Level 2 Certificate in Community Development Work

Units of assessment:

Contents

Mandatory units
The purpose and process of community development
Development of community groups
Social inequality and the diversity within communities
Work within community groups
Reflect on community development practice
Identify community needs

Optional units
Monitoring and evaluation
Support community based research
Identify community resources
Supporting community events
Publicity for community groups
Understand partnership working in communities
Contribute to community partnership working
Plan a community project
Implement and review community projects
Understanding and influencing local decision making
Support sustainable communities
Support environmental action in communities
Learning through community activities
Support community campaigns
Plan community campaigns

Title:	The purpose and process of community development
Level:	2
Credit value:	2

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Know the value-based purpose of community development.	1.1 Define the purpose of community development. 1.2 Give examples of how community development values are used in developing community activities
2. Understand the process of community development	2.1 Describe the stages of the community development process
3. Know the competencies required of community development practitioners	3.1 Describe the behaviour required of community development practitioners 3.2 Identify the knowledge and skills required for community development practitioners 3.3 Describe the ways in which community development promotes learning from and with others

Additional information about the unit	
Unit purpose and aim(s)	This unit develops the learner's knowledge of community development.
Unit expiry date	2016
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	Learning and Skills Improvement Service Community Development National Occupational Standards, 2010 Key Area 1: Understand and practise community development Standard 1: Integrate and use the values and processes of community development

Additional information about the unit	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit by a Sector Skills Council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Unit available from	September 2011
Unit guided learning hours	10

Title:	Development of community groups
Level:	2
Credit value:	2

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the reasons for the involvement of people in community activities.	1.1 Describe reasons why individuals get involved in community activities. 1.2 Explain how to involve people in community activities
2. Understand how community groups form and work	2.1 Describe the main development stages of community groups 2.2 Describe the formal and informal roles that people take in community groups 2.3 Explain the benefits and disadvantages of working in community groups
3. Understand the value of autonomy and independence of community groups	3.1 Describe why autonomy and independence of community groups is important 3.2 Describe factors which may affect a group's autonomy or independence

Additional information about the unit	
Unit purpose and aim(s)	This unit develops the learner's understanding of community group structure and work
Unit expiry date	2016
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	Learning and Skills Improvement Service Community Development National Occupational Standards, 2010 Key Area 1: Understand and practise community development Standard 3: Relate to different communities

Additional information about the unit	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit by a Sector Skills Council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Unit available from	September 2011
Unit guided learning hours	10

Title:	Social inequality and the diversity within communities
Level:	2
Credit value:	2

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the diversity of communities	1.1 Describe the different kinds of community 1.2 Outline features of communities which can demonstrate their diversity 1.3 Compare and contrast the diversity within communities
2. Understand how and why communities face issues	2.1 Describe how social inequality and injustice affects different communities. 2.2 Compare how organisations can help to overcome issues caused by social inequality and injustice
3. Understand the dynamics of power of individuals and organisations within communities	3.1 Compare the power of individuals and organisations within communities 3.2 Describe how the dynamics of power between individuals and organisations impacts on communities

Additional information about the unit	
Unit purpose and aim(s)	This unit provides the learner with an understanding of how and why there is diversity and inequality in communities.
Unit expiry date	2016

Additional information about the unit	
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	Learning and Skills Improvement Service Community Development National Occupational Standards, 2010 Key Area 1: Understand and practise community development Standard 3: Relate to different communities
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit by a Sector Skills Council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Unit available from	September 2011
Unit guided learning hours	10

Title:	Work within community groups
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Be able to support inclusive community groups	1.1 Identify the characteristics of inclusive groups within communities 1.2 Demonstrate ways support groups to define clear objectives 1.3 Use techniques to support participatory decision-making in groups 1.4 Identify the roles and responsibilities of individual group members 1.5 Identify potential causes of tension within community groups 1.6 Develop a plan for attracting new members 1.7 Review progress towards objectives
2. Be able to support groups to build and maintain external relationships	2.1 Identify factors that affect working relationships between different community groups 2.2 Apply techniques to build and maintain relationships across communities

Additional information about the unit	
Unit purpose and aim(s)	This unit is about the skills the practitioner needs to support the development of inclusive groups in communities. At this level people are most likely to be active within a community group and will be contributing to its development. They may be founding members of a community group.
Unit expiry date	31 December 2016

