



Group Award Specification for:

**Professional Development Award (PDA) in
Community Involvement: An Introduction at
SCQF level 6**

Group Award Code: (GK6C 46)

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Contents

| | | |
|---|---|----|
| 1 | Introduction | 1 |
| 2 | Qualification structure..... | 2 |
| | 2.1 Structure..... | 2 |
| 3 | Aims of the qualification | 2 |
| | 3.1 General aims of the qualification | 2 |
| | 3.2 Specific aims of the qualification..... | 2 |
| 4 | Recommended entry to the qualification..... | 3 |
| | 4.1 Core Skills entry profile..... | 3 |
| 5 | Additional benefits of the qualification in meeting employer needs | 4 |
| | 5.1 Mapping of qualification specific aims to Units..... | 5 |
| | 5.2 Mapping of National Occupational Standards (NOS)..... | 6 |
| | 5.3 Mapping of Core Skills development opportunities across the qualification | 7 |
| | 5.4 Assessment Strategy for the qualification | 8 |
| 6 | Guidance on approaches to delivery and assessment..... | 9 |
| | 6.1 Sequencing/integration of Units..... | 9 |
| | 6.2 Recognition of Prior Learning | 9 |
| | 6.3 Opportunities for e-assessment..... | 10 |
| | 6.4 Support materials | 10 |
| | 6.5 Resource requirements | 10 |
| 7 | General information for centres | 11 |
| 8 | Glossary of terms | 11 |
| 9 | General information for learners | 14 |

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 Professional Development Award in Community Involvement: An Introduction at SCQF level 6 is designed to meet the needs of learners who wish to develop an understanding of Community Learning and Development (CLD) theory and practice, with particular focus on involvement in Community Capacity Building. Successful completion of this award will provide learners with the appropriate skills and knowledge to progress to employment within the CLD or related sectors, or to further study.

This level 6 award will prepare learners for possible progression to other programmes at an equal or increased SCQF level in the field of Community Learning and Development, which include:

- ◆ PDA in Youth Work at SCQF level 6
- ◆ NC in Working with Communities at level 6
- ◆ PDA in Community Involvement at SCQF level 7
- ◆ HNC in Working with Communities at SCQF level 7
- ◆ SVQs in Youth Work or Community Development Work at level 2 or 3

The award is suitable for learners who have no background in the sector or may have some understanding of Community Learning and Development, but have no formal qualifications in the field. Learners may have prior knowledge of the subject, or have limited experience of working or volunteering in the sector. The award is designed to offer an introduction to Community Capacity Building, which is one of three main strands of Community Learning and Development.

Those employed in the field of Community Learning and Development, and who achieve a recognised qualification such as this award, may qualify for membership of the Scottish CLD Standards Council.

2 Qualification structure

This Group Award is made up of 3 SQA National Unit credits. All Units are mandatory. The Group Award comprises 18 SCQF credit points, all of which are at SCQF level 6. A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

The PDA in Community Involvement: an Introduction at SCQF level 6 is comprised of three National Units, all at SCQF level 6.

All three Units are mandatory within the Award.

| 4 code | 2 code | Unit title | SCQF level | SCQF credit points | SQA credit |
|--------|--------|---|------------|--------------------|------------|
| H1ME | 12 | Working with Communities: Community Capacity Building | 6 | 6 | 1 |
| *J48Y | 46 | Working with Communities: Values and Principles | 6 | 6 | 1 |
| H1MJ | 12 | Working with Community Groups: An Introduction | 6 | 6 | 1 |

3 Aims of the qualification

The principal aim of the qualification is to enable learners to gain underpinning knowledge of the principles relating to involvement in community capacity building within a Community Learning and Development context.

3.1 General aims of the qualification

- 1 To provide a nationally recognised and relevant qualification which will support educational progression and professional career development for those working in the CLD or related sectors.
- 2 To provide an award which will support employment opportunities.
- 3 To provide a progression route for further study.
- 4 To develop transferable and Core Skills.

