

Qualifications Framework for Community Development

Prepared for the Community Development field

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Community Development Qualifications framework

Introduction

The existing Community Development Learning and Qualification framework needed to be revised to take account of two major developments:

- one is that the Community Development National Occupational Standards were revised in the autumn of 2009, and existing courses are not mapped to these revised standards
- the second is the need to prepare qualifications to the requirements of the Qualification and Credit Framework (QCF) which is replacing the National Qualifications Framework (NQF); all of the existing CD qualifications below level 4 currently relate to the NQF. All the existing CD qualifications have a limited shelf life now and are due to expire at the end of 2010

This paper sets out the agreed framework for the desired community development qualifications within the QCF. This framework is the outcome of several consultation processes undertaken during the first part of 2010 and is part of the work in progress to develop the details of the proposed range of qualifications.

In this framework document we have set out the outline of the whole framework of qualifications.

We have spelt out all of the details of the Awards at levels 1-7.

We have set out the outline shape and size of certificates and diplomas at levels 2,3 and 4.

Detailed guidance as to the mandatory units for the certificates at levels 2,3 and 4 are provided.

Possible optional units are suggested but not yet developed. This is in part due to waiting for clarification about the size of certificates and diplomas that we will be allowed to develop, and in part because we feel that until the learning outcomes and assessment criteria are agreed for the mandatory units it is not very clear what can be covered in those units and what then needs to be covered in the optional units. The additional complicating factor is the sheer diversity of people who may be interested in some of these units to support their work or as part of other

qualifications and we are continuing to talk to relevant other bodies about which units their workforce would find useful.

The plan is to establish a strategic implementation group of national and regional organisations who will oversee the development of the different parts of this framework. Several people and organisations have already volunteered to form working groups to undertake the detailed work to create the actual units and some of the qualifications, and we welcome other offers of help.

To support the working groups we have collected together a number of useful papers into a supporting materials pack, which will include details of level descriptors, the QCF, the CD-NOS 2009, and various matrix which attempt to show what elements of the CD NOS 2009 have been included in the different proposed units.

This document has a number of sections

- A. sets of the principles on which the framework has been built
- B. summarises in words and a diagram the proposed framework
- C. sets out the details of the proposed units and their indicative content

A. Principles behind the frameworks development

A number of key principles have been agreed throughout the process of the consultation which have affected the design of the framework; these include –

- The framework needs to show clear entry points and indicate the target audience for each level and qualification
- The framework needs to offer clear learning pathways and progression routes for all those involved in Community development, whether they are being paid or not.
- The framework should be presented in clear straight forward language so that employers and participants can understand the steps needed to enable people to move to where they want to be.
- The framework should not become a longer ladder which excludes people; it is important to build in Recognition of learning from experience and of other qualifications
 - To meet the needs of the many different roles that people take in respect of Community Development a small Award should be developed at each level (1-7) as an Introduction to Community Development. These should be drawn from the knowledge requirements of the core (Key Area 1) of the NOS CD (2009). There should be no assessment of practice requirement within these Awards. The Awards should be incremental in that as the levels go up they require increased knowledge requirements drawn from Key Area 1.
 - At each level, the Award should be built on to achieve the Certificate, and the Diploma follows incrementally by building on the Certificate. Practice and its verification / assessment should be built in from level 2 upwards.
- Reflective practice should be built in throughout the qualifications
- Mandatory Units should relate to core CD work and Optional Units should relate to more specialist areas. This will increase take up of units and make the framework viable for awarding bodies as many of the Optional Units could be of relevance to other related occupations.
- The amount of assessed practice required should be increased from Certificates to Diplomas at Levels 2, 3 & 4