Additional information about the unit	
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	Community Development National Occupational Standards 2010 Key Area 6: Provide community development support to organisations Standard 21: Strengthen groups using community development approaches and practices
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes must come from performance in the work environment Simulation is permitted for 2.2
Support for the unit by a Sector Skills Council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Unit available from	April 2012
Unit guided learning hours	24

Title:	Reflect on community development practice
Level:	2
Credit value:	3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to use action reflection in reviewing community development	1.1 Apply the action-reflection cycle to community development practice 1.2 Assess how reflection aids the review of community development practice
2. Be able to apply learning from reflection to improve own community development practice	2.1 Reflect on own community development practice 2.2 Apply changes to own community development practice following reflection 2.3 Use sources of support to make changes to own practice
3. Be able to review value based community development practice	3.1 Review practice against community development values 3.2 Illustrate how community development values impact on practice 3.3 Use outcomes of review to plan future practices

Additional information about the unit	
Unit purpose and aim(s)	This unit is about how the practitioner uses reflection to inform and improve own and other people's community development practice
Unit expiry date	31 December 2016

Additional information about the unit	
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	Community Development National Occupational Standards 2010 Key Area 1: Understand and practise community development Standard 4: Demonstrate competence and integrity as a community development practitioner Development worker National Occupation Standards 2009: Standard 8: Evaluate and develop own contribution as a development worker
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes must come from performance in the work environment Simulations, projects or assignments are not allowed. Learning through reflection is a key element of community development and it is a skill that needs to be learnt. Simulation not allowed
Support for the unit by a Sector Skills Council or other appropriate body (if required)	Learning Skills Improvement Service
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service
Availability for use	Shared
Unit available from	April 2012
Unit guided learning hours	24

Title:	Identify community needs
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Know why communities identify their needs	1.1 Describe why communities identify their needs 1.2 Identify different types of community needs
2. Be able to collect information about community needs	2.1 Use different ways to gather information from individuals, community groups and organisations 2.2 Collect valid and relevant information for review 2.3 Select and apply different methods to gather information from diverse communities
3. Be able to use data collation methods	3.1 Use different methods for collating data gathered about community needs 3.2 Use data to identify common needs of communities

Additional information about the unit	
Unit purpose and aim(s)	This unit introduces the learner to the knowledge and skills to be able to identify community needs. At this level people are likely to be engaged with a community group or community activities, and will be beginning to explore their community in more detail. They will be able to contribute towards identifying community needs but would not be taking a lead role.

Additional information about the unit	
Unit expiry date	31 December 2016
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	Community Development Standards 2010

Key Area 1: Understand and practise community development

Standard 3: Relate to different communities

Development worker National Occupation Standards 2009:

Standard 2: Know and understand the environment in which a development worker operates |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in the work environment

Communities can have different basis – locality, of interest, identity; be physical or virtual.

Simulation is permitted for LO3 |
| Support for the unit by a Sector Skills Council or other appropriate body (if required) | Learning Skills Improvement Service (LSIS) |
| Location of the unit within the subject/sector classification system | 13 Education and Training

13.2 Direct Learning Support |
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Unit available from	April 2012
Unit guided learning hours	24

Title:	Monitoring and evaluation
Level:	2
Credit value:	6

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Know the purpose of monitoring and evaluation	1.1 Describe purposes of monitoring and evaluation 1.2 Define key terms used in monitoring and evaluation 1.3 Describe monitoring and evaluation processes 1.4 Assess relevant legal, organisational and individual monitoring and evaluation responsibilities
2. Be able to monitor community based projects, groups and activities	2.1 Assess monitoring information required by communities, funders and committees 2.2 Develop a monitoring plan 2.2 Define own role in gathering and analysing monitoring data 2.3 Use monitoring processes
3. Be able to evaluate community-based projects, groups and activities	3.1 Define own role in evaluation 3.2 Develop an evaluation plan 3.3 Perform tasks within an agreed participative evaluation
4. Be able to prepare monitoring and evaluation reports	4.1 Assess the purpose and audience for reports 4.2 Differentiate the content / components and formats of reports 4.3 Select information for reports

