



## **Group Award Specification for:**

**Professional Development Award (PDA) in  
Community Involvement at SCQF level 7**

**Group Award Code: (GK6D 47)**

**Validation date: May 2015**

**Date of original publication: May 2015**

**Version: 02 (December 2016)**

## 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 at SCQF level 7 is designed to meet the needs of learners who wish to develop a detailed 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.

The level 7 award will prepare learners for possible progression to other programmes at an equal or increased level in the field of Community Learning and Development, which include:

- ◆ HNC in Working with Communities at SCQF level 7
- ◆ SVQs in Community Development Work or Youth Work at levels 3 and 4
- ◆ Relevant degree programmes at Universities

The award is suitable for learners who have an existing understanding of Community Learning and Development, but wish to progress their knowledge further. Learners should have prior knowledge of the subject, supported by relevant experience of working in the sector either in a paid or voluntary capacity.

The award is designed to offer an advanced knowledge of 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 HN Unit credits. All Units are mandatory. The Group Award comprises 24 SCQF credit points, all of which are at SCQF level 7. A mapping of Core Skills development opportunities is available in Section 5.3.

### 2.1 Structure

The PDA in Community Involvement at SCQF level 7 is comprised of three Higher National Units, all at SCQF level 7.

All three Units are mandatory within the Award.

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
FM9D	34	Community Learning and Development: Capacity Building	7	8	1
HH67*	34	Community Learning and Development: Group Work	7	8	1
DK13	34	Community Learning and Development: Accountability for and Management of Resources	7	8	1

\*Refer to History of Changes for revision changes.

## 3 Aims of the qualification

The principal aim of the qualification is to provide learners with the knowledge and skills to enable them to be effectively involved 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 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 develop learners understanding of the principles and practice relating to involvement in community capacity building.
- 2 To enable learners to analyse the social context in which capacity building occurs.
- 3 To develop the learners skills in working with groups.
- 4 To develop the learners understanding of the roles, responsibilities and expected behaviours of each member of the community group.
- 5 To enable the learner to identify funding sources and the typical criteria for application within a community-based setting.
- 6 To develop the learners' understanding of the importance of effective management of physical and human resources and accountability for funds and resources.

## 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 formal pre-entry requirements for the PDA award, 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 6 in *Communications* or above
- ◆ NQ Unit(s) at SCQF level 5 in *Numeracy* or above
- ◆ NQ Unit(s) in *Working with Communities*
- ◆ SVQ Unit(s) in CDW or Youth Work
- ◆ Good ICT skills
- ◆ Strong communication skills
- ◆ Experience of working (paid or voluntary) 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.

### 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	6	Written, verbal, non-verbal and presentation skills will be developed throughout all three Units. Instruments of assessment in all three Units require a high level of communication skills
Numeracy	5	The collection of accurate statistical and financial data is contained within the assessments for the Accountability and Management of Resources Unit.
Information and Communication Technology (ICT)	5	Learners will develop their ICT skills if they present word processed assignments or present information in a tabular format. Research will be required via online resources and individual and group presentation may utilise relevant presentation packages.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Problem Solving	6	Gathering information, using primary and secondary research methods will develop problem solving techniques.
Working with Others	6	Developing interpersonal skills, eg negotiation and leadership skills, as well as participating in group work activities will develop learners' skills in working with others, particularly in the Group Work 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 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	6
FM9D 34	Community Learning and Development: Capacity Building	X	X	X			
F8L1 34	Community Learning and Development: Group Work			X	X	X	
DK13 34	Community Learning and Development: Accountability for and Management of Resources					X	X

### Specific aims of the qualification

- 1 To develop learners understanding of the principles and practice relating to involvement in community capacity building.
- 2 To enable learners to analyse the social context in which capacity building occurs.
- 3 To develop the learners skills in working with groups.
- 4 To develop the learners understanding of the roles, responsibilities and expected behaviours of each member of the community group.
- 5 To enable the learner to identify funding sources and the typical criteria for application within a community-based setting.
- 6 To develop the learners' understanding of the importance of effective management of physical and human resources and accountability for funds and resources.

## 5.2 Mapping of National Occupational Standards (NOS)

Code	Community Learning and Development: Capacity Building — FM9D 34	Community Learning and Development: Group Work — F8L1 34	Community Learning and Development: Accountability for and Management of Resources — DK13 34
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
S25	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
- S25 Manage internal organisational development and external relationships to support effective Community Development practice



### 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
FM9D34	Community Learning and Development: Capacity Building	X	X			X	X	X	X	X	X	X
F8L134	Community Learning and Development: Group Work	X	X			X	X	X	X	X	X	X
DK1334	Community Learning and Development: Accountability for and Management of Resources	X	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
FM9D 34	Assessment of Outcomes 1 and 2 can be integrated. Learners are required to produce a report (written, oral or signed) of approximately 1,500–2,000 words, or equivalent, under open-book conditions base on a case study example from practice.		
F8L1 34	Outcome 1 and 2 may be assessed together, requiring learners to answer a set of extended response questions. (1,000 words)		Requires learners to demonstrate group work skills by carrying out a role play exercise and by producing a reflective account.
DK13 34	Open-book; Extended response 500 words Internet research (optional complete a funding application form)	Open-book; Extended response (1,000 words)	Open-book; Extended response (1,000 words)

## 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 *Community Learning and Development: Group Work* is delivered at the centre of the programme, as this provides the practical component and exposes learners to a 'hands on' experience, which they can link to theory. 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](http://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 may provide progression to other qualifications in related areas, such as:

- ◆ HNC in Working with Communities at SCQF level 7
- ◆ SVQs in Community Development or Youth Work at level 3 and 4
- ◆ Relevant University degree programmes

## 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 may satisfy the Standards Council's membership requirements.

## 6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments within the PDA in Community Involvement at SCQF Level 7. By e-assessment we mean assessments which are supported by Information and Communication Technology (ICT), such as e-testing, blogging or the use of 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 specification(s).

## 6.4 Support materials

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

Assessment Support Packs (ASPs) are available for the Group Work and Accountability for and Management of Resources Units, which 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](http://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](http://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](http://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	<b>Revision of Unit:</b> F8L1 34 Community Learning and Development: Group Work has been replaced by HH67 34 and will finish on 31/07/2020	20/12/16

## 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 at SCQF level 7**

This PDA will suit you if you are currently working, either in a paid or voluntary capacity in the Community Learning and Development (CLD) sector, and wish to develop your involvement in building capacity in the community.

There are no formal pre-entry requirements; however it is recommended that learners have an understanding of community development and can demonstrate excellent communication skills.

You will develop your skills, knowledge and understanding required to become involved in community capacity building. Capacity building focuses on supporting community groups to build their skills, knowledge and influence to campaign for better resources and improved services in the areas where they either work or reside. In addition you will look at the techniques and benefits of partnership working. All three Units are designed to enable you to develop your knowledge and understanding and skills in community capacity building.

There are a range of assessment instruments throughout this award, including assignments, presentations and practical activities.

By completing the PDA you will develop your 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 to further study in a number of Community Development or related subjects at SCQF level 7 and above, eg:

- ◆ HNC in Working with Communities at SCQF level 7
- ◆ SVQs in Community Development or Youth Work at level 3 and 4
- ◆ Relevant University degree programmes