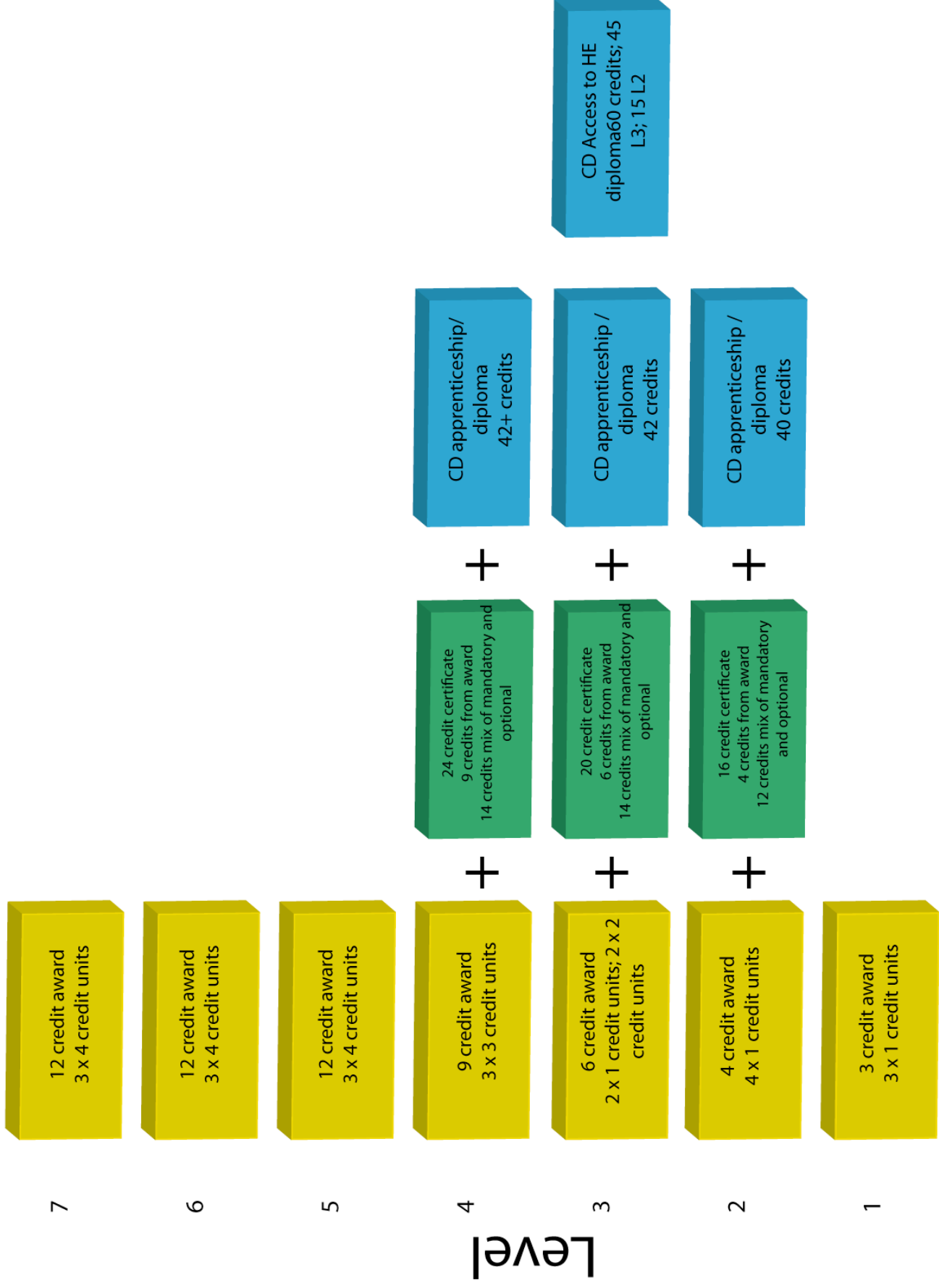
- The framework should attempt to enable people to use the learning gained at one level towards a qualification at a higher level.
- Apprenticeships should be built in at levels 2 & 3 and later on consideration should be given to the value of a level 4 apprenticeship.
- An Access Diploma is essential to bridge the gap between Level 3 & Level 4 for learners wanting to move into HE.
- The framework should ensure that there is some articulation with university and HE programmes
- Units that would be of interest to other related occupations / areas of work should be incorporated to enable greater take up and to recognise the movement of people between them

B. Summary of the proposal framework

- There is a relatively small award at each level 1 – 7 which is designed as an introduction for people coming into Community Development, for people with management responsibilities for CD practitioners and for those in other professions/ occupations who want to understand what a CD approach entails. They are based on the knowledge listing with the core Key Area 1 within the CD NOS 2009. Whilst these awards will introduce the value and role of Reflective Practice these awards do not contain any practice requirements
- At level 1 the only qualification is the award – this will be designed to fit with the 14-19 diplomas and is suitable for people coming into community development for whom level 2 is too academically daunting
- At levels 2,3 and 4 there are certificate qualifications designed to cover the main topics that community development practitioners need to know about and be able to undertake. These certificates are a mixture of mandatory and optional units designed to enable people to customise them to their particular situation
- At levels 2 and 3 the diplomas have been designed to run along side the proposed apprenticeships. Apprenticeships have particular requirements that have been set nationally; they have to be a minimum size and contain a number of credits relating to 'functional skills' (numeracy, literacy) and to rights and responsibilities within employment, as well as covering knowledge and skills. The framework has been designed to enable apprenticeship programmes to be developed using the same units that would lead to certificates and diplomas.
- At level 3 a Community Development Access to HE diploma is the bridging qualification to enable people to move from level 3 to level 4
- A diploma at level 4 provides an alternative qualification to the first year of a foundation degree
- At levels 5,6 and 7 the award is the only qualification set out in detail; universities will develop their own longer programmes and guidance is given re the amount and type of assessed practice that is suitable for programmes aiming to deliver professional qualifications.