Additional information about the unit	
Unit purpose and aim(s)	This unit is about the practitioner's understanding and competency to monitor and evaluate groups, projects, activities (plan a project) with others in communities.
Unit expiry date	31 December 2016
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 6: Provide community development support to organisations Standard 23 Use a community development approach to monitoring and evaluation
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Simulation permitted for LO4, 3.2
Support for the unit for a sector skills council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	48

Title:	Support community-based research
Level:	2
Credit value:	6

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the purpose and processes of community based research	1.1 Describe the purpose of community research 1.2 Define the stages of the research process
2. Know inclusive and participatory research methods	2.1 Describe sources of information used in community based research 2.2 Describe methods used for inclusive, participatory community-based research 2.3 Differentiate the evidence requirements for specific research purposes
3. Know the legal and ethical issues and responsibilities of community researchers	3.1 Describe ethical dilemmas in conducting community based research 3.2 Describe own legal responsibilities when conducting community research 3.3 Assess risks of conducting community based research
4. Be able to collect new data and information for specific purposes	4.1 Select and apply methods to gather data 4.2 Carry out interviews with community members
5. Be able to present data and information	5.1 Collate data and information to suit audiences 5.2 Present findings in different media

Additional information about the unit	
Unit purpose and aim(s)	This unit assesses the practitioner's understanding and skills in supporting community-based research for specific purposes.
Unit expiry date	31 December 2016
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)	Standards 2010 Key Area 2: Understand and engage with communities Standard 7: Facilitate community research and consultations
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcome 4 must come from performance in the work environment Simulations, projects or assignments are not allowed. Simulation is permitted for LO5, 5.2
Support for the unit by a Sector Skills Council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Unit available from	April 2012
Unit guided learning hours	48

Title:	Supporting community events
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Be able to assist in the planning and delivery of community events	1.1 Develop a shared vision for an event 1.2 Agree the aims and objectives of the event 1.3 Produce and implement an event plan 1.4 Advise on the allocation of roles to meet the events objectives
2. Know the health and safety responsibilities of event organisers	2.1 Describe the relevant health and safety legislation 2.2 Describe risk assessment for running community events 2.3 Define personal responsibilities for complying with health and safety requirements
3. Be able to provide support to publicise the event	3.1 Advise on publicity media and materials
4. Be able to review community events	4.1 Apply techniques to review the events 4.2 Use the outcomes of review to improve future event planning and implementation

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is for the community development practitioner to be able to assist community groups in organising their events. This unit is designed for people actively involved in organising an event within their community

Additional information about the unit	
Unit expiry date	31 December 2016
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 3 Take a collective approach to group work and collective action Standard 10 Organise Community Events and Activities
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 1, 3 and 4 must come from performance in the work environment Simulations, projects or assignments are not allowed.
Support for the unit for a sector skills council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	24

Title:	Identify community resources
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Know how to identify community resources eg assets, skills, finance	1.1 Describe methods to identify community resources 1.2 Assess ways to enable communities to identify their resource needs
2. Be able to identify resources required for community initiatives	2.1 Assess current and future resource needs of a community initiative 2.2 Assess the value of voluntary contributions to the community initiative
3. Be able to identify and secure resources	3.1 Describe sources of information for resources and funding 3.2 Select and apply for resources or funding

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is for the community development practitioner to be able to assist community groups in sourcing resources and funding.
Unit expiry date	31 December 2016
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 6 – Provide Community development support to organisations Standard 20 – Plan and gain resources and funding for sustainability through Community development practice Development worker National Occupation Standards 2009: Standard 17: Support clients in developing sustainable income

Additional information about the unit	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Resources refers to a wide range of assets that are used in community activities – they can be people's skills and expertise, buildings, facilities, goods and equipment, as pro bono and gifted services, practical assistance to deliver projects as well as money. Simulation is not allowed
Support for the unit for a sector skills council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	24

Title:	Publicity for community groups
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Know the importance of publicity for community groups	1.1 Describe uses of publicity for community groups 1.2 Describe the media that can be used for publicity purposes
2. Know the components of publicity plans	2.1 Define the components of a publicity plan 2.2 Describe the methods that could be used in a publicity plan 2.3 Differentiate sources of legal support related to a publicity plan
3. Be able to use different methods of publicity within a plan	3.1 Select and use different media for specific purposes and objectives 3.2 Select and use publicity materials to suit audiences 3.3 Assess chosen methods used to achieve objectives
4. Be able to respond to queries resulting from publicity	4.1 Assess and respond to enquiries raised by publicity

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is for the community development practitioner to develop a publicity campaign for their community group/ project.
Unit expiry date	31 December 2016

Additional information about the unit	
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 3

Take a community development approach to grroup work and collective action

Standards
S9 support inclusive and collective working

S10 organise community events and activities

S12 support communities to campaign for change |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | This unit assesses the practitioner's knowledge and skills in supporting publicity campaigns for community groups.

