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The National Occupational Standards for Community Development Work have been prepared as a result of a review carried out throughout 2001/2002.

These National Occupational Standards detail the skills and practice principles required to engage in Community Development Work. They set out what is involved in using community development approaches in a variety of contexts.

PAULO and the Community Work Forum were required to review the Standards at the end of five years. The project was managed by PAULO and co-ordinated through the Project Steering Group administered by the Federation of Community Work Training Groups.

There were 2 phases involved in the process of reviewing the Standards. The first phase entailed the establishment of a steering group to ensure that an inclusive plan to engage the community development field was devised. To facilitate and write up the workshops, co-ordinators were identified in England, Scotland, Wales and Northern Ireland as well as representatives of black and ethnic minority groups, disabled people and other marginalised groups.

In this first phase, 22 workshops were facilitated and feedback from these workshops informed changes to the Standards which were then verified in a second round of workshops in the second phase of the process. PAULO and the Community Work Forum (CWF) acknowledge the extensive and inclusive process undertaken for this piece of work.

PAULO and the Community Work Forum want to support the use of the Standards in a number of different ways such as:

- Informing the recruitment and selection of those engaged in community development work
- Helping organisations to put together community development learning opportunities
- Enabling practitioners to identify their skills gaps and needs
Supporting organisations/agencies that promote a community development approach within their work, in informing training needs and guidelines for practice, also enabling groups/organisations to use them to embed community development values and practice principles in how they organise themselves.

Developing a range of qualifications, including SVQs/NVQs, Modern Apprenticeships and Technical Certificates.

The Community Work Forum has now developed a plan to ensure that community groups, statutory agencies and community development practitioners find them of use within their work, whether a small community group, large or small voluntary organisation, paid workers or unpaid activists.

Community development work is viewed as a process that supports and promotes positive social change whilst challenging racism, poverty and marginalisation. The Standards are designed to be a dynamic, challenging and reflective way to ensure that the work has an impact and addresses issues and concerns.

The National Occupational Standards in Community Development Work are to be used wherever community development work is practised and organised and by people engaged in other occupations doing community development work and/or using a community development approach in the promotion of social change.
Acknowledgements

PAULO and the Community Work Forum wish to acknowledge the support and contributions made in revising the National Occupational Standards for Community Development Work.

A vast number of employers and practitioners assisted in this work, together with a wide range of agencies indicated below.

While the project was managed by PAULO and co-ordinated through the Project Steering Group administered by the Federation of Community Work Training Groups, success is due to the support of many.

CARE Scotland
Community Learning Scotland (CLS)
Community Work Forum (CWF)
Community & Youth Workers Union (CYWU)
Linda Green, Consultant
English Standards Board (ESB)
Federation of Community Work Training Groups (FCWTG)
UK wide Steering Group
Management Standards Centre
Unison

Awarding Bodies
Awarding Body Consortium (ABC)
City & Guilds Affinity (C&G)
Edexcel
National Council of Further Education (NCFE)
National Open College Network (NOCN)
Oxford & Cambridge RSA (OCR)
Qualifications & Curriculum Authority (QCA)
Scottish Qualifications Authority (SQA)
The key purpose of community development work is collectively to bring about social change and justice, by working with communities\(^1\) to:

- identify their needs, opportunities, rights and responsibilities
- plan, organise and take action
- evaluate the effectiveness and impact of the action

all in ways which challenge oppressions and tackle inequalities.

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**VALUES OF COMMUNITY DEVELOPMENT WORK**

- **Social Justice:** working towards a fairer society that respects civil and human rights and challenges oppression
- **Self-determination:** individuals and groups have the right to identify shared issues and concerns as the starting point for collective action
- **Working & Learning together:** valuing and using the skills, knowledge, experience and diversity within communities to collectively bring about desired changes
- **Sustainable Communities:** empowering communities to develop their independence and autonomy whilst making and maintaining links to the wider society
- **Participation:** everyone has the right to fully participate in the decision-making processes that affect their lives
- **Reflective Practice:** effective community development is informed and enhanced through reflection on action.

\(^1\) “Communities” refers to those that can be defined geographically and/or those defined by interest.
NATIONAL OCCUPATIONAL STANDARDS IN COMMUNITY DEVELOPMENT WORK

PRACTICE PRINCIPLES

Social Justice:
• Respecting and valuing diversity and difference
• Challenging oppressive and discriminatory actions and attitudes
• Addressing power imbalances between individuals, within groups and society
• Committing to pursue civil and human rights for all
• Seeking and promoting policy and practices that are just and enhance equality whilst challenging those that are not

Self-determination:
• Valuing the concerns or issues that communities identify as their starting points
• Raising people’s awareness of the range of choices open to them, providing opportunities for discussion of implications of options
• Promoting the view that communities do not have the right to oppress other communities
• Working with conflict within communities

Working and Learning Together:
• Demonstrating that collective working is effective
• Supporting and developing individuals to contribute effectively to communities
• Developing a culture of informed and accountable decision making
• Ensuring all perspectives within the community are considered
• Sharing good practice in order to learn from each other

Sustainable Communities:
• Promoting the empowerment of individuals and communities
• Supporting communities to develop their skills to take action
• Promoting the development of autonomous and accountable structures
• Learning from experiences as a basis for change
• Promoting effective collective and collaborative working
• Using resources with respect for the environment

Participation:
• Promoting the participation of individuals and communities, particularly those traditionally marginalised / excluded
• Recognising and challenging barriers to full and effective participation
• Supporting communities to gain skills to engage in participation
• Developing structures that enable communities to participate effectively
• Sharing good practice in order to learn from each other

Reflective Practice:
• Promoting and supporting individual and collective learning through reflection on practice
• Changing practice in response to outcomes of reflection
• Recognising the constraints and contexts within which community development takes place
• Recognising the importance of keeping others informed and updated about the wider context.
Community Work Processes

