delivered as part of the Group Award — HNC Working with Communities — it is also possible that candidates could undertake one or more of the discrete HN Units for continuing professional development development.

# 7      Relationship with other SQA awards

The HNC Working with Communities is a qualification that provides a progression route from the SQA provision at NC level (NC in Working with Communities G9YN 46). The HNC has also been designed to sit comfortably with Units in the SVQ Community Development Work. It may be possible for candidates to bring evidence from the SVQ to the HNC. The mapping exercise presented in the table below illustrates the areas where evidence can be gathered for both the HNC and the SVQ.

**HNC Working with Communities-Mapping Exercise between HN Units and SVQ level 3**

| SVQ Community Development Work Unit A2 | | SVQ Unit F2<br><br>Review own practice, knowledge and values | SVQ Unit B4<br><br>Promote and Support learning from practice and experience | SVQ Unit C6<br><br>Work with communities to identify needs, opportunities, rights and responsibilities |
|---|---|---|---|---|
| Working Practice | Social Science Approaches | Principles and Practice | Learning Approaches | Preparing to Work |
| ♦ Types of community groups identified<br>♦ Types of activities identified<br>♦ Planning and negotiation for involvement with groups<br>♦ Planning and negotiation of agreed activities with groups<br>♦ Encourage participation and ownership<br>♦ Values/Ethos of the organisation reflected<br>♦ Maintaining confidentiality of information<br>♦ Group work skills<br>♦ Communication and interpersonal skills | ♦ Key features of four sociolog-ical theories<br>♦ Similarities and differenc-es in relation to each of the four theories<br>♦ Key concepts within all four theories | ♦ Definition of a community understanding the concept<br>♦ Evolution of community learning and development — historical context | ♦ Background *to and development of the Community Learning and development approach*<br>♦ *Range of learning theories related to working in a community based setting*<br>♦ Methods*: group work: flexible; distance learning; blended learning; e-learning*<br>♦ *Learning Styles: formal; informal; experiential; transformation*<br>♦ *The* learner's *development without formal assessment* | ♦ Purpose *and focus of groups*<br>♦ *Formal and informal groups*<br>♦ *Group objectives*<br>♦ *Life cycle of groups*<br>♦ *Value of interagency work/ partnerships*<br>♦ *Group dynamics*<br>♦ Groups *with common interests*<br>♦ Different *types of communication (verbal/nonverbal// written)*<br>♦ Effective *teamwork* |

## 8      Aims

The main aims of the HNC Working with Communities are:

♦   To provide a qualification which meets the needs of current practitioners in Community Learning and Development.
♦   To provide a qualification which provides an entry route for those seeking employment in a range of community settings.
♦   To provide a qualification that offers an integrated course of theory and practice which will equip students to work effectively in the wide-ranging field of community learning and development.
♦   To equip experienced practitioners with the required underpinning knowledge to update them on recent changes in philosophy and practice.
♦   To provide articulation and progression to degree programmes.

Specific aims:

♦   To provide opportunities for career progression.
♦   To provide opportunities for Continuing Professional Development.
♦   To align the qualification with recent initiatives and directives in Community
♦   Learning and Development.
♦   To include new topics — eg Capacity Building and Health — which are integral parts of Community Learning and Development.
♦   To provide a course which has a balance of theory and practice in order to allow students to develop the knowledge and practical skills required in the field.

## 9      Rationale for Structure and Content

When preparing for revalidation, the Steering Group took on board the recommendations of recent Scottish Executive directives, which have given a clear direction for Community Learning and Development in Scotland.

The First of these was 'Empowered to Practise' which makes recommendations on the future for pre-qualifying and qualifying Community Education training in Scotland. Of particular relevance to the rationale for the HNC are the statements on page 13 of the report:

'Calls for more discrete training for employers and practitioners tend to be at a level below the degree, in particular in relation to adult literacy and numeracy and for work with young people. This suggests that there is a need to address these employment needs at HNC/HND level.'

and,

'We also support the view expressed by employers and practitioner that there needs to be more specialised training available through Continuing Professional Development and at post-qualifying levels.'