- Qualifications can be built sideways – so someone with the Award could take additional units and receive the Certificate, and then could take additional units and receive the Diploma.
- Qualifications can aid progression - some of the units gained at one level (particularly from the Optional Unit lists) can be put towards achieving a qualification at a higher level. More details of how learning from one level can contribute to a higher level qualification will be set out as the units are developed.
- At all levels the Recognition schemes can refine their requirements so they can sit within this overall framework as well as relating to the existing ILM award
- The titles given to each unit may not be accurate or appropriate and may well need to change as the units are developed, particularly in the mandatory and optional units in the certificates and diplomas

Introductory



C. Details about each level and type of proposed qualification

Please read these points about the details in the proposed qualifications

- The numbers can either refer to the Standard eg S1 = Standard 1, or to the knowledge requirements eg KA1 = the knowledge listed in Key area 1.
- The way that the revised NOS is required to be written is that all the statements are level free, so that they will need to be adapted to the relevant level of a particular qualification being designed; so that some statements that look higher level will need to be revised to suit the lower level qualifications or statements that appear relatively low level will need to be interpreted in more depth and breadth for higher level qualifications.
- The mapping of the units to the K and S statements is designed to provide indicative signposting to relevant aspects of the NOS and will be adapted and interpreted by the working groups developing the units.
- The development of spiky qualifications – where learning from one level can contribute to a qualification at another level - will be more formally developed by the working groups who can decide to admit work in its entirety or to require additional targeted outcomes to be evidenced.
- The CD NOS booklet is useful for following the detailed mapping we have started to do. The matrix in the supporting papers is also useful for this
- Where there is overlap with the Campaigning, Fundraising and Development Work NOS they have been included as some examples of where joint unit development is possible.

Level 1 Award

Awards are designed as introductions to Community Development and are primarily developed from relevant aspects of the knowledge requirements in the Key Area 1 – the core set of standards.

Target audience – this Level 1 Award is designed as an introduction to understanding the basics of community development and aimed at young people as part of the 14-19 diploma and for adults who are not confident to undertake learning at a higher level.

A 3 credit **Award** - 30 hours of learning.

This can be developed as either a single 3 credit unit or 3 x 1 credit units – advice from awarding bodies will be sought on this as the learning outcomes and assessment criteria are prepared.

The main topics that would be covered include

- What is Community Development
- Different kinds of communities
- Getting involved in Community Development

These would cover the areas in the core which relate to:-

- The values on which CD is based that make it distinctive (KA1.1)
- The role of CD in bringing people together around common issues so they can decide what actions to take (KA1.3)
- The different ways of describing community and the kinds of communities that exist (KA1.8, KA1.9)
- Reasons for people getting involved in their communities, and what might stop them (KA1.12)

- Inequalities within and between communities, and what is social justice / injustice and why it matters (KA1.14)
- Knowing your own values and beliefs and how this can impact on relationships with others (KA1.29)
- What is reflective practice and why it is important to learn from what has happened and from others (KA1.25)

Level 2 Award

Awards are designed as introductions to Community Development and are primarily developed from relevant aspects of the knowledge requirements in the Key Area 1 – the core set of standards.

Target audience – this is designed for people who are getting involved in their own communities and would like to understand a CD approach, and for people starting an apprenticeship in CD. It also provides a basic understanding of CD for people in related occupations who are undertaking this level of qualification (for example working within a Children’s Centre, a health champion/ trainer)

A 4 credit **Award** - 40 hours of learning.

This could be a 4 credit unit or 4 x 1 credit units – advice from Awarding Bodies will be sought on this as the learning outcomes and assessment criteria are prepared.