The Reflective Community Development Practitioner

- Encourage People to Work with and Learn from Each Other (Key Role B)
- Work with People in Communities to Plan for Change and Take Collective Action (Key Role C)
- Develop Working Relationships with Communities and Organisations (Key Role A)
- Reflect on and Develop Own Practice and Role (Key Role F)
- Develop Community Organisations (Key Role E)
- Work with People in Communities to Develop and Use Frameworks for Evaluation (Key Role D)
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<th>Explaining your actions and why you have performed them, to those to whom you are responsible.</th>
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<td><strong>ACTION FOR CHANGE:</strong></td>
<td>People working together to bring about a difference in their lives, in their neighbourhood or their community of interest.</td>
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<td><strong>ANTI DISCRIMINATORY PRACTICE:</strong></td>
<td>Working in a way that actively removes barriers that might prevent people or groups engaging in community activity.</td>
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<tr>
<td><strong>ASSESSMENT:</strong></td>
<td>Measuring the extent to which a learner has met stated learning outcomes.</td>
</tr>
<tr>
<td><strong>AUTONOMY:</strong></td>
<td>Individuals, groups or organisations, independently taking responsibility for their own actions.</td>
</tr>
<tr>
<td><strong>CAPACITY BUILDING:</strong></td>
<td>Development work that strengthens the ability of community organisations to build their structures, systems, people and skills. It can include aspects of training, organisational and personal development and resource building, (Building Community Strengths).</td>
</tr>
<tr>
<td><strong>COLLEAGUES:</strong></td>
<td>Associates or companions engaged in achieving the same goals.</td>
</tr>
<tr>
<td><strong>COLLECTIVE ACTION:</strong></td>
<td>People working together towards a common goal.</td>
</tr>
<tr>
<td><strong>COMMUNITY ACTIVISTS:</strong></td>
<td>People who are actively working within communities, usually unpaid.</td>
</tr>
<tr>
<td><strong>COMMUNITY ACTION:</strong></td>
<td>Action by local people or communities of interest (see below) that aims to bring about change in people’s lives, however large or small.</td>
</tr>
<tr>
<td><strong>COMMUNITY GROUPS:</strong></td>
<td>Groups of people with a common interest who have come together to bring about some agreed change.</td>
</tr>
<tr>
<td><strong>COMMUNITY LEADERS:</strong></td>
<td>People nominated by themselves and sometimes by others, to represent a community’s views to the public and to decision makers.</td>
</tr>
<tr>
<td><strong>COMMUNITY OF INTEREST:</strong></td>
<td>A group of people with a characteristic, cause, need or experience in common.</td>
</tr>
<tr>
<td><strong>COMMUNITY SECTOR:</strong></td>
<td>The whole range of autonomous collective activity undertaken by neighbourhoods or communities of interest, to improve collective life and conditions. It is a spectrum that extends from informal activities, to more organised community groups.</td>
</tr>
<tr>
<td><strong>Competence:</strong></td>
<td>Having the ability or capacity to do what is required, to the standards required.</td>
</tr>
<tr>
<td><strong>Conflict:</strong></td>
<td>A disagreement between people or groups who have different ideas, different beliefs and/or forms of behaviour.</td>
</tr>
<tr>
<td><strong>Currency:</strong></td>
<td>Knowledge and skills that are ‘up to date’ in that they have been demonstrated in the recent past.</td>
</tr>
<tr>
<td><strong>Discrimination:</strong></td>
<td>Making an adverse distinction between people and groups based on prejudice and/or stereotyping.</td>
</tr>
<tr>
<td><strong>Empowerment:</strong></td>
<td>To work with people, groups and communities in a way that builds confidence, encourages autonomy (see above) and enables them to take greater power over their lives.</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>A process of assessing effectiveness against stated objectives.</td>
</tr>
<tr>
<td><strong>Experience based learning:</strong></td>
<td>Knowledge, skills and understanding acquired from doing something or having been involved in something.</td>
</tr>
<tr>
<td><strong>Geographical community:</strong></td>
<td>A group of people living or working in a geographically defined area. Within this geographical community may be several communities of interest.</td>
</tr>
<tr>
<td><strong>Ground rules:</strong></td>
<td>A list of conditions mutually agreed to govern the conduct of a particular event or organisation.</td>
</tr>
<tr>
<td><strong>Holistic approach to assessment:</strong></td>
<td>Treating a learners’ work as more than the sum of all the parts submitted and searching for and taking into account evidence presented throughout and assessing the work overall.</td>
</tr>
<tr>
<td><strong>Human resources:</strong></td>
<td>The people who can be drawn upon to contribute to a particular task.</td>
</tr>
<tr>
<td><strong>Impairment:</strong></td>
<td>A characteristic feature or attribute within an individual. Disabled people are those people with impairments who are disabled by society.</td>
</tr>
<tr>
<td><strong>Line management:</strong></td>
<td>Overseeing the work done and ensuring that targets are met and that work is being produced of sufficient quality. A line manager may also provide supervision as described later or a non-managerial supervisor who has no management responsibilities may provide it.</td>
</tr>
<tr>
<td><strong>Monitoring:</strong></td>
<td>Collecting and reviewing factual and other relevant information to find out if the targets/outputs specified have been met.</td>
</tr>
<tr>
<td>National Occupational Standards:</td>
<td>The levels of performance which people working in a particular occupation are expected to demonstrate</td>
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<tr>
<td>Networking:</td>
<td>Establishing a series of contacts for mutual benefit.</td>
</tr>
<tr>
<td>NVQ</td>
<td>National Vocational Qualification – a practice based route to qualification (SVQ in Scotland).</td>
</tr>
<tr>
<td>Oppression:</td>
<td>Unfair and unjust treatment of a person or group of people by a more powerful group or person.</td>
</tr>
<tr>
<td>Outcomes:</td>
<td>What impact the group/project wants to have; what the group/project wants to have changed by its activities; they are measurable and are often long term goals.</td>
</tr>
<tr>
<td>Outputs:</td>
<td>What the group/project actually produces; activities, events, publications etc.</td>
</tr>
<tr>
<td>Participation:</td>
<td>People having the opportunity to fully contribute to, and share in the decision making process in collective action and the life of their groups and communities.</td>
</tr>
<tr>
<td>Partnership:</td>
<td>Working with other people, groups and agencies towards a common goal, sharing power and responsibility.</td>
</tr>
<tr>
<td>Personnel:</td>
<td>The people working for an employer usually paid but not necessarily, it can include volunteers and activists.</td>
</tr>
<tr>
<td>Private sector:</td>
<td>The range of businesses that exist for the purpose of making profit for the people who own them.</td>
</tr>
<tr>
<td>Processes of social change:</td>
<td>Involves working with communities to enable people to contribute their energies, initiatives and participation to the achievement of goals and to the definition of those goals. On a wider level, as professional groups and agencies incorporate community work ideas and skills into their work, to develop ways of working in partnership and developing approaches that facilitate the involvement of local people in decision making.</td>
</tr>
<tr>
<td>Reflective Practitioner:</td>
<td>Working in manner that follows the action-reflection learning model that involves thinking about work that has been done and applying the lessons learnt from both mistakes and good practice to their future practice.</td>
</tr>
<tr>
<td>Regeneration:</td>
<td>Area-based development usually taking place on a time limited basis.</td>
</tr>
<tr>
<td>Skills:</td>
<td>The ability to do something effectively.</td>
</tr>
<tr>
<td><strong>Social change:</strong></td>
<td>Comes about largely as a result of political, economic, social, environmental and technological forces happening on global, national, regional and local scales that have an impact on the lives of individuals. Community development work aims to bring about a different kind of social change in a way that involves the people being affected by putting local conditions to a wider context.</td>
</tr>
<tr>
<td><strong>Social Inclusion:</strong></td>
<td>Active involvement of disadvantaged, and oppressed individuals, groups and communities.</td>
</tr>
<tr>
<td><strong>Social justice:</strong></td>
<td>Fair treatment of all people and groups.</td>
</tr>
<tr>
<td><strong>Stakeholder:</strong></td>
<td>Someone with an interest in a particular activity, not necessarily financial</td>
</tr>
<tr>
<td><strong>Strategic relationships:</strong></td>
<td>Developing contacts or working with other individuals, groups, networks or agencies where there are specific benefits to the relationship (e.g. political, social, financial).</td>
</tr>
<tr>
<td><strong>Strategic working:</strong></td>
<td>Working collectively to a commonly agreed plan towards commonly agreed goals within a perspective that is wider than the individual or groups itself.</td>
</tr>
<tr>
<td><strong>Statutory sector:</strong></td>
<td>Bodies that exist as a result of a Government statute or carry out statutory requirements, such as local authorities and health services.</td>
</tr>
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<td><strong>Structural arrangements:</strong></td>
<td>Formal and informal systems of organisation for a group or event.</td>
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<tr>
<td>** Sufficiency:**</td>
<td>Enough to meet the needs of the requirements for an award.</td>
</tr>
<tr>
<td><strong>Supervision:</strong></td>
<td>Provision of support, reassurance and feedback in a framework that allows time to think about the work being done, the freedom to make mistakes and to have open discussions and to ensure accountability to the organisation.</td>
</tr>
<tr>
<td><strong>Support:</strong></td>
<td>To be there to give strength to people who need it and to assist, encourage and confirm. Support may be provided in a range of different settings in a variety of different ways.</td>
</tr>
<tr>
<td><strong>Verify:</strong></td>
<td>Check whether something is correct or meets the awarding bodies standards.</td>
</tr>
<tr>
<td><strong>Voluntary sector:</strong></td>
<td>The range of groups whose activities are carried out on a not for profit basis and which are not public or local authorities. These organizations would normally be formally constituted and employ professional and administrative staff. They may or may not use volunteer help.</td>
</tr>
</tbody>
</table>
### Work with communities:
Supporting people and groups to organise and achieve their goals in a way which values diversity, ensures participation and encourages collaboration in a broad social context. Goals are self-determined and varied e.g. articulation of needs, provision of new amenities, replacement or rehabilitation of physical living conditions, improvement of services, access to jobs and training. (This may also involve working across and between communities at local district, sub-regional, regional or national levels).