The revised HNC also builds on the guidance set out in the Scottish Executive document 'Working and Learning Together to Build Stronger Communities'. — Scottish Executive Guidance for Community Learning and Development – January 2004.

This document states in the Ministerial Foreword:

'The Scottish Executive states that Community Learning and Development has an essential role in achieving our priorities of improving public services and promoting community regeneration, social inclusion, lifelong learning and active citizenship.'

The Scottish Executive has identified three national priorities for community learning and development:

♦ achievement through learning for adults
♦ achievement through learning for young people
♦ achievement through building community capacity

In revising the HNC Working with Communities, the focus was to ensure that these priorities underpin the qualification. The timing resulted in a course which is responsive to the needs of the sector and current in its approach.

The third directive, which influenced the shaping of the HNC Working with Communities, was the Scottish Executive's 'Lifelong Learning Strategy for Scotland' — February 2003.

In this document the Scottish Executive sets out its definition of Life-long Learning:

'Lifelong learning policy in Scotland is about personal fulfillment and enterprise, employability and adaptability, active citizenship and social inclusion.'

Those values have been incorporated into the Outcomes in the Units of the HNC Working with Communities.

As well as incorporating the spirit of all these documents, the Steering Group and Writing Group took on board feedback and recommendations from the extensive consultation.

The key points from the feedback were:

♦ there was an overload of assessment and the volume of assessment required to be reduced
♦ there was overlap and duplication across some Units and this should be eliminated where possible
♦ the Units required to be updated to include current terminology and to be brought into the current political agenda
♦ gaps were identified and consideration should be given to Health and Capacity Building
♦ it was suggested that, at a later date Units in Rural Development and Literacies should be considered
♦ there should be more emphasis on the reflective practitioner

- ◆ Planning — for self and for groups should be more transparent in the course
- ◆ evaluation of self and projects should be encouraged
- ◆ capacity building should be a key theme throughout the course

It was agreed that the Core and Options framework should stay as originally validated.

In the revision, all Unit titles were prefixed with '*Community Learning and Development'*. There were some minor changes to the titles of some Units to make them relevant to recent developments and trends in Community Learning and Development.

The Writing Team was charged with ensuring that the Units were appropriately levelled in relation to SCQF and also required to identify opportunities for Core Skills.

**Specific changes**

The generic Unit —*Interpersonal and Group Skills* — was withdrawn and the competences of these skills were embedded in all Units. In the new qualification, the revised Unit: *Community Learning and Development: Preparing to work with Community Groups*, assesses candidates on both knowledge and skills in this area.

Interpersonal and group skills are also assessed through the *Workplace Practice Unit* and the option Units: *Adult Learning/Working with Young People/Promoting Health in the Community/Capacity Building.*

- ◆ **Clarification of Underpinning Knowledge and Practical Skills**

The Unit — *Learning Approaches*-, has been revised and is now more clearly a theory Unit, which provides the underpinning knowledge for the Units within the Options framework where practical application is required.

There are clear guidelines in each of the Units under the section 'Recommended Prior Knowledge and Skills'. These guidelines suggest a logical sequence of teaching the theory Units before teaching and assessing the candidates on the more practical aspects of the qualification.

- ◆ **Reducing Assessment Load**

There has been a move away from an overload of assessment by essay writing in the original course, to a more varied assessment strategy. The assessment is now fit for purpose and reflects both the theoretical and practical aspects of the course. The theory Units still require candidates to write essays but more direction and help is now given to centres on the length and form of these essays. Other types of assessment, which should enrich the candidates' experiences, have been introduced where appropriate. These include:

♦ case studies
♦ observation of candidates
♦ reflective reports
♦ short answer questions.

In some Units it is written into the specification that the Unit can be assessed holistically thus reducing the assessment load. At all times, integration of assessment within Units and across Units is encouraged.

♦ **Levelling Units**

Details of allocation of level to Units can be found in the section — 'Structure'. Rigour has been added to the optional Units by an additional outcome on evaluation. These have been assigned at SCQF level 8. The Unit S*ocial Science Approaches* — is also at level 8, acknowledging the advanced analytical and research skills required for this Unit.

