



Oxford Cambridge and RSA

Unit title:	Community development work
Unit number:	18
Level:	4
Credit value:	15
Guided learning hours:	60
Unit reference number:	L/601/1631

### **UNIT AIM AND PURPOSE**

This unit will enable learners to understand the complex nature of communities and their development. Students will analyse the role and responsibilities of the community development worker in facilitating initiatives. The learner will have the opportunity to analyse the impact that community development work can have on communities whilst developing awareness of the barriers and strategies that impact on the development and sustainability of community initiatives.

This unit will provide core understanding and knowledge of community development work including the importance of facilitation, empowerment and sustainability. This unit is likely to be of particular interest for those learners looking to pursue a career either directly in community development or in those agencies and settings which take a community orientated approach to their services.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

<b>Learning Outcome (LO)</b>  The Learner will:	<b>Pass</b>  The assessment criteria are the pass requirements for this unit.  The Learner can:
LO1 Understand the complex nature of communities and community development	1.1 analyse definitions of community and community development in order to understand their complex nature  1.2 explain the nature of diversity in communities  1.3 analyse strengths, support systems and potential problems in communities
LO2 Understand the role and responsibilities of the community development worker in facilitating community initiatives	2.1 analyse the knowledge and skills necessary to facilitate community initiatives  2.2 analyse the role of the community development worker in empowering communities to identify their own needs  2.3 review processes involved in initiating and sustaining community development work
LO3 Understand the impact of community development work on communities	3.1 analyse the potential short-term and long-term impact of development within communities  3.2 analyse the potential barriers to successful community development activity  3.3 evaluate strategies to improve the impact of development work in communities

## **GRADING CRITERIA**

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors.

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

<b>Merit Criteria (M1, M2, M3)</b>	<b>Distinction Criteria (D1, D2, D3)</b>
(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)	(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.)  (In order to achieve a distinction grade, all merit criteria must also have been achieved.)
<b>MANDATORY TO ACHIEVE A MERIT GRADE</b>	<b>MANDATORY TO ACHIEVE A DISTINCTION GRADE</b>
M1 Analyse concepts, theories or principles to formulate own responses to situations.	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

## **TEACHING CONTENT**

The Teaching Content describes what has to be taught to ensure that learners are able to access the highest grade.

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content these are suggestions; they do not have to be the examples that the learner uses.

<b>LO1 Understand the complex nature of communities and community development</b>	
Definitions of community	Geographical location (e.g. urban, rural)  Beliefs and lifestyle choices (e.g. religion, commune)  Circumstances (e.g. residential care home, employment)  Minority groups (e.g. ethnicity, health status).
Community development	(e.g. projects which relate to health, education, welfare and housing such as regeneration, crime prevention)
Diversity	(e.g. age, gender, ethnicity, race, religion, sexual orientation and disability such as marginalised populations, demographics, hard-to-reach groups)
Strengths	(e.g. shared values and attitudes, pooling of resources, representation/voice)
Support systems	(e.g. family, councils; health and education services, such as health centres, day services, community schools, action groups)
Potential problems	(e.g. conflicting values/attitudes, lack of finance and/or resources, 'mob' behaviours).
<b>LO2 Understand the role and responsibilities of the community development worker in facilitating community initiatives</b>	
Knowledge and skills to facilitate community initiatives	(e.g. ensuring that local people have their say; building links with other groups and agencies; helping to raise public awareness on issues relevant to the community; preparing reports and policies; raising funds, developing and agreeing strategies; liaising with interested groups and individuals to set up new services; media in matters of conflict; recruiting and training paid as well as voluntary staff; planning, attending and coordinating meetings and events; overseeing the management of a limited budget; general administrative duties)

Role of community development work	(e.g. identifying community skills, assets, issues and needs; developing new resources in dialogue with the community and evaluating existing programmes; encouraging participation in activities; challenging inappropriate behaviour)
Processes for initiating development work	(e.g. identification of needs, aims and objectives; funding sources such as Community First, charitable status)
Processes for sustaining community development work	(e.g. project management such as. working with volunteers;, strategic planning; monitoring, review and evaluation; networking; conflict resolution).
<b>LO3 Understand the impact of community development work on communities</b>	
Potential impacts	(e.g. community cohesion, increased life opportunities; improved facilities and activities, economic growth, crime reduction)
Potential barriers	(e.g. resistance to change, financial resourcing, long-term commitment, conflicting values)
Strategies that might improve the impact	(e.g. data collection and feedback, monitoring, review and evaluation, reflective practice, sustainable funding and resourcing, celebrations of achievement).

## **GUIDANCE**

### **Delivery guidance**

It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include an analysis of contrasting communities in their locality. Learners could be presented with models of changed communities or plans for future developments. Learners would benefit from being encouraged to plan visits and conduct interviews with Community Development Workers.

Learners will benefit from reviewing a range of job descriptions and person specifications to analyse the knowledge and skill requirements for the Community Development Worker role and how these might be applied in different projects in different communities.

Learners will benefit from being encouraged to exercise autonomy and judgement to identify specific community development projects to study within their locality, collect information from the project to identify: needs, barriers, strategies for development and sustainability. Learners may then adapt their thinking and reach considered conclusions, when analysing their findings in accordance with the assessment criteria in LO1.

Learners will benefit from being encouraged to exercise autonomy and judgement to collect data and feedback from community development projects. Learners could

identify the potential barriers to community projects' success and how these were minimised or overcome. Learners may then adapt their thinking and reach considered conclusions when analysing the impact of the community development work on the community.

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using diverse approaches and schools of thought. For example, learners might be presented with a specific local concern (i.e. refer to local data such as Health Profile or demographic figures) and explore ways that a community development worker might respond to the issue.

### **Assessment evidence guidance**

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes and be submitted in the form of assignments, essays, project-portfolios, presentations or, where appropriate, reflective accounts.

Where group work/activities contribute to assessment evidence, the individual contribution of each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

## **RESOURCES**

### **Books**

Gilchrist Alison; *The Well-connected Community: A Networking Approach to Community Development*; Policy Press; 2nd Revised edition, 22 July 2009; ISBN-10: 1847420567; ISBN-13: 978-1847420565.

Gilchrist Alison, Taylor Marilyn; *The Short Guide to Community Development (Policy Press - Short Guides)*; Policy Press, 27 April 2011; ISBN-10: 1847426891; ISBN-13: 978-1847426895.

Twelvetreets Alan; *Community Work (Practical Social Work Series)*; Palgrave Macmillan; 4th edition, 18 Jun 2008; ISBN-10: 1403949999; ISBN-13: 978-1403949998.

Popple Keith; *Analysing Community Work: Its Theory and Practice*; Open University Press, 1 Sep 1995; ISBN-10: 0335194087; ISBN-13: 978-0335194087

### **Journals**

*Community Development*  
*British Journal of Social Work*

### **Websites**

[www.gov.uk](http://www.gov.uk) – Department for Communities and Local Government  
[www.cdf.org.uk](http://www.cdf.org.uk) – Community Development Foundation  
[www.fcdl.org.uk](http://www.fcdl.org.uk) – Federation for Community Development Learning

### **Signposting to other units within the qualification**

Unit 5: Working in partnership in health and social care  
Unit 6: Research project  
Unit 11: The Sociological context of health and social care  
Unit 24: Contemporary issues in health and social care