The main topics that would be covered include

- What is Community Development; definitions and values; concepts of community
- Understanding your role in CD, reflective practice
- Understanding different kinds of communities; issues of inequalities, power, injustice and their impact
- Working collectively; bringing people together; democratic decision-making, participatory practice

These would cover the areas in the core which refer to:-

- The values on which CD is based that make it distinctive (KA1.1)
- The process used in CD to bring people together around common issues so they can decide what actions to take (KA1.3)

- Why community groups and networks should be independent and autonomous and what this means (KA1.5)
- The range of networks and groups that exists in any locality and the links between them (KA1.7)
- The different ways of describing the idea of community and the kinds of communities that exist (KA1.8, KA1.9)
- Reasons/ motivations for people getting involved in their communities, and in collective action and what might stop them (KA1.12)
- Inequalities within and between communities, and what is social justice / injustice; why it matters and how it shows itself in reality (KA1.14)
- Exploring how different cultures, traditions and backgrounds are reflected in the values, beliefs and attitudes held by different people and different groups, and what this means for developing relationships between groups / communities (KA1.19)
- Knowing your own values and beliefs and how this can impact on relationships with others (KA1.29)
- Understanding reflective practice, why it is important to learn from what has happened and from others, and ways to undertake reflection (KA1.25)

Level 2 certificate

Certificates are composed of both mandatory and optional units; the mandatory units reflect the essential areas of community development and build upon the knowledge gained in the award and enable people to develop their skills in community development practice. Thus the mandatory units provide an overview of key areas of activity whilst the optional units are designed to look at some of these areas in more depth and include more specialist areas. The optional units are to be designed to be suitable for people in other occupations who want to learn more about a specific area of work that community development practitioners are also involved in; thus they will be written as more generic units.

Target audience – this level 2 Certificate is designed for people who have undertaken the level 2 Award and who wish to develop their skills and expertise in CD; they can be paid or unpaid activists, or people on apprenticeship programmes. They may be undertaking qualifications in other related areas and wish to develop some specific skills to aid their main interest and so will take some of the units.

A 16 credit **Certificate** - 160 hours of learning.

The Certificate is made up of 4 credits from the Award; 8 credits from the list of mandatory units and 4 credits from the list of optional units. Some imported units will be accepted as optional units.

Mandatory units – worth 2 credits each (20 hours of total learning each)

Note: these are not necessarily the unit titles, but more topic areas

1. **CD values and processes in practice**; this unit draws upon the knowledge about CD in the award, its definition, values and approach. It is based on S1 Integrate and use the values and process of Community Development. Thus it requires participants to be able to explain what CD is (S1.1), their role within CD (S1.2; S4.3), to explain the values of CD to their group (S1.3; S4.4), to explain the importance of collective action and the independence/ autonomy of community groups/ networks (S1.5, S1.6, S1.7) to make the links between their communities and wider social issues of justice/ injustice (S1.9)

2. **Reflective practitioner/ competent practitioner;** this unit draws upon aspects of S1 and S4; It includes supporting and contributing to the informal learning role that underpins much CD practice as part of encouraging Reflective Practice involving others (S1.5; S.10) as well as to their own personal development (S4.8, S 4.9, S4.10). This unit would draw upon the knowledge in the award about reflective practice and their reflections on their practice should cover how they come across to others, how their views and values affect the way they undertake CD practice (S4.1, S4.2)

3. **Identifying community needs in different communities.** This unit draws upon the knowledge in the award of different kinds of communities and introduces the different ways of finding out what communities have in common and where there may be differences (S1.6, S1.7; S2.3, S2.9) It is designed to provide an introduction to Standard 3, how to establish the kinds of communities being engaged with (S3.1, S3.2) and keep this up to date (S3.4) and to ensure that all the different communities are recognised (S3.5, S3.6, S3.9). It introduces concepts of profiles and audits (S6.1, S6.3, S6.4, S6.5, S6.6)

4. **Group working.** This unit develops the concept of collective action and why it is key to community development. (S1.6, S1.7) and introduces some of the main issues when working with groups – how to involve people (S9.2, S9.3 S9.11), group dynamics (S9.4 S9.7 S9.8 S9.9, tensions (S2.9 S2.10 S2.13)

Optional units – each unit would be worth 2 credits

People on the Certificate programme would need to take 2 units from this list, and for the Diploma they would need to take a further 7; for the Apprenticeship they would need to take a further 4 units from this list.