**Prior experience and/or qualifications**

There are no formal entry qualifications for the HNC Working with Communities but candidates should have communication skills and interpersonal skills at a level appropriate to the demands of the course. These skills are essential for those working in Community Learning and Development.

It would be beneficial if the candidate had completed the NC in Working with Communities at SCQF level 6 prior to undertaking the HNC.

Candidates will normally have had considerable experience of working in a Community Learning and Development environment, and will in most cases already be employed in the sector. However, exceptional candidates not employed in the sector, who can demonstrate an interest and aptitude, will be considered on an individual basis.

Normally candidates will be considered for entry if they can demonstrate:

♦ good communication and interpersonal skills
♦ practical experience and competence of working in a community-based setting
♦ — either in a paid or voluntary capacity
♦ the maturity, commitment and understanding necessary for the work
♦ appropriate NQ qualifications combined with good communication and interpersonal skills and a proven interest in working with communities

There should be no artificial barriers to entry to study for the HNC Working with Communities and there should be an Equal Opportunities policy with regard to selection.

All candidates who will be offered a place on the course will be advised that acceptance is subject to a satisfactory SCRO and Disclosure check.

## 10 Core Skills Profile for Entry and Exit

The Core Skills Profile relates to the candidate's requirements to have a recommended level of core skills, or certification in Core Skills, at the time of entry to the course and on completion of the award.

The five Core Skills are:

1   *Communication*
2   *Numeracy*
3   *Information and Communication Technology (ICT)*
4   *Problem Solving*
5   *Working with Others*

Consultation with industry identified the Core Skills Profile for entry to the HNC Working with Communities. It was agreed that the Core Skills, which are most important to practitioners in the field, are the Core Skills *Communication* and *Working with Others*.

Unit claims for Core Skills or Core Skills components

| Unit Title | Core Skills Claim | Core Skill level |
|---|---|---|
| C L & D: Adult Learning | Working with Others | Higher |
| | Communication (Oral component) | Higher |
| | Communication (Written component) | Intermediate 2 |
| C L & D: Working with Young People | Working with Others | Higher |
| | Communication (Written component) | Intermediate 2 |
| C L & D: Capacity Building | Working with Others | Higher |
| | Capacity Communication (Oral component) | Higher |
| | Communication (Written component) | Intermediate 2 |
| C L & D: Promoting Health | Working with Others | Higher |
| | Communication (Oral component) | Higher |
| | Communication (Written component) | Intermediate 2 |
| C L & D: Workplace Practice | Working with Others | Higher |
| | Communication (Oral component) | Higher |
| | Communication (Written component) | Intermediate 2 |
| C L & D: Social Science Approaches | Communication (All components) | Higher |
| C L & D: Learning Approaches | Problem Solving (Critical Thinking component | Higher |
| | Problem Solving (Reviewing and Evaluating component) | Higher |
| C L & D: Accountability for and Management of Resources | Problem Solving (Critical Thinking component | Higher |
| | Problem Solving (Planning and Organising component) | Higher |

## 11 Structure of the Group Award

**Structure of the 2005 Qualification** *(please refer to Appendix 1 for the 2011 structure)*

The HNC Working with Communities is a 12 credit course, with seven Units in the mandatory section and one Unit to be selected from an optional framework of four Units. (In the list that follows, the prefix to all Units — *Community Learning and Development* — has been abridged to C L and D).

**Mandatory Units**

| Unit title | Credit value | SCQF |
|---|---|---|
| CL and D: Accountability for and Management of Resources | 1 | 7 |
| CL and D: Social Science Approaches | 2 | 8 |
| CL and D: Principles and Practice | 2 | 7 |
| CL and D: Learning Approaches | 1 | 7 |
| CL and D: Preparing to Work with Community Groups | 1 | 7 |
| CL and D: Workplace Practice | 2 | 7 |
| CL and D: Graded Unit | 1 | 7 |

**and one from the following optional Units**

| Unit title | Credit value | SCQF |
|---|---|---|
| CL and D: Adult Learning | 2 | 8 |
| CL and D: Working with Young People | 2 | 8 |
| CL and D: Capacity Building | 2 | 8 |
| CL and D: Promoting Health in the Community | 2 | 8 |

## 12 Approaches to Delivery and Assessment

**Assessment**

The assessment should be a manageable load for both the candidates and the deliverers and should be fit for purpose. In the revision of the Units, attention has been given to varying the types of assessment. As is the policy for all HN awards, opportunities should be taken to integrate assessments across Units. Guidance on this is in the Arrangements Document and guidance on assessment for the individual Units is to be found in the Support Notes.