### Work within communities:
Active involvement in local community group(s) and/or community(ies) of interest and direct contribution to the self-determination of their goals through engagement in participative processes that value inclusion, diversity and collective action.

### Workplace:
The location in which the candidate’s community activity takes place, which may be a building, a neighbourhood or a wider locality, or with other people.
TYPICAL ROLES RELATED TO THE LEVELS OF S/NVQ AWARDS

**LEVEL 2:** This award is best suited to people who have become active in their own community, whether that is defined as a community of interest or a geographical area. They are working within a community, paid or unpaid, in an assisting or supporting role, to enable their community or group to develop.

**LEVEL 3:** This award is for people who have a fairly wide experience of community development work, in more than one group/network, in a paid or unpaid capacity. They are working in neighbourhood and/or issue based groups or communities of interest, on their own initiative, and have responsibility for determining the direction of their own work and providing guidance and support for other paid or unpaid workers.

**LEVEL 4:** This award is for people who have several years experience of working with communities\(^1\). They are developing a team or project involving groups of workers and volunteers. They are working at local district and sub-regional level, but may also be working regionally and nationally. Their work focuses on advising and supporting other workers or projects and they will have a responsibility for the monitoring and evaluation of policy development and implementation.

\(^1\) "Communities" refers to those that can be defined geographically and/or those defined by interest.
The key purpose of community development work is to collectively bring about social change and justice, by working with communities¹ to:

- identify their needs, opportunities, rights and responsibilities
- plan, organise and take action
- evaluate the effectiveness and impact of the action.

all in ways which challenge oppression and tackle inequalities.

### KEY ROLE A: DEVELOP WORKING RELATIONSHIPS WITH COMMUNITIES AND ORGANISATIONS

| A1  Make relationships within communities |  
|------------------------------------------|---|
| Make contacts within communities         |  
| Help develop working relationships within communities |  

| A2  Build relationships with and within communities and organisations |  
|------------------------------------------------------------------------|---|
| Develop contacts with and within communities                         |  
| Negotiate the purpose and basis for community development opportunities |  
| Initiate joint working relationships with and within communities      |  

| A3  Develop strategic relationships with communities & organisations and within partnerships |  
|--------------------------------------------------------------------------------------------|---|
| Initiate collaborative working relationships between people, organisations & groups and within partnerships |  
| Establish ways of involving people and encouraging partnership working                   |  
| Ensure social inclusion in the development of partnerships                              |  