Simulation permitted for LO4 |
| Support for the unit for a sector skills council or other appropriate body (if required) | Learning Skills Improvement Service (LSIS) |
| Location of the unit within the subject/sector classification system | 13 Education and Training

13.2 Direct Learning Support |
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	24

Title:	Understand partnership working in communities
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand partnership working in communities	1.1 Describe reasons for partnership working 1.2 Assess different forms of partnerships relevant to the community sector 1.3 Compare benefits and disadvantages of formal and informal partnership arrangements
2. Understand issues to consider for community groups getting involved in partnerships	2.1 Describe the rationale for community groups working together in partnerships 2.2 Describe issues faced by groups involved in partnerships 2.3 Assess the range of support needed by community groups working together in partnerships
3. Know how to identify opportunities for partnership working	3.1 Describe ways to identify potential partner organisations 3.2 Assess potential partner organisations

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is for the community development practitioner to understand the role and purpose of partnership working in communities.
Unit expiry date	31 December 2016

Additional information about the unit	
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 4 – Support and promote a Community Development approach to collaborative and cross-sector working Standard 15 – Use a Community development approach to support collaborative and partnership work
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Simulation is not allowed
Support for the unit for a sector skills council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	24

Title:	Contribute to community partnership working
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand inclusive community partnership working	1.1 Describe how to develop and maintain inclusive partnerships in communities 1.2 Describe how equality and diversity issues affect partnerships and collaborative working
2. Be able to support community partnership processes	2.1 Demonstrate inclusive approaches to support partnership working e.g. planning and resourcing 2.2 Select methods for communicating across the partnership
3. Be able to use monitoring methods to assess the work of a community partnership	3.1 Compare and use different monitoring methods 3.2 Assess effectiveness of the partnership working

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is for the community development practitioner to understand their role in and to contribute to partnership working in communities.
Unit expiry date	31 December 2016

Additional information about the unit	
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 4 – Support and promote a Community Development approach to collaborative and cross-sector working Standard 15 – Use a Community development approach to support collaborative and partnership work Development worker National Occupation Standards 2009: Standard 10: Support the development of relationships and partnerships
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This unit assesses the practitioner's understanding of and competency to contribute community partnerships. Learning Objective 2 must be assessed in a suitable workplace environment. This unit is for people in community groups who have decided to join/ establish a partnership. Its aims to equip them to support their community representatives and to contribute to the partnership directly and indirectly – through discussions within their own group. Simulation is permitted for 3.2
Support for the unit for a sector skills council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	24

Title:	Plan a community project
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the importance of forward planning for a community project	1.1 Describe the importance of planning for community projects is important 1.2 Outlne the planning cycle 1.3 Assess sources of information and support to assist with forward planning
2. Be able to engage communities in planning a community project	2.1 Engage communities in planning a community project 2.2 Use skills and expertise within a community to aid project planning 2.3 Assess external support available to aid project planning
3. Be able to support community project planning	3.1 Develop a project development plan 3.2 Assess methods to collectively resolve problems and differences identified through a planning process

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is for the community development practitioner to be able to plan projects with others in communities.
Unit expiry date	31 December 2016
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 6 – Provide Community Development Support to Organisations Standard 22 – Set up new projects and partnerships using Community Development approaches and practice

Additional information about the unit	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This unit assesses the practitioner's understanding and competency to plan a project with others in communities. Simulation is permitted for LO2
Support for the unit for a sector skills council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	24