In the revised qualification the Unit specifications give much clearer information on what evidence is required. It should be noted that the evidence in the section 'Evidence Requirements' is mandatory, whereas the information in the Guidance notes is there as advice and support and is not mandatory.

**Delivery**

The delivery of the course should be varied and fit for purpose. It should always be remembered that students will have varying degrees of experience, and where possible they should be given opportunities to draw on their experience.

While there are many opportunities for traditional teaching methods, there are opportunities to widen the students' experience through visits, speakers from the field, and discussion on case studies. More details on these approaches can be found in the Support Notes and in the Unit exemplars.

**Practice Partnership**

In delivery and assessment of the qualification it is important that workplace practice partnership is stressed and that the lecturers make students aware of this. Opportunities should be found for candidates to observe and participate in partnership with practitioners.

**Open Learning, Flexible Learning and Blended Learning**

SQA does not stipulate the mode of learning. Candidates may study for the course either through the traditional taught route or by Open, Flexible or Blended Learning. There is statement on Open Learning in each of the Units. There is, of course, a requirement that all modes of learning offer opportunities for the candidate to undertake the practical components of all Units and the resources for centres to undertake this will be examined through SQA's Quality Assurance process*.*

**Conditions of the Award**

Candidates will be granted the award on completion of all Units and satisfactory evidence from the Centre that they have passed all Units to the national standard as set out in the Unit specifications. This means that they will have successfully passed all six Units from the mandatory section (Credit value: 9), the Graded Unit (Credit value: 1) and in addition, Units to the value of 2 credits from the optional section. All Units in the mandatory section are placed at SCQF level 7, with the exception of CL&D Social Science Approaches, which is placed at SCQF level 8. All Units in the optional section are at SCQF level 8. Unit titles and the full structure is presented on Page 12 of this document.

**Transition Arrangements and Credit Transfer**

Centres delivering the existing award will have automatic approval for the new award. This means that there are no additional requirements with regard to physical resources, and that there should be a seamless transition from the old to the new award.

**Assessment Strategy**

There are two types of Unit within this award: (1) ungraded Units and (2) a Graded Unit. Both types of Units are internally assessed and externally moderated.

1   Ungraded Units (ie all the Units, with the exception of the Graded Unit) are assessed on a pass/fail basis. The assessment evidence should be based on the information laid out in the Unit specification. The assessment of the ungraded Units takes the form of practical assignments and knowledge assessments. The practical work is assessed by observation and by reflective accounts in a log book.

2   The purpose of the Graded Unit is to sample the content of the mandatory Units and to ensure that the candidate has all-round competence in the key knowledge and skills of the award. The graded Unit is a project in the form of a Practical Assignment. Candidates who pass the Graded Unit will receive a grade of either A, B or C. The Graded Unit specification defines the standard of performance required to achieve each of these grades. An assessment exemplar is provided to exemplify the expected standard of this Unit.

Each Unit in the award is a stand-alone Unit and requires to meet the assessment criteria set out in the Unit specification in the sections — Assessment Guidance and Evidence Requirements. However, as with all HN qualifications, centres are encouraged to take a holistic approach and to take opportunities to integrate assessments across Units.

It should be noted, however, that all the Units in the qualification are free-standing Units, and as such, may be delivered, assessed and certificated individually for purposes of Continuing Professional Development.

**Assessment Exemplars**

Assessment exemplars for the mandatory Units have been developed, and are published on the secure section of the SQA website. These should be used in conjunction with the relevant Unit specification to fully define the national standard.

**Completed examples of candidate evidence**

The examples below are presented as guidance on portfolio work:

1   Example of Learning Plan.
2   Example of Completed Candidate Log.
3   Guidance on Potential Content of Candidate Portfolio.
4   Example of Reflective Summary of Placement Experience.
5   Example of Candidate Workplan.