¹ Communities refers to those that can be defined geographically and / or those defined by interest
**KEY ROLE B: ENCOURAGE PEOPLE TO WORK WITH AND LEARN FROM EACH OTHER**

| B1 Contribute to the development of community groups/netsworks | Help community groups / networks to identify strengths an weaknesses  
Help community groups / networks to develop their own practice  
Encourage community groups to work in ways that are inclusive and empowering |
|---|---|
| B2 Facilitate the development of community groups/netsworks | Support community groups / networks to identify and review strengths and weaknesses  
Support community groups / networks to develop their own practice  
Promote inclusive and empowering ways of working within communities |
| B3 Facilitate ways of working collaboratively | Facilitate bringing people together around common issues  
Assist community groups / networks to identify different ways of organising  
Encourage partnership working with and between key people, organisations, networks and communities |
| B4 Promote and support learning from practice and experience | Promote the value of learning from practice and experience  
Support learning from practice and experience |
| B5 Create opportunities for learning from practice and experience | Promote opportunities for learning from practice and experience  
Facilitate opportunities for learning from practice and experience |
| B6 Support individuals, community groups and communities to deal with conflict | Support groups and communities to identify and deal with the causes of conflict  
Identify roles and responsibilities within conflict situations and support appropriate action |
| B7 Take action with individuals, community groups and communities to deal with conflict | Work with groups and communities to identify and analyse the causes and effects of conflict  
Work with individuals, groups and communities to deal with conflict  
Identify your role within conflict situations and take appropriate action |
**KEY ROLE C: WORK WITH PEOPLE IN COMMUNITIES TO PLAN FOR CHANGE AND TAKE COLLECTIVE ACTION**

| C1 Work within communities to select options and make plans for collective action | ✺ Contribute to gathering information to aid decision making  
✺ Contribute to evaluating and selecting options for collective action  
✺ Contribute to developing a plan of collective action that ensures participation |
|---|---|
| C2 Contribute to collective action within a community | ✺ Encourage people’s participation in collective action  
✺ Help a community group to put an agreed plan into action |
| C3 Support communities to plan and take collective action | ✺ Support communities to identify aims and objectives for collective action  
✺ Support communities to develop a plan of collective action  
✼ Support communities to put an agreed plan into action |
| C4 Ensure community participation in planning and taking collective action | ✺ Ensure participation by communities and partnerships in negotiating aims and objectives for collective action  
✺ Develop arrangements for planning of collective action that make the contribution of local people effective  
✺ Ensure significant roles for local people in the delivery of planned collective action |
| C5 Contribute to the review of needs, opportunities, rights and responsibilities within a community | ✺ Contribute to identifying and prioritising a group’s needs and opportunities  
✼ Contribute to identifying and prioritising a group’s rights and responsibilities |
| C6 Work with communities to identify needs, opportunities, rights and responsibilities | ✺ Support groups / networks to identify needs and opportunities  
✼ Support groups / networks to identify rights and responsibilities  
✼ Co-ordinate the collective prioritising of community needs, opportunities, rights and responsibilities |
## Key Role D: Work with People in Communities to Develop and Use Frameworks for Evaluation

<table>
<thead>
<tr>
<th>D1 Support communities to monitor and review action for change</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Support Communities to identify the purpose, criteria and focus of monitoring</td>
<td></td>
</tr>
<tr>
<td>* Negotiate inclusive ways of monitoring action for change</td>
<td></td>
</tr>
<tr>
<td>* Support communities to monitor action for change</td>
<td></td>
</tr>
<tr>
<td>* Support communities to review and use the outcomes from monitoring</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D2 Facilitate the development of evaluation frameworks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Facilitate the establishment of criteria for evaluating action for change within communities</td>
<td></td>
</tr>
<tr>
<td>* Ensure the development of inclusive ways of evaluating action for change</td>
<td></td>
</tr>
<tr>
<td>* Enable communities to evaluate action for change</td>
<td></td>
</tr>
<tr>
<td>* Enable communities to respond to the evaluation outcomes</td>
<td></td>
</tr>
</tbody>
</table>
### Key Role E: Develop Community Organisations

| E1 Encourage the best use of resources | • Contribute to the planning of resources  
• Contribute to the monitoring of resources |
|----------------------------------------|--------------------------------------------------------------------------------|
| E2 Review and develop funding and resources | • Support community groups/networks to review current funding and resources  
• Work with community groups/networks to identify and secure required funding and resources  
• Support community groups/networks to monitor the use of funding and resources |
| E3 Develop and evaluate a funding/resourcing strategy | • Identify funding/resourcing needs within communities  
• Make strategic recommendations about funding/resources  
• Evaluate the effectiveness of the funding/resourcing strategy |
| E4 Develop people’s skills and roles within community groups/networks | • Assist community groups/networks to define their needs for people and skills  
• Enable community groups/networks to support volunteers and staff  
• Work with community groups/networks to review purpose |
| E5 Facilitate the development of people and learning in communities | • Work with communities to define human resource needs  
• Work with communities to meet personnel requirements  
• Work between organisations to identify and develop opportunities for learning in partnership |
| E6 Develop and review community-based organisational structures | • Identify organisational structures to meet agreed group/network purpose  
• Establish roles and responsibilities to fulfil organisational development  
• Support the development of effective organisational practice  
• Monitor and review organisational development and practice |
## NATIONAL OCCUPATIONAL STANDARDS IN COMMUNITY DEVELOPMENT WORK

<table>
<thead>
<tr>
<th>UNITS IMPORTED FROM THE NATIONAL OCCUPATIONAL STANDARDS FOR MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E7 Develop and maintain organisational frameworks for community-based initiatives</strong></td>
</tr>
<tr>
<td>- Establish organisational frameworks to maintain aims, objectives and purpose of community-based initiatives</td>
</tr>
<tr>
<td>- Establish ways of working to maintain and develop community-based initiatives</td>
</tr>
<tr>
<td>- Evaluate the effectiveness and vulnerability of community-based initiatives and their practice, and make recommendations for development / change</td>
</tr>
<tr>
<td><strong>E8 Contribute to planning and preparation</strong></td>
</tr>
<tr>
<td>- Clarify the project’s scope and definition</td>
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<tr>
<td>- Provide plans to achieve the project’s goals</td>
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<td>- Contribute to project preparation</td>
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<td>- Support the project team</td>
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<tr>
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</tr>
<tr>
<td>- Complete project activities</td>
</tr>
<tr>
<td>- Contribute to the evaluation of project planning and implementation</td>
</tr>
</tbody>
</table>
### Key Role F: Reflect on and Develop Own Practice and Role