- Funding/ resources. S20. Campaigning NOS. Fundraising NOS
- Organise events. S10
- Publicity / media. S10. Campaigning NOS
- Involving people and inclusive/ collective working. S9
- Contribute to strengthening groups/ basic organisational development. S21.
- Contribute ideas for new projects and project planning. S21, S22
- Monitoring and evaluation. S23. Campaigning NOS
- Communication skills. Across all standards; looking at communication within a group and with people who can change things

- Teamwork, team building. Across several standards
- Effective meetings. S9, S21
- ICT in community development. Across all standards

Note - We need to look at what is already on the QCF which could be used as our optional units and whether other occupational areas require any level 2.

Level 2 diploma and apprenticeship

The Diploma qualification is aimed at those who wish to broaden the skills and expertise developed at Certificate level but who are not able to access an Apprenticeship

Level 2 Diploma and Apprenticeship – 40 credits (400 hours of learning)

The Diploma is composed of 16 credits from the Certificate plus 14 credits from the options list above which have not been taken as part of the certificate plus 10 credits of verified practice.

The Apprenticeship route is composed of 16 credits from the Certificate plus 10 credits in functional skills and employment rights and responsibilities; plus 4 credits from the options list above which have not been taken as part of the Certificate.

Level 3 Award

Awards are designed as introductions to Community Development and are primarily developed from relevant aspects of the knowledge requirements in the Key Area 1 – the core set of standards.

Target audience – the Level 3 Award is designed for people who are

- involved in their own communities and progressing from the level 2 Award or Certificate would like a deeper understanding of CD approach
- people undertaking an Apprenticeship in CD
- in related occupations who need to develop their understanding of working with communities and what a community development approach requires

A 6 credit **Award** based on 60 hours of learning.

This can be developed as either a 6 credit unit or a combination of 1 and 2 credit units if this aids spikey qualifications for people progressing from the Level 2 Award (up to a maximum of 2 credits)

These would cover the areas in the core which refer to:-

- What is CD, definition, values, NOS, background and context to CD, definitions of community (could be 1 credit) (KA1.1 KA1.2 KA1.6 KA1.8)
- Understanding your role, reflective practice; own and others values, motivation of self and others, own impact on others (could be 1 credit) (KA 1.12 KA1.18 KA1.19 KA1.25 KA1.29)
- Understanding different communities, their histories, issues of inequalities, power, diversity, cohesive, how policies affect different communities, how different external bodies relate to communities (could be 2 credits) (KA1.7 KA1.9 KA1.11 KA1.12 KA1.14 aspects of KA1.16)
- Working collectively – CD processes, collective action, autonomy of groups, group dynamics, democratic decision-making, participatory practice, working together and learning from each other (could be 2 credits) (KA1.3 KA1.5, KA1.21)

Level 3 certificate

Certificates are composed of both mandatory and optional units; the mandatory units reflect the essential areas of community development and build upon the knowledge gained in the award and enable people to develop their skills in community development practice. Thus the mandatory units provide an overview of key areas of activity whilst the optional units are designed to look at some of these areas in more depth and include more specialist areas. The optional units are to be designed for people in other occupations who want to learn more about a specific area of work that community development practitioners are also involved in; thus they will be written as more generic units.

Target audience – this level 3 award is designed for people who are

- involved in their own communities and progressing from the level 2 award or certificate would like a deeper understanding of CD approach
- people undertaking an apprenticeship in CD
- several of the units would be of relevance to people in related occupations who need to develop their understanding of, and skills in working with communities

A 20 credit **Certificate** – 200 hours of learning.

The Certificate is made up of 6 credits from the Award + 8 mandatory credits + 6 optional credits

NB awaiting guidance from LLUK on minimum threshold acceptable following our appeal for a variation

Mandatory units - worth 2 credits (20 hours of learning which includes evidence from their practice.

(note these are not necessarily the unit titles but more topic areas)

- **Working and learning together.** This unit would draw upon the part of the award on reflective practice and would extend it to explore the role of CD practitioners in informal learning, how to promote collective reflective practice; how to identify learning and development needs of groups and examine ways to meet these needs. Based on S1.3 S1.6, S1.10 S5.9 S9.10 S13.9 and most of S17. Dev Worker NOS 9