## 1    Example of Learning Plan

**LEARNING PLAN**

In the columns below outline what areas of knowledge and practice you wish to extend.

Think carefully about your existing skills and levels of understanding and discuss your draft plan with your tutor before completing.

| STRENGTHS | Weaknesses | OPPORTUNITIES | Threats |
|---|---|---|---|
| KNOWLEDGE OF ICT | Limited work with community groups | WORK WITH RANGE OF PARTNERS | Short time scale |
| LIVE ON SIMILAR ESTATE | Know little about community planning (policies and procedures) | FEEDBACK AND SUPPORT FROM SUPERVISOR | Getting to know lots of new people |
| SOME YOUTH WORK EXPERIENCE | Limited work experience (part-time work in Morrisons and Somerfield) | TO TRY OUT NEW ROLES | Challenge to work with older people |
|  | Report writing, recording, taking minutes | TO DEVELOP THESE RECORDING SKILLS |  |

## 2    Example of completed candidate log

During an outdoor activities session at the residential, one of the girls took ill. I drove them back to the centre accompanied by a female member of staff. On my return to the group I found that the other girls were soaking wet from canoeing and very angry. They explained to me that a male member of staff had driven the boys back to the centre to get changed and that he had refused to take the girls because the other female leader was with the abseiling group. They were all shouting at the one time. I could not hear the proper story, so I got them all into the bus to return to the centre and organised a meeting after they were showered and fed.

The meeting was held in the room with the young people involved. I sat so that I could see everybody. The others were taken to the shops so that we could not be disturbed. I tried to find out the facts.

(Active reviewing: facts, feelings, findings and futures)

I explained that I would listen to them and that I would also have to check with the member of staff in relation to his side of the story. They accepted this and we continued.

I was conscious of thinking about use of my voice (Communications handout). I used volume, articulation, pitch, emphasis, and rhythm to create a calm atmosphere. I listened and asked open questions. I read the emotions and feelings from what was said but also from the facial expressions and other non-verbal clues. I was attentive. I faced the group and adopted an open posture, I relaxed and leant forward slightly and caught their eyes and engaged with them. I noted down what I found out. The meeting gave the young people the opportunity to I have their views heard.

When I spoke with the member of staff, he explained that due to child protection policy a female member of staff had to be present. He was quite prepared to offer an apology for any offence caused. By this time everyone felt more at ease.

I was anxious that this incident would affect the rest of the weekend and very relieved when it was resolved with no hard feelings. I think some of the distress was caused by them not knowing why they were getting poor treatment.

Another time before I left the girls I would explain why they would have to wait on a female leader getting back before they could return.

## 3    Guidance on potential content of candidate portfolio

The following provides examples of what could be presented as evidence of candidate achievement for the *Workplace Practice* Unit. All Unit Outcomes would be covered by a portfolio of evidence of this nature.

### Completion of a portfolio of evidence of workplace practice

A portfolio comprising two sections. The first relating directly to the candidate's learning:

- ♦ Placement Supervisor's Report
  - — reference to negotiated and agreed learning plan and work plan
  - — direct observation of the candidate's practice including work with groups
  - — support and supervision
  - — overall assessment

- ♦ Candidate's narrative/reflective summary of their placement experience
  - — — brief description of the duration and activity of the placement
  - — — analysis and reflection on their work and learning

The second section should contain the supporting evidence which should be clearly logged

- ♦ Evidence index
- ♦ Evidence
  - — personal development plan identifying own learning needs
  - — profile on the community based on contact and desk research identifying key factors which influence engagement
  - — workplace using leap or equivalent
  - — evidence of work undertaken
  - — self evaluation

## 4   Example of reflective summary of placement experience

My placement was with the Stonehill Community Partnership Project. This is a joint project involving community planning partners from the voluntary sector and local authority. Amongst other things, the project attempts to develop better relations between the rival neighbouring estates. To this end the project is involved in range of  local initiatives. Success depends on the active involvement of local residents, together with strong partnership working. Further information on the project forms part of the *community profile* (3).