<table>
<thead>
<tr>
<th></th>
<th>Identify and reflect on own practice, knowledge and values</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>Identify and reflect on own role within communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify strengths and areas for development in own practice</td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td>Review own practice, knowledge and values</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluate own practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify potential contradictions in own values and practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draw up a work programme and review the impact of your work</td>
<td></td>
</tr>
<tr>
<td>F3</td>
<td>Evaluate and develop own practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop practice by evaluating progress against values and practice of community development work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluate and challenge potential contradictions in values and practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critically review and use current developments in community work practice</td>
<td></td>
</tr>
<tr>
<td>F4</td>
<td>Identify and take action to meet own learning and development needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify and take action to meet own learning needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify and take action to meet own support needs</td>
<td></td>
</tr>
<tr>
<td>F5</td>
<td>Review and meet own learning and development needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify and evaluate own learning, supervision and support needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take action to meet own learning needs and develop own support and accountability systems</td>
<td></td>
</tr>
</tbody>
</table>
QUALIFICATIONS STRUCTURE FOR SVQ/NVQ PURPOSES

SVQ/NVQ LEVEL 2 IN COMMUNITY DEVELOPMENT WORK CONSISTS OF 6 UNITS

### LEVEL 2 CORE UNITS - TAKE 5

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td>Make relationships within communities</td>
</tr>
<tr>
<td></td>
<td>Make contacts within communities</td>
</tr>
<tr>
<td></td>
<td>Help develop working relationships within communities</td>
</tr>
<tr>
<td><strong>B1</strong></td>
<td>Contribute to the development of community groups/networks</td>
</tr>
<tr>
<td></td>
<td>Help community groups/networks to identify strengths and weaknesses</td>
</tr>
<tr>
<td></td>
<td>Help community groups/networks to develop their own practice</td>
</tr>
<tr>
<td></td>
<td>Encourage community groups to work in ways that are inclusive and empowering</td>
</tr>
<tr>
<td><strong>C1</strong></td>
<td>Work within communities to select options and make plans for collective action</td>
</tr>
<tr>
<td></td>
<td>Contribute to gathering information to aid decision making</td>
</tr>
<tr>
<td></td>
<td>Contribute to evaluating and selecting options for collective action</td>
</tr>
<tr>
<td></td>
<td>Contribute to developing a plan of collective action that ensures people’s participation</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>Contribute to collective action within a community</td>
</tr>
<tr>
<td></td>
<td>Encourage people’s participation in collective action</td>
</tr>
<tr>
<td></td>
<td>Help a community group to put an agreed plan into action</td>
</tr>
<tr>
<td><strong>F1</strong></td>
<td>Identify and reflect on own practice, knowledge and values</td>
</tr>
<tr>
<td></td>
<td>Identify and reflect on own role within communities</td>
</tr>
<tr>
<td></td>
<td>Identify strengths and areas for development in own practice</td>
</tr>
</tbody>
</table>

### LEVEL 2 OPTIONAL UNITS - TAKE 1

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C5</strong></td>
<td>Contribute to the review of needs, opportunities, rights and responsibilities within a community</td>
</tr>
<tr>
<td></td>
<td>Contribute to identifying and prioritising a group’s needs and opportunities</td>
</tr>
<tr>
<td></td>
<td>Contribute to identifying and prioritising a group’s rights and responsibilities</td>
</tr>
<tr>
<td><strong>E1</strong></td>
<td>Help ensure the best use of resources</td>
</tr>
<tr>
<td></td>
<td>Contribute to the planning of use of resources</td>
</tr>
<tr>
<td></td>
<td>Contribute to the monitoring of resource use</td>
</tr>
<tr>
<td><strong>F4</strong></td>
<td>Identify and take action to meet own learning and development needs</td>
</tr>
<tr>
<td></td>
<td>Identify and take action to meet own learning and development needs</td>
</tr>
<tr>
<td></td>
<td>Identify and take action to meet own support needs</td>
</tr>
</tbody>
</table>
SVQ/NVQ LEVEL 3 IN COMMUNITY DEVELOPMENT WORK CONSISTS OF 9 UNITS

### LEVEL 3 CORE UNITS - TAKE ALL 7

<table>
<thead>
<tr>
<th>Level</th>
<th>Title</th>
<th>Activities</th>
</tr>
</thead>
</table>
| A2 | Build relationships within and with communities and organisations | - Develop contacts within and within communities  
- Negotiate the purpose and basis for community development opportunities  
- Initiate joint working relationships within and within communities |
| B2 | Facilitate the development of community groups / networks | - Support community groups / networks to identify and review strengths and weaknesses  
- Support community groups / networks to develop their own practice  
- Promote inclusive and empowering ways of working within communities |
| B4 | Promote and support learning from practice and experience | - Promote the value of learning from practice and experience  
- Support learning from practice and experience |
| C3 | Support communities to plan and take collective action | - Support communities to identify aims and objectives for collective action  
- Support communities to develop a plan of collective action  
- Support communities to put an agreed plan into action |
| C6 | Work with communities to identify needs, opportunities, rights and responsibilities | - Support groups / networks to identify needs and opportunities  
- Support groups / networks to identify rights and responsibilities  
- Co-ordinate the collective prioritising of community needs, opportunities, rights and responsibilities |
| D1 | Support communities to monitor and review action for change | - Support communities to identify the purpose, criteria and focus of monitoring  
- Negotiate inclusive ways of monitoring action for change  
- Support communities to monitor action for change  
- Support communities to review and use the outcomes from monitoring |
| F2 | Review own practice, knowledge and values | - Evaluate own practice  
- Identify potential contradictions in own values, principles and practice  
- Draw up a work programme and review the impact of your work |
### Level 3 Optional Units