- **Understanding and working with diverse communities.** This unit develops the strand in the award of recognising different kinds of communities and the power issues; it examines working with tensions and differences between and within communities. Based on S2.3 S2.9 S2.13 S3.1 S3.2, S3.3 S3.5 S3.9 S3.10 and some aspects of S11 as appropriate to this level. Dev Worker NOS 2
- **Working collectively.** This unit develops the strand in the award on group work skills. It examines ways to support groups, developing group work skills and dealing with tensions within and between groups. Based on S2.10, S2.13, S9.4, S9.6, S9.7, S9.9, S9.10. and some aspects of S21 as appropriate to this level. Dev Worker NOS 1
- **Involving people.** This unit builds on the L2 optional unit and takes a more in-depth look at one of the key roles of CD practitioners to encourage people within communities to become involved with / engaged in collective activities and with structures within their communities. It will look at the different techniques and approaches that can be used. Based on S3.11, S6.1 S6.5, relevant aspects of S10) organising activities, S9.1 S9.2 S9.3 S9.11 S9.12, S12.5

Optional units – each unit would be worth 2 credits each

For people on the Certificate programme they would need to take 3 units from this list, and for the Diploma they would need to take a further 11; for the Apprenticeship they would need to take a further 6 units from this list.

- We could accept any of the level 2 optional units as we would still be within the under 50% rule of lower level qualifications contributing to higher level qualifications
- We can develop a level 3 version of some / all of these
- We would introduce some new topics relevant to this level of working.

The table overleaf shows this in a diagrammatic manner

Existing level 2 optional units	Level 3 version of these units	New level 3 units
Funding/ resources.	Funding/ fundraising / resources.	
Organise events.	Organise events.	
Publicity / media.	Publicity / media.	
Involving people and inclusive/ collective working.	In mandatory unit	Community research / consultation / identifying needs S6, S7 and Campaigning NOS
Contribute to strengthening groups/ basic organisational development. S21.	Organisational development to strengthen groups (governance) S19	Organising / managing a project S20, S22
Contribute ideas for new projects and project planning.	Planning for community groups	Project and partnership working S13, S16, S22. Dev Worker NOS 10
Introduction to monitoring and evaluation.	Understanding the main principles and processes of monitoring & evaluation	
Communication skills.	Communication skills.	
Teamwork, team building.	Teamwork, team building.	
Effective meetings.	Effective meetings.	
ICT in community development.	ICT in community development.	
		Representing a community
		Sustainable communities S3, S9, S12, S13, S14, S15
		Campaigning S12 and links to Campaigning NOS. Dev Worker NOS 16
		A number of specialist units CD and regeneration. CD and health. CD and environmental action. CD within Faith perspectives / communities. CD with families / children centres

Level 3 diploma and apprenticeship

The target audience for this qualification is primarily those who wish to obtain the apprenticeship, or undertake a similar length qualification to equip them to start work within community development

Diploma and Apprenticeship – suggested 42 credits (420 hours of learning).
NB awaiting guidance from LLUK on minimum threshold acceptable following our appeal for a variation

20 credits from certificate; for apprenticeship take 10 credits in functional skills and employment rights and responsibilities; plus 12 credits from the options list above which have not been taken as part of the certificate; 10 credits of verified and assessed practice.

Level 3 Access to HE diploma

The target audience for this qualification are those people who want to move onto higher education but do not have a background in studying. Evidence from people moving from level 3 qualifications to foundation degrees has shown a large drop out rate as people struggle with the study skills aspects. This vocationally specific qualification would enable people to use their experience within communities to develop their study skills prior to moving onto level 4 study.

Level 3 Access to HE Diploma - 60 credits

This would be based on the areas within the award which would be used to contextualise the main study skills component.

Level 4 award

Awards are designed as introductions to Community Development and are primarily developed from relevant aspects of the knowledge requirements in the Key Area 1 – the core set of standards.

Target audience – this level 4 award is designed for people who are

- involved in their own communities and progressing from the level 3 award or certificate would like a deeper understanding of CD approach
- community development practitioners with experience but no qualifications in CD who want to consolidate their learning
- CD managers
- Practitioners/ professionals in related occupations who need to develop their understanding of working with communities; who may hold degrees in their main area of work

A 9 credit level 4 **Award** based on 90 hours of learning; composed of 3 x 3 credit units

These would cover the areas in the core which refer to:-

- **Understanding Community development** .This unit provides a more in-depth introduction to CD, it considers CD values and processes, the impact on these on collective action, the autonomy of groups, and the relevance of CD to current government policy. The unit provides an opportunity to understand the role of CD practitioners, the values and approaches held by practitioners and areas of tensions and conflicts with other occupations/ organisations etc; it introduces the role of promoting CD within the employing organisation or community group that they are part of (KA1.1,KA1.2, KA1.3. KA1.4, KA1.5, KA1.6, and aspects of KA1.10, KA1.20. KA1.21 KA1.24 KA1.27)
- **Understanding communities, their needs and interests.** This unit provides a more in-depth exploration of the communities within which the CDW works, how to identify needs through profiles and audits. It considers the concept of Reflective Practice and explores how to use reflective practice to improve ones own work and to encourage collective reflection

within communities and groups to identify and meet their needs. (KA1.7, KA1.8 KA1.9 KA1.11 KA1.12 KA1.25, KA1.26, KA1.28, KA1.29)