I have been working with the project for four months. I am actively involved in two main areas of work:

- ♦ the ICT project where I assist the ICT tutor in delivering community classes(7,10,15) WALT[1]
- ♦ work with young people.( 8,9, 13) WALT[2]

My college tutor discussed my learning plan with me (1) and we agreed with the project manager a work plan (4) which would meet the needs of the community. Drawing up my work plan made me assess what I could realistically do within the timescale and start to identity how I could begin to extend my practice and develop skills. At the beginning as a trainee I had to become familiar with the area and staff in the project (3), build relationships within the local community(5), develop my communication skills and make use of my ICT expertise (6,7). I felt nervous when I started and was unsure how adults would accept my showing them how to make better use of the computers. The ICT tutor offered good

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[1] Achievement through learning for adults: Raising standards of achievement in learning for adults through community based lifelong learning opportunities incorporating the Core Skills of literacy, Numeracy, Communications, Working with Others, Problem Solving and Information and Communication Technology (ICT). *Working and learning together to build stronger communities* Scottish Executive Guidance Jan 2004
[2] Achievement through learning for young people: Engaging with young people to facilitate their personal social and educational development and enable them to gain a voice, influence and place in society *Working and learning together to build stronger communities* Scottish Executive Guidance Jan 2004

support and supervision (12) and I became more confident in dealing with the adult groups. I was showing off what *I* could do, through the placement I learnt to listen and to be more observant. (7,13) I am happy with my progress. I can now curb my enthusiasm because my aim with this group is to help others learn. (10)

*Word count 487 (excluding footnotes)*

**Bibliography**

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Ethical Conduct of the Youth Worker: National Youth Agency, 1994
*Working and Learning Together to build Stronger Communities* Scottish Executive, 2004

## 5    Example of candidate workplan — Youthwork

**WORK PLAN**

**1    Support youth committee to organise a residential weekend.**
**2    To support and deliver a programme of social and development activities for young people during the weekend.**

| Name | A Mactrainee |
| --- | --- |

OUTCOMES *Please list under priority area*

| 1 **Achievement through learning for adults.**<br>2 **Achievement through learning for young people.**<br>3 **Achievement through building community capacity.** | 2 Achievement through learning for young people<br>♦ *improve and develop relationships*<br>♦ *between young people and between young people and staff*<br>♦ *team building*<br>♦ *facilitate personal and social*<br>♦ *development* |
| --- | --- |

OUTPUTS

| What am I going to do? | By when? | What evidence will I have of progress? |
| --- | --- | --- |
| Support youth committee in organising a residential weekend at Fenlockmoor<br><br>♦ work with youth committee over the three month period to:<br>— agree commitment and prioritise tasks<br>— plan programme<br>— identify any special<br>— requirements<br>— identify costs and<br>— sources of funding<br>♦ provisionally book centre<br>♦ provisionally book transport<br>♦ contact carers/parents<br>♦ distribute relevant forms<br>♦ collect completed paperwork<br>♦ confirm bookings | } April } } May } } June } | Group booked into Fenlockmoor for week beginning July 7th<br><br>♦ minutes of Youth Committee meetings<br>♦ booking form<br>♦ financial information<br>♦ letter to carers/parents<br>♦ list of participants<br>♦ completed RES/1 forms<br>♦ kit lists<br>♦ booking forms from centre<br>♦ booking forms for buses<br>♦ completed risk assessment forms<br>♦ feedback sheet from youth worker |
| To support and deliver a programme of social and development activities for young people during the weekend | July 7th/8th/9th | ♦ programme<br>♦ ☐menus<br>♦ ☐rotas<br>♦ ☐evaluation sheets<br>♦ ☐recordings<br>♦ ☐photographs |

# 9 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.

# 10 Appendices

Appendix 1: Information on revised Group Award Framework from 1 August 2011

## Appendix 1:   Information on revised Group Award Framework from 1 August 2011

# HNC in Working with Communities
# Revised Framework 2011

## 1   Background to the Revision

The HNC Working with Communities was first validated in 1996. The award was subsequently revised in 2005 to re-align the Units in accordance with feedback received based on the consultation carried out at that time, and to rewrite them to conform to the new HN Design Principles.