3.2 Specific aims of the qualification

- 1 To enable learners to develop an understanding of how to become involved with local communities and identify their needs.
- 2 To enable learners to develop an understanding of how government policies impact on community capacity building.
- 3 To enable learners to understand the development of values in individuals
- 4 To introduce learners to professional values and principles relating to the CLD sector.
- 5 To develop learners understanding of community groups, including their purpose and structure.
- 6 To enable learners to link theory with practice through facilitation of a group work session.

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.

Although there are no pre-entry requirements for the PDA, learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ NQ Unit(s) at SCQF level 5 in, eg *Communication* or *Volunteering Experience*
- ◆ Experience of working (paid or voluntary basis) within the Community Learning and Development or related sectors. This could be in any of the following three strands of CLD practice: Capacity Building, Youth Work and Adult Learning.
- ◆ Good interpersonal skills which may be demonstrated by the process of Application and Interview

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.

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|--|--------------------------------|--|
| Communication | 5 | Written, verbal, non-verbal and presentation skills will be developed throughout all three Units. |
| Numeracy | 4 | The collection of statistical data will support and develop Numeracy skills in the Community Capacity Unit. |
| Information and Communication Technology (ICT) | 5 | Learners will develop their ICT skills if they present assignments and presenting information in a tabular or word processed format. Some research will be required via online resources and individual and group presentation may utilise relevant presentation packages. |
| Problem Solving | 5 | Gathering information, using primary and secondary research methods will develop problem solving techniques. |
| Working with Others | 5 | Developing interpersonal skills, as well as participation in group work activities will develop learners' skills in working with others, particularly in the Working with Community Groups Unit. |

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 skills, 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 | 6 |
| H1ME 12 | Working with Communities: Community Capacity Building | X | X | | | X | X |
| *J48Y 46 | Working with Communities: Values and Principles | | | X | X | X | |
| H1MJ 12 | Working with Community Groups: An Introduction | | X | | X | X | X |

Specific aims of the qualification

- 1 To enable learners to develop an understanding of how to become involved with local communities and identify their needs.
- 2 To enable learners to develop an understanding of how government policies impact on community capacity building.
- 3 To enable learners to understand the development of values in individuals.
- 4 To introduce learners to professional values and principles relating to the CLD sector.
- 5 To develop learners understanding of community groups, including their purpose and structure.
- 6 To enable learners to link theory with practice through facilitation of a group work session.

5.2 Mapping of National Occupational Standards (NOS)

| Code | Working with Communities: Community Capacity Building — H1ME 2 | Working with Communities: Values and Principles — *J48Y 46 | Working with Community Groups: An Introduction — H1MJ 12 |
|------|--|---|---|
| S1 | X | X | X |
| S2 | X | X | X |
| S3 | X | X | X |
| S4 | X | X | X |
| S6 | X | X | X |
| S9 | X | X | X |
| S11 | X | X | X |
| S12 | X | X | X |
| S15 | X | X | X |
| S21 | X | X | X |
| S23 | X | X | X |

Community Development National Occupational Standards:

- S1 Integrate and use the values and process of Community Development
- S2 Work with tensions, inherent in Community Development practice
- S3 Relate to different communities
- S4 Demonstrate competence and integrity as a Community Development practitioner
- S6 Get to know a community
- S9 Support inclusive and collective working through Community Development practice
- S11 Respond to community conflict
- S12 Support communities to campaign for change
- S15 Use a community development approach to support collaborative and partnership work
- S21 Strengthen groups using Community Development approaches and practice
- S23 Use a Community Development approach to monitoring and evaluation

5.3 Mapping of Core Skills development opportunities across the qualification

| Unit code | Unit title | Communication | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|-----------|---|---------------|------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written | 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 |
| H1ME12 | Working with Communities: Community Capacity Building | X | X | | | X | X | X | X | | X | X |
| *J48Y46 | Working with Communities: Values and Principles | X | X | | | X | X | X | X | X | X | X |
| H1MJ12 | Working with Community Groups: An Introduction | X | X | X | | X | X | X | X | X | X | X |