#### Group I – Take 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit Description</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| E2   | Review and develop funding and resources                                         | - Support community groups/networks to review current funding and resources  
|      |                                                                                  | - Work with community groups/networks to identify and secure required funding and resources  
|      |                                                                                  | - Support community groups/networks to monitor the use of funding and resources  |
| E4   | Develop people’s skills and roles within community groups/networks              | - Assist community groups/networks to review current funding and resources  
|      |                                                                                  | - Enable community groups/networks to support volunteers and staff  
|      |                                                                                  | - Work with community groups/networks to review purpose  |
| E6   | Develop and review community-based organisational structures                     | - Identify organisational structures to meet agreed group/network purpose  
|      |                                                                                  | - Establish roles and responsibilities to fulfil organisational development  
|      |                                                                                  | - Support the development of effective organisational practice  
|      |                                                                                  | - Monitor and review organisational development and practice  |

#### Group II – Take 1 from this Group and another from Group I

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit Description</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| B3   | Facilitate ways of working collaboratively                                       | - Facilitate bringing people together around common issues  
|      |                                                                                  | - Assist community groups / networks to identify different ways of organising  
|      |                                                                                  | - Encourage partnership working with and between key people, organisations, networks and communities  |
| B6   | Support individuals, community groups and communities to deal with conflict      | - Support groups and communities to identify and deal with the causes of conflict  
|      |                                                                                  | - Identify roles & responsibilities within conflict situations and support appropriate action  |
| F5   | Review and meet own learning and development needs                               | - Identify and evaluate own learning, supervision and support needs  
|      |                                                                                  | - Take action to meet own learning needs including developing own supervision and support networks  |
**SVQ/NVQ LEVEL 4 IN COMMUNITY DEVELOPMENT WORK CONSISTS OF 9 UNITS**

<table>
<thead>
<tr>
<th>Level 4 Core Units – Take all 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A3</strong> Develop strategic relationships with communities, organisations and <strong>within</strong> partnerships</td>
</tr>
<tr>
<td>- Initiate collaborative working relationships between people, organisations &amp; groups and <strong>within</strong> partnerships</td>
</tr>
<tr>
<td>- Establish ways of involving people and encouraging partnership working</td>
</tr>
<tr>
<td>- Ensure social inclusion in the development of partnerships</td>
</tr>
<tr>
<td><strong>B5</strong> Create opportunities for learning from practice and experience</td>
</tr>
<tr>
<td>- Promote opportunities for learning from practice and experience</td>
</tr>
<tr>
<td>- Facilitate opportunities for learning from practice and experience</td>
</tr>
<tr>
<td><strong>B7</strong> Take action with individuals, community groups and communities to deal with conflict</td>
</tr>
<tr>
<td>- Work with groups and communities to identify and analyse the causes and effects of conflict</td>
</tr>
<tr>
<td>- Work with individuals, groups and communities to deal with conflict</td>
</tr>
<tr>
<td>- Identify your role within conflict situations and take appropriate action</td>
</tr>
<tr>
<td><strong>C4</strong> Ensure community participation in planning and taking collective action</td>
</tr>
<tr>
<td>- Ensure participation by communities and partnerships in negotiating aims and objectives for collective action</td>
</tr>
<tr>
<td>- Develop arrangements for planning of collective action that make the contribution of local people effective</td>
</tr>
<tr>
<td>- Ensure significant roles for local people in the delivery of planned collective action</td>
</tr>
<tr>
<td><strong>D2</strong> Facilitate the development of evaluation frameworks</td>
</tr>
<tr>
<td>- Facilitate the establishment of criteria for evaluating action for change within communities</td>
</tr>
<tr>
<td>- Ensure the development of inclusive ways of evaluating action for change</td>
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<tr>
<td>- Enable communities to evaluate action for change</td>
</tr>
<tr>
<td>- Enable communities to respond to the evaluation outcomes</td>
</tr>
<tr>
<td><strong>E3</strong> Develop and evaluate a funding/resourcing strategy</td>
</tr>
<tr>
<td>- Identify funding/resourcing needs within communities</td>
</tr>
<tr>
<td>- Make strategic recommendations about funding/resources</td>
</tr>
<tr>
<td>- Evaluate the effectiveness of the funding/resourcing strategy</td>
</tr>
</tbody>
</table>
### F3 Monitor, review and evaluate own practice
- Develop practice by monitoring and evaluating progress against values and practice principles of community development work
- Evaluate and challenge potential contradictions in values and practice
- Critically review and use current developments in community work practice

### Level 4 Optional Units – Take 2

<table>
<thead>
<tr>
<th>E5 Facilitate the development of people and learning in communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with communities to define human resource needs</td>
</tr>
<tr>
<td>Work with communities to meet personnel requirements</td>
</tr>
<tr>
<td>Work between organisations to identify and develop opportunities for learning in partnership</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E7 Develop and maintain organisational frameworks for community-based initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish organisational frameworks to maintain aims, objectives and purpose of community-based initiatives</td>
</tr>
<tr>
<td>Establish ways of working to maintain and develop community-based initiatives</td>
</tr>
<tr>
<td>Evaluate the effectiveness and vulnerability of community-based initiatives and their practice, and make recommendations for development / change</td>
</tr>
</tbody>
</table>

### Units Imported from the National Occupational Standards for Management

<table>
<thead>
<tr>
<th>E8 Contribute to project planning and preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify the project’s scope and definition</td>
</tr>
<tr>
<td>Provide plans to achieve the project’s goals</td>
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<table>
<thead>
<tr>
<th>E9 Co-ordinate the running of projects</th>
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</thead>
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<tr>
<td>Support the project team</td>
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<tr>
<td>Co-ordinate activities, resources and plans</td>
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<tr>
<td>Keep stakeholders informed of project progress</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>E10 Contribute to project closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete project activities</td>
</tr>
<tr>
<td>Contribute to the evaluation of project planning and implementation</td>
</tr>
</tbody>
</table>
NATIONAL OCCUPATIONAL STANDARDS FOR COMMUNITY DEVELOPMENT WORK

(Updated)

January 2003
LEVEL 2 CORE

A1

Make relationships within communities

Why this is important

It is important because it is concerned with helping to develop joint working relationships between people, organisations and groups in the community.