There are now 17 centres approved to deliver the HNC. Registration and achievement statistics since 2004 are set out in the following grid.

| Title | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Working with Communities** | 2004/5 | 2005/6 | 2006/7 | 2007/8 | 2008/9 | 2009/10 | 2010/11* |
| Entries | 10 | 38 | 170 | 127 | 136 | 150 | 123 |
| Awards | 0 | 8 | 66 | 81 | 106 | 97 | 24 |

*figures as at 31 May 2011.

The HNC continues to be a popular course which is widely recognized as being relevant to the sector. It provides successful candidates with opportunities for progression and articulation onto other learning programmes or for gaining a step onto the ladder for a career in Community Learning and Development.

In line with SQA's policy of incremental change, in 2009, consultation with approved centres was carried out to gain feedback on the structure of the group award and the content, delivery and assessment of the individual Units.

Three main points were identified for action:

♦   All Units to be updated and revised to reflect the CLD competencies

♦   Assessment load to be reduces by removing the practical element of the assessment from each of the optional Units and reducing the credit points and level appropriately

♦   Optional section of framework to then be expanded to include a broader choice of topics which reflect the growing diversity of the context in which CLD is delivered

# Background to the Revision (cont)

## 2      Development

A series of five meetings with the Qualifications Development Team (QDT) was held throughout 2010 to produce a proposed revised framework and to identify Unit writers. Centres were also consulted by post and by e-mail to gain feedback on the proposals.

Current membership of the QDT is as follows:

| Name | Organisation |
|---|---|
| Bobby Bell | John Wheatley College |
| Kate Just | Stevenson College |
| Ian Loudon | SQA Senior External Verifier |
| Lynn Taylor | Anniesland College |

SQA would also like to acknowledge the contribution made to the development and to the Unit writing process by the following:

James Carmichael        Anniesland College

Anita Baggs        Jewel and Esk College

Janis Stirton        Jewel and Esk College

Gary Harkins        John Wheatley College

## 3   Revised Framework

The Group Award will continue with the existing code **G7KM 15**.

The mandatory section is unchanged with seven Units to be completed giving 10 SQA credits, 8 of which are at SCQF level 7.

The optional section of the framework has been expanded to offer centres and candidates a wider range of Units. Candidates will complete two Units from the optional section, giving 2 SQA credits at SCQF level 7.

The Units contained within the revised framework will be available for delivery from August 2011. (The optional Units from the 2005 framework have had a lapse date of July 2011 applied. Candidates undertaking these Units will have until July 2013 to complete them.)

**The framework of the HNC Communities for delivery from August 2011**

| Unit title | Code | SQA Credits | SCQF Credit points | Level |
|---|---|---|---|---|
| **Mandatory Units** | | | | |
| CLD: Accountability for and Management Resources | DK13 34 | 1 | 8 | 7 |
| CLD: Social Science Approaches | DK1G 35 | 2 | 16 | 8 |
| CLD: Principles and Practice | DK1C 34 | 2 | 16 | 7 |
| CLD: Learning Approaches | DK17 34 | 1 | 8 | 7 |
| CLD: Workplace Practice | DK1K 34 | 2 | 16 | 7 |
| CLD: Group Work | F8L1 34 | 1 | 8 | 7 |
| CLD: Graded Unit 1 | DK16 34 | 1 | 8 | 7 |
| **Optional Units (select two)** | | | | |
| CLD: Adult Learning | FM9F 34 | 1 | 8 | 7 |
| CLD: Working with Young People | FM9A 34 | 1 | 8 | 7 |
| CLD: Community Capacity Building | FM9D 34 | 1 | 8 | 7 |
| CLD: Promoting Health in the Community | FM9E 34 | 1 | 8 | 7 |
| Woriing with Asylum Seekers and Refugees: Professional Skills Development | F3S2 34 | 1 | 8 | 7 |
| Additional Support Needs: Lifelong Learning | HD80 34* | 1 | 8 | 7 |
| Personal Development Planning | DE3R 34 | 1 | 8 | 7 |
| Dyslexia: Understanding and Supporting Individuals with Dyslexia | F16Y 34 | 1 | 8 | 7 |

*Please refer to History of Changes