- **The impact of social justice/ injustice, power and influence on communities.** This unit takes a more in-depth consideration of the key issues of inequality, power/ powerlessness, social justice/ injustice;, cohesion and diversity, and how these impact upon different communities and what might be the likely tensions and conflicts that arise. (KA1.4, KA1.9, KA1.11, KA1.12, KA1.13, KA1.14, KA1.15, KA1.16 KA1.17, KA1.18, KA1.19, KA1.26)

Level 4 certificate

Certificates are composed of both mandatory and optional units; the mandatory units reflect the essential areas of community development and build upon the knowledge gained in the award and enable people to develop their skills in community development practice. Thus the mandatory units provide an overview of key areas of activity whilst the optional units are designed to look at some of these areas in more depth and include more specialist areas. The optional units are to be designed for people in other occupations who want to learn more about a specific area of work that community development practitioners are also involved in; thus they will be written as more generic units.

The target audience would be

- CD practitioners wishing to develop their skills across the core areas of community development practice
- People progressing from the level 3 qualifications
- CD practitioners on the Recognition route
- Community development practitioners with experience but no qualifications in CD who want to consolidate their learning and develop a more theoretical approach to underpin their practice

A 24 credit **Certificate**, 240 hours of learning; at this level all units have a 3 credit value. The Certificate is made up of 9 credits from the Award, plus 9 mandatory credits and 6 optional credits

Mandatory units – worth 3 credits each so 30 hours of learning (note that these are not necessarily unit titles but more topic areas) Each unit would include an element of assessed practice.

- **Demonstrating impact** - of community development practice, on communities and organisations as well as policies/ targets. This would include monitoring and evaluation of own work, of projects, groups and organisations and partnerships. It would look at dissemination of such activities to promote the value of community development to a range of audiences. This would build on the aspects in the award about understanding community development and Reflective Practice (this would be based upon S1, S4, S5, aspects of KA4, S17, S18, S23)

- **Promoting inclusive working within and between communities** – this unit would build on the aspects of the award relating to understanding different communities. It would cover the different techniques to be used in enabling communities to identify their own issues and concerns through research, profiling, auditing and surveys. It would examine how to support communities to look for similarities as well as differences in their needs and interests and how to deal with conflicting and competing claims. It will draw upon the aspects in the award about understanding power and power imbalances within and between communities and introduce approaches to working with conflict (based upon S2,S3, aspects of KA2, S10, S11, aspects of KA4)
- **Working collectively** – this unit builds on the aspects of the award which relate to group working, networking. It examines the barriers to effective collective actions and ways to overcome these. It applies inclusive ways of working to groups and networks ensuring that a wide range of people are involved/ engaged and that they are supported to take on different roles within groups/ networks. (based on S1, S4, S9, aspects of KA4, S17, S18, S21)

Optional units

We could accept any of the level 3 optional units, we could develop level 4 versions of these units and we could develop some new units which are appropriate for this level. The table below gives an indication of how this might look.

Existing level 3 optional units	Level 4 version of these units
Funding/ fundraising / resources.	Planning and gaining resources and funding S20
Organise events.	<i>As part of other units</i>
Publicity / media.	To support groups and campaigns S12, S21
Organisational development to strengthen groups (governance) S19	Organisational structures S19
Planning for community groups	
Communication skills.	<i>As part of a unit on competent practitioner</i>
Teamwork, team building.	Supervision of teams S24
Effective meetings.	Organising and enabling effective meetings
ICT in community development.	Higher level skills – enabling community groups to use ICT effectively
Community research / consultation /	More in-depth about undertaking

identifying needs S6, S7 and Campaigning NOS	research and to include S8 re analysis and dissemination of findings and Dev Worker NOS and campaigning NOS
Organising / managing a project S20, S22	More in-depth S20, S21, S22
Project and partnership working S13, S16, S22. Dev Worker NOS 10	Could split into 2 units 1 building partnerships from the community upwards S13 2. enabling other bodies to work in partnership with communities S14. Dev Worker NOS
Representing a community	Supporting community representatives, encouraging accountability, community mentoring KA4, S18
Sustainable communities S3, S9, S12, S13, S14, S15	Working with other agencies; multi-agency working; S15, S16
Campaigning S12 and links to Campaigning NOS. Dev Worker NOS 16	Develop a set of campaigning units <i>or link with research unit above</i>
A number of specialist units CD and regeneration. CD and health. CD and environmental action. CD within Faith perspectives / communities. CD with families / children centres	CD in rural areas Working with young people
	Promoting informal learning. KA5; Dev Worker NOS
	Competent practitioner – assessed practice based on S4