The main topics

When you build relationships within communities and organisations, you will need to:

- Make contacts within communities
- Help develop working relationships within communities
LEVEL 2 CORE

Make relationships within communities

What you need to know and understand

- The benefits and importance of making contact with different people, organisations and groups
- Different methods and styles of making appropriate contact with different people, organisations and groups
- Ways of identifying the most appropriate person to contact
- How to maintain effective working relationships
- How to record findings in a way that can be used in future work
- How to check that information is up to date and accurate
- The importance of regularly updating information and methods for achieving this
- The importance of systematic and accurate record keeping
- Local sources of information relevant to the community
- Issues around handling confidential and sensitive information
- The importance of clearly agreeing ways of keeping in contact
- The significance of resources within communities
- The importance of demonstrating respect for others and the contributions they can make to effective community action
- What might be a barrier to people taking part
- The importance of gathering information on the roles and responsibilities of the contacted person, organisation and group
- The importance of fulfilling commitments
- Ways of referring matters beyond own competence to a more experienced person
- The importance of reporting findings to community groups
Make contacts within communities

What you need to do

1. Identify **people** within your community to work with, and make contact with them
2. Explain your role and / or that of your **group** to contacts
3. Help collect accurate and up-to-date information on the roles and responsibilities of the **people**, organisations or **groups** you contact
4. Help record names and contact details of individuals, community **groups** and organisations, in a form that may be used by yourself and others

You need to show that you can carry out the above with:

a) **People**: (any two of)
   - community leaders
   - community activists
   - individual professionals
   - people who may be interested

b) **Groups**: (any two of)
   - community groups based on locality
   - based on common interests
   - based on issues
LEVEL 2 CORE  A1.2

Help develop working relationships within communities

What you need to do

1. Show respect for others and their potential contribution to community action
2. Agree ways of keeping in contact
3. Take opportunities to share skills, values and experience
4. Outline and agree your own contribution to joint activity
5. Refer matters beyond your competence or area of responsibility to more experienced colleagues
6. Make commitments that are realistic and can be met by you
7. Ensure your own behaviour promotes effective working relationships

You need to show that you can carry out the above with:

a) People: (any two of)
   - community leaders
   - community activists
   - individual professionals
   - people who may be interested

b) Groups: (any two of)
   - community groups
   - interest groups
   - rights and benefits organisations
   - statutory organisations
LEVEL 3 CORE

Build relationships *within* and *with* communities and organisations

Why is this important?

It is important because it is concerned with developing relationships in order to promote collaborative work with and within communities.

The main topics

When you build relationships with and within communities and organisations, you will need to:

- Develop contacts with and within communities
- Negotiate the purpose and basis for community development opportunities
- Initiate joint working relationships with and within communities
Build relationships within and with communities and organisations

What you need to know and understand

- The benefits of establishing contact with people, organisations, groups, networks and partnerships
- A range of methods and styles for appropriately contacting people, organisations and groups, particularly those who face exclusion
- How to identify and evaluate potential areas of collaboration
- Your own role, responsibilities and those of the group
- The importance of gathering information on the roles and responsibilities of the people, organisations and groups you contact
- The importance of maintaining commitments to others
- Community-based methods of empowerment
- The value and contribution of effective working relationships to community development work
- Why it is important to be accountable within communities
- How your own behaviour and presentation may effect working relationships
- How to record findings systematically and accurately and in a way that can be used in future work
- How to verify information for currency, relevancy and accuracy
- Procedures for handling confidential and sensitive information
- How to identify and use suitable opportunities for the exchange and mutual development of skills, values and perspectives
- The importance of clearly agreeing the nature and extent of future contact
- How to identify and contact people in communities who face exclusion
- The importance of demonstrating respect for others and the contributions they can make to effective community action
- The historical, social, political and economic context of the communities they are working with and within
- The history of, and approaches to, organising for change in the communities they are working with and within
LEVEL 3 CORE

A2.1

**Develop contacts within and with communities**

**What you need to do**

1. Identify contacts within communities who may benefit from or contribute to your own work
2. Ensure method and style of contact is relevant and appropriate
3. Explain your own role within the community clearly, accurately and appropriately
4. Gather accurate and up-to-date information on the roles and responsibilities of the people, organisations and groups contacted
5. Agree the nature and extent of future contact
6. Record names and contact details of individuals, community groups and organisations in a form that may be used by yourself and others
7. Agree procedures for handling confidential and sensitive information

**You need to show that you can carry out the above with:**

a) **People:** (any three of)
   - community leaders
   - potential or existing community activists
   - people experiencing exclusion
   - individual professionals
   - local residents

b) **Groups:** (any three of)
   - community groups
   - networks
   - campaigning groups
   - rights and benefits organisations
   - tenant and resident groups
   - organisations based on common interest
   - partnerships
LEVEL 3 CORE

A2.2

Negotiate the purpose and basis for community development opportunities

What you need to do

1. Communicate clearly and accurately the purpose, responsibilities and values of your activity within the community
2. Negotiate, agree and document your role within agreed developments
3. Deal with differing opinions, expectations and demands, sensitively and realistically
4. Establish ways of being accountable to others
5. Undertake all activities and initiatives in accordance with your role and responsibilities, equality of opportunity and anti-discriminatory practice

You need to show that you can carry out the above with:

a) People: (any three of)
   - community leaders
   - potential or existing community activists
   - people experiencing exclusion
   - individual professionals
   - local residents

b) Groups: (any three of)
   - community groups
   - networks
   - campaigning groups
   - rights and benefits organisations
   - tenant and resident groups
   - organisations based on common interest
   - partnerships
LEVEL 3 CORE

Initiate joint working relationships with and within communities

What you need to do

1. Ensure joint work demonstrates respect for others and their potential contribution to community action
2. Support groups/networks to promote and take opportunities to share skills, values and experience
3. Support groups/networks to clearly identify and agree aims and objectives of collaborative work
4. Clearly define and agree your own contribution to joint activity
5. Ensure commitments made are realistic and are met, or if this cannot be achieved, contact and report back to the appropriate people
6. Ensure that your own behaviour and presentation are consistent with maintaining effective working relationships

You need to show that you can carry out the above with:

a) People: (any three of)
   - community leaders
   - potential or existing community activists
   - people experiencing exclusion
   - individual professionals
   - local residents

b) Groups: (any three of)
   - community groups
   - networks
   - campaigning groups
   - rights and benefits organisations
   - tenant and resident groups
   - organisations based on common interest
   - partnerships
LEVEL 4 CORE

A3

Develop strategic relationships with communities and organisations, and within partnerships

Why this is important

It is important because community development values inclusive collaborative working in bringing about strategic change.