Title:	Implement and review community projects
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Know the scope of planned community projects	1.1 Describe the delivery and review stages for a planned community project 1.2 Describe sources of funding and resources available for a planned community project 1.3 Assess the roles and responsibilities needed to deliver a planned community project
2. Be able to contribute to the implementation of community projects	2.1 Define own role in the implementation of a community project 2.2 Communicate implementation plans to stakeholders 2.3 Perform agreed actions within a community project
3. Be able to review the implementation of community projects	3.1 Assess stakeholder requirements in implementing community projects 3.2 Review the implementation of a community project 3.3 Use different methods to communicate the outcomes of review to stakeholders

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is for the community development practitioner to be able to support the implementation of projects with others in communities. It logically follows on from the planning community led projects unit.
Unit expiry date	31 December 2016
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 6 – Provide Community Development Support to Organisations Standard 22 – Set up new projects and partnerships using Community Development approaches and practice Development worker National Occupation Standards 2009: Standard 3: Maintain effective development work relationships with clients
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	A practitioner at this level will be contributing to the implementation of a community project. Simulation is not allowed
Support for the unit for a sector skills council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	24

Title:	Understanding and influencing local decision-making
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Know how local government works	1.1 Describe the formal processes by which local government makes decisions 1.2 Assess the role of councillors and other local elected representatives in local decision-making 1.3 Describe the range of services local government are responsible for
2. Understand decision making about local public services outside local government	2.1 Clarify different decision making structures outside local government 2.2 Illustrate a range of ways to influence agencies or bodies ouside local government
3 Know how national government policy decisions affect local government	3.1 Describe how national government policy impacts on local public services 3.2 Assess the role of national government in financing local government and local public services
4. Understand the roles of elected representatives in relation to local community issues	4.1 Clarify the different issues that are relevant to councillors, MPs and MEPs 4.2 Describe the role of MPs and MEPs in local decision making
5. Be able to work with others to influence local decision making	5.1 Assess who can make decisions affecting their community 5.2 Contribute to local decision making by linking with a) people from statutory, voluntary and community organisations b) locally elected community representatives

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is for the community development practitioner to know about the respective roles of national and local government in relation to community issues and to gain an insight into the governance of other public bodies serving their communities
Unit expiry date	31 December 2016
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 4 – Promote and support a Community development approach to collaborative and cross-sectoral working

Standard 13 – Promote and support effective relationships between communities and public bodies

Development worker National Occupation Standards 2009:

Standard 16: Lobby for influence |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | Simulation is not allowed |
| Support for the unit for a sector skills council or other appropriate body (if required) | Learning Skills Improvement Service (LSIS) |
| Location of the unit within the subject/sector classification system | 13 Education and Training

13.2 Direct Learning Support |
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	24

Title:	Support sustainable communities
Level:	2
Credit value:	6

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Know the components of sustainable communities	1.1 Describe the characteristics of sustainable communities 1.2 Outline the economic, social and environmental factors required for developing sustainable communities
2. Be able to identify community assets to support sustainable communities	2.1 Identify assets within the community which support sustainable communities 2.2 Outline how to increase community assets to support sustainable communities
3. Be able to review a community's level of sustainability	3.1 Engage people in reviewing the sustainability of their community 3.2 Map levels of sustainability within a community
4. Be able to develop own skills for community sustainability	4.1 Assess the skills and knowledge needed to develop sustainable communities 4.2 Review own skills and knowledge to support community sustainability 4.3 Identify development opportunities to improve own skills and knowledge

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is for the community development practitioner to know about community sustainability and the approaches and techniques and skills needed support this.
Unit expiry date	31 December 2016

Additional information about the unit	
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 6: provide community development support to organisations Standard 20 Plan and gain resources and funding for sustainability through Community Development practice
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2 and 4 must come from performance in the work environment Simulations, projects or assignments are not allowed. Simulation is allowed for LO3
Support for the unit for a sector skills council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	48

Title:	Support environmental action in communities
Level:	2
Credit value:	6

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1 Know environmental factors in their communities	1.1 Identify environmental factors affecting local communities 1.2 Compare global environmental issues with those in local communities
2 Be able to raise awareness of environmental issues within communities	2.1 Identify methods to raise awareness of environmental factors within a community 2.2. Use terminology to describe environmental issues 2.3 Assess priorities for environmental action within communities 2.4 Compare how different comunities take environmental actions on similar issues
3. Be able to review plans for environmental action	3.1 Identify ways in which public bodies are tackling environmental issues 3.2 Assess the impact of local authority planning on community determined environmental priorities
4. Be able to support community groups in taking environmental action	4.1 Identify own role in supporting community led environmental action 4.2 Describe the purpose, type and tactics of actions that own groups can take 4.3 Identify individuals, groups and organisations that could support local action