Imported units could come from the social enterprise field; from the PTLLS (they are worth 6 credits each unit so one unit could be imported)

Level 4 diploma

It is not yet clear if there is a demand for such a qualification. This should be revisited if the demand for a level 4 Apprenticeship is established. A similar model could be used as for the level 2 and 3 Diplomas of taking additional optional units from the list in the Certificate and adding in a minimum of 10 credits of verified and assessed practice.

Level 5, 6, 7 award

Awards are designed as introductions to Community development and are primarily developed from the knowledge requirements in Key Area 1 – the core set of standards.

The same content would apply to the three levels 5,6,7 although the expectations in relation to depth of learning to be evidenced would be different.

The target audiences for these awards are primarily

- People coming into CD with degrees on other subjects
- Development workers in the Third Sector
- Professionals in related occupations who need to understand a CD approach and how it would impact on their practice
- People wishing to gain credits at HE level
- CD practitioners on the Recognition route
- CD Managers

It is expected that all degree level courses relating to Community Development would include these introductory units at the appropriate level. HE institutions would then develop other units / modules to create their degree programmes.

The Awards themselves contain no verification or assessment of practice. Longer programmes at this level which aim to fit people to undertake community development practice must include assessed practice.

At level 5 assessed practice should cover KA1, 2,3 and 5 as mandatory and then elements of KA 4 and KA6.

At level 6 assessed practice should cover all key areas 1-6 as mandatory with optional areas relating to KA7.

Recognition schemes at this level must ensure that the core is covered and that the key areas of assessed practice are as stated above.

The Awards at level 5,6,7 would consist of 12 credits (120 hours of learning) made up of 3 x 4 credit units

The content would cover most of the knowledge requirements referred to within the K section of Key Area 1.

- **Understanding Community Development and communities** A unit exploring in some detail the definition of community development, its values and processes; the impact of these on a CD approach to collective action, the autonomy of groups, tackling social injustices and the relevance/ value of CD to current government policy and organisational targets. It considers the various definitions and concepts of communities and the implication of this for policy and practice, including the tensions that can arise within and between communities and groups. (KA1.1,KA1.2, KA1.3. KA1.4, KA1.5, KA1.6, KA1.8, KA1.9, KA1.10, KA1.11, KA1.12, KA1.20. KA1.22, HA1.23 KA1.24 KA1.27) It would also draw upon aspects of KA2 and KA 3
- **The role of reflective practitioner within diverse communities** This unit provides an in-depth introduction to the concept of Reflective Practice and explores how use reflective practice to improve ones own work and to encourage collective reflection within communities and groups. It examines different approaches to understanding the interests and needs of different communities within a geographical area, area of interest or community based on identity, that are being supported. These may include profiles audits, community based research, surveys etc. The unit provides an opportunity to examine the role of CD practitioners, the values and approaches held by practitioners and areas of tensions and conflicts with other occupations/ organisations etc. It introduces the role of promoting CD within the employing organisation or community group that they are part of and of ways to influence one's own organisation. (KA1.7 KA1.16, KA1.24, KA1.25, KA1.26, KA1.28, KA1.29) It would also draw upon aspects of Key Area 2 and Key Area 3
- **How Power, inequality, injustice, impact on communities.** This unit offers an in-depth consideration of the key issues of inequality, power/ powerlessness, social justice/ injustice and how these impact upon different communities and what might be the likely tensions and conflicts that arise. It places the role of community development within these struggles within a historical context, bit locally and nationally, and examines past and current international developments within community development which have relevance for UK based practitioners (KA1.4, KA1.7, KA1.8, KA1.9, KA1.11, KA1.12, KA1.13, KA1.14, KA1.15, KA1.16 KA1.17, KA1.18, KA1.19, KA1.20 KA1.21 KA1.26 KA1.27) It would also draw upon aspects of Key Area 2, Key Area 3 and Key Area 4