5.4 Assessment Strategy for the qualification

| Unit | Assessment | | |
|---|---|--|--|
| | Outcome 1 | Outcome 2 | Outcome 3 |
| H1ME 12 | Open-book; Extended response 500 words (case study) | Open-book; Extended response 500 words | Open-book; Extended response 500 words |
| Outcomes may be assessed individually or holistically | | | |
| *J48Y 46 | Extended response 750 words | Extended response 750 words | |
| Outcomes may be assessed individually or holistically | | | |
| H1 MJ 12 | Open-book Investigation 500 words | Open-book; Extended Response 500 words (Role play) | |

6 Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of Units

Whilst there is no formal sequential order for delivery and assessment of the Units, it is recommended that the Unit, *Working with Community Groups: An Introduction* is delivered as the middle component of the qualification due to the practical application required in Outcome 2. This will allow a blend of theory and practice at an appropriate time. All three Units can be delivered over a 36 week standard academic term, with 3 hour weekly sessions. This is entirely at the discretion of individual centres. A day release programme for those in employment may provide opportunities for continued professional development (CPD).

There may be opportunities for integration of teaching and assessments. Blended learning approaches including lectures, group work activities, individual and group presentations, guest speakers and video can be utilised.

Further information on opportunities for holistic assessment is detailed in the individual Unit specifications.

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

Achievement of the PDA in Community Involvement: an Introduction may provide progression to other qualifications in related areas, such as:

- ◆ PDA in Youth Work at SCQF level 6
- ◆ NC in Working with Communities at SCQF level 6
- ◆ PDA in Community Involvement at SCQF level 7
- ◆ HNC in Working with Communities at SCQF level 7
- ◆ SVQs in Youth Work or Community Development Work at levels 2 and 3

6.2.2 Professional recognition

The Scottish CLD Standards Council offer a range of membership options for those involved with the delivery of CLD practice, and who hold a range of related qualifications. The PDA in Community Involvement: an Introduction may satisfy the Standard's Council's membership requirements.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments within the PDA in Community Involvement: An Introduction at SCQF level 6. By e-assessment we mean assessments which are supported by Information and Communication Technology (ICT), such as e-testing, blogging or the use of e-portfolios. Centres using e-assessment must ensure that the national standard is applied to all learner evidence and any conditions of assessment as specified in the Unit specifications.

6.4 Support materials

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

Assessment Support Packs (ASPs) are available for all three Units, and are available for download from the SQA secure website.

6.5 Resource requirements

Specific guidance on resources is provided in each Unit specification. A range of current and relevant text books, journals and online resources should be made available to learners.

7 General information for centres

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.

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).

8 Glossary of terms

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.)

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)

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.

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

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: 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.

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.

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

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

CLD: Community Learning and Development

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 | H1MH 12 Working with Communities: Values and Principles (finish date 31/07/22) has been replaced by J48Y 46 Working with Communities: Values and Principles (start date 01/08/19). | 09/06/20 |
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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.

Professional Development Award in Community Involvement: An Introduction at SCQF level 6

This PDA will suit you if you wish to become involved, either in a paid or voluntary capacity, with building the capacity in your community.

There are no formal pre-entry requirements; however you will be expected to have good communication skills. Previous experience of involvement in community or youth work would be beneficial.

Capacity building focuses on the efforts of community groups to become involved in campaigning for better resources and improved services in the areas where they either work or reside.

The qualification has been designed to provide you with underpinning skills, knowledge and understanding of Community Learning and Development theory and practice relating to capacity building.

You will have the opportunity to study community capacity building, using a range of blended learning techniques, enabling you to apply theory with practice.

There are a range of assessment instruments throughout this award, including assignments, presentations, group work activity.

By completing this PDA, you will develop Core Skills in *Communication, Working with Others, Information and Communication Technology (ICT) and Problem Solving*. You will also develop your transferable skills, eg report writing, research, negotiation and leadership.

You will have a clear progression path for further study in a number of Community Development or related subjects at SCQF level 6 and above, eg:

- ◆ PDA in Youth Work at SCQF level 6
- ◆ NC in Working with Communities at level 6
- ◆ PDA in Community Involvement at SCQF level 7
- ◆ HNC in Working with Communities at SCQF level 7
- ◆ SVQs in Community Development Work at level 2 or 3