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is for the community development practitioner to be able to support environmental action within communities.
Unit expiry date	31 December 2016
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 6: provide community development support to organisations

Standard 12 Support communities campaign for change

Standard 20 Plan and gain resources and funding for sustainability through Community Development practice |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment Simulations, projects or assignments are not allowed. |
| Support for the unit for a sector skills council or other appropriate body (if required) | Learning Skills Improvement Service (LSIS) |
| Location of the unit within the subject/sector classification system | 13 Education and Training

13.2 Direct Learning Support |
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	48

Title:	Learning through community activities
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Be able to identify different ways that people learn	1.1 Compare how people learn through engaging in community activities 1.2 Assess own preferred ways of learning
2. Be able to support learning in community activities	2.1 Assess opportunities for learning in community activities 2.2 Distinguish barriers to learning 2.3 Create opportunities for individual and group learning in communities
3. Understand the nature of community development learning	3.1 Describe the importance of learning from each other 3.2 Illustrate how learning together develops community development practice

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is to know and understand the role and nature of informal learning in groups in communities.
Unit expiry date	31 December 2016

Additional information about the unit	
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 5 – Support Community Learning from Shared Experiences Standard 18 Facilitate community learning for social and political development Development worker National Occupation Standards 2009: Standard 9: Identify the learning and development needs of the groups you work with
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Community activities provide many opportunities for individuals to extend and acquire news skills and knowledge. Simulation is not allowed
Support for the unit for a sector skills council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	24

Title:	Support community campaigns
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Be able to access sources of support available for community campaigns	1.1 Assess ways to get support for community campaigns 1.2 Use sources of support for campaigns
2 Be able to support the delivery of a campaign plan	2.1 Apply the planned stages of a campaign 2.2 Assess initial responses to a campaign plan
3 Be able to develop and respond to campaign progress	3.1 Compare the progress of a campaign against planned objectives 3.2 Assess and respond to issues or differences arising as a campaign progresses 3. 3 Assess and revise plans based on campaign progress

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is for the community development practitioner to take a role in the planning and responding to the progress of community-led campaigns.
Unit expiry date	31 December 2016
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 3 –Take a Community Development Approach to Group Work and Collective Action Standard 12 – Support communities to campaign for change

Additional information about the unit	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This unit is for people who are joining in with a planned campaign, they are not likely to be the main leaders but taking on an active supporting role

Simulation is not allowed |
| Support for the unit for a sector skills council or other appropriate body (if required) | Learning Skills Improvement Service (LSIS) |
| Location of the unit within the subject/sector classification system | 13 Education and Training

13.2 Direct Learning Support |
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	24

Title:	Plan community campaigns
Level:	2
Credit value:	3

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Know why communities run campaigns	1.1 Describe the purposes of local community campaigns 1.2 Assess how campaigning can contribute to resolving community issues 1.3 Describe how to develop the accountability of campaigns
2. Be able to plan community campaigns	2.1 Advise how to agree the purpose, target groups, stages, and publicity of campaigns 2.2 Select campaign methods and tactics
3. Be able to involve people in running community campaigns	3.1 Define the roles and responsibilities required to run campaigns 3.2 Select methods to involve communities in campaigns 3.3 Assess sources of support, expertise and resource for community campaigns

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is for the community development practitioner to know about the purpose of campaigns in communities and the approaches and techniques needed to run them. This unit is for members of community groups or communities who want to resolve outstanding community issues and concerns and are considering taking some form of direct action or campaign
Unit expiry date	31 December 2016

Additional information about the unit	
Details of the relationship between the unit and relevant National Occupational Standards or professional standards or curricula (if appropriate)	Community Development NOS Key Area 3 –Take a Community Development Approach to Group Work and Collective Action Standard 12 – Support communities to campaign for change
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This unit focuses on planning a campaign; there is another unit about running a campaign. Simulation is permitted for LO3
Support for the unit for a sector skills council or other appropriate body (if required)	Learning Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Learning Skills Improvement Service (LSIS)
Availability for use	Shared
Units available from	April 2012
Unit guided learning hours	24