The main topics

When you develop relationships with communities and organisations, and within partnerships, you will need to:

- Initiate collaborative working relationships between people, organisations, groups, and within partnerships
- Establish ways of involving people and encouraging partnership working
- Ensure social inclusion in the development of partnerships
LEVEL 4 CORE

Develop strategic relationships with communities and organisations, and within partnerships

What you need to know and understand

- The value and contribution of collaborative working to community development
- The range of appropriate methods and styles for contacting people, organisations and a full range of interest groups
- How to analyse and evaluate potential areas of collaboration and conflict and enable strategic development to deal with them
- How to record findings in ways that are accessible and systematic
- The assessment of information for currency and accuracy
- Methods for promoting community empowerment and involvement
- Procedures for handling confidential and sensitive information
- How to create suitable opportunities for the exchange and mutual development of skills, values and perspectives
- The importance of agreeing and regularly reviewing, common aims, objectives and ground rules within partnerships and networks
- The importance of ensuring respect for others, and of valuing the contribution people make to collaborative working
- The importance of fulfilling commitments to others
- How to create links with other organisations in different fields, areas and cultures in order to promote inclusion and collaborative working
- Principles of accountability to communities
- The effect of own behaviour and presentation on maintaining effective working relationships
- How to investigate and contact the full range of interest groups
- Democratic and political processes at local, regional and national level
LEVEL 4 CORE

A3.1

Initiate collaborative working relationships between people, organisations & groups, and within partnerships

What you need to do

1. Ensure joint work promotes respect for others
2. Create opportunities to share and develop skills, values and experience
3. Facilitate clear agreement on the aims and objectives of collaborative work
4. Ensure commitments made are achievable
5. Ensure your own behaviour and presentation are consistent with maintaining effective working relationships
6. Facilitate the identification of ground rules for joint work

You need to show that you can carry out the above with:

a) Organisations: (any three of)
   - public agencies
   - individuals
   - community groups based on locality
   - community groups based on common interest

b) Partnerships: (both)
   - formal partnerships
   - informal joint action

c) Groups: (both)
   - a well established group
   - a newly established group
LEVEL 4 CORE

A3.2

Establish ways of involving people and encouraging partnership working

What you need to do

1. Enable community groups and communities to make a case for collaboration with appropriate individuals in other organisations and community groups
2. Enable community groups and communities to set up structures for open and accountable joint work and develop strategies for long-term partnerships
3. Monitor working relationships and provide appropriate support to ensure representation and accountability
4. Facilitate regular information exchange and collaborative working that values diversity and autonomy
5. Introduce new people, organisations or communities into a network or partnership
6. Monitor and review the effectiveness of networking arrangements and resources devoted to these

You need to show that you can carry out the above with:

a) Organisations: (any three of)
   - public agencies
   - individuals
   - community groups based on locality
   - community groups based on common interest

b) Partnerships: (both)
   - formal partnerships
   - informal joint action

c) Groups: (both)
   - a well established group
   - a newly established group
LEVEL 4 CORE

A3.3

Ensure social inclusion in the development of partnerships

What you need to do

1. Enable communities to take part in democratic and political processes
2. Promote the value of diversity and difference within and across communities to support social inclusion
3. Enable the self determination and autonomy of community groups
4. Promote the value of learning for change for all those involved in the partnership
5. Identify, challenge and find constructive ways of addressing discrimination
6. Encourage diversity in planning, structural arrangements, celebrations and outcomes

You need to show that you can carry out the above with:

a) Organisations: (any three of)
   • public agencies
   • individuals
   • community groups based on locality
   • community groups based on common interest

b) Partnerships: (both)
   • formal partnerships
   • informal joint action

c) Groups: (both)
   • a well established group
   • a newly established group

d) Communities experiencing: (two of)
   • oppression
   • discrimination
   • disadvantage
Contribute to the development of community groups/networks

Why this is important

It is important because it is concerned with helping community groups/networks to develop and share good working practices based on inclusion and empowerment.

The main topics

When you contribute to the development of community groups/networks, you will need to:

- Help community groups/networks to identify strengths and weaknesses
- Help community groups/networks to develop their own practice
- Encourage community groups to work in ways that are inclusive and empowering
LEVEL 2 CORE

Contribute to the development of community groups/networks

What you need to know and understand

- The importance and value of making decisions collectively within groups
- How groups work and their relevance to community development
- The importance of community groups as a whole and their members recognising strengths and weaknesses
- The importance of autonomy and self-determination for community groups
- The importance and value of groups in the community taking responsibility for, and participation in, their own development
- The importance of equality of opportunity and anti-discriminatory practice when working with groups/networks
- Differences in working with newly formed and well-established groups
- Ways of working that are participative
- Sources of support and expertise that community groups/networks may call upon to help their development and ways of accessing them
- Existing and potential community activities and provision that may be relevant to the group/network
- The significance of clearly identifying and agreeing the need for, and nature of, collective action with others
- The effects of discrimination and oppression on community groups/networks
LEVEL 2 CORE

B1.1

Help community groups/networks to identify strengths and weaknesses

What you need to do

1. Encourage group/network members to identify their own strengths
2. Help group/network members to recognise their contributions to the group
3. Encourage group/network members collectively to identify the functions they need to carry out to achieve the group purpose
4. Help identify areas that can be developed to meet group purposes and values in ways that take account of the needs of the whole group
5. Ensure the group/network considers equality of opportunity and anti-discriminatory practice in its development

You need to show that you can carry out the above with:

a) A community group/network based on: (any one of)
   - locality
   - common interests
   - issues

b) Groups: (one of)
   - a well established group
   - a newly established group
Help community groups/networks to develop their own practice

What you need to do

1. Encourage all members of the community group/network to participate equally in discussions
2. Encourage the community group/network to seek other sources of support and expertise in the community
3. Help the community group/network to find appropriate ways to develop their capacity by building on the strengths of their members to be independent and sustainable
4. Identify sources of information, support and expertise for the group/network

You need to show that you can carry out the above with:

a) A community group/network based on: (one of)
   - locality
   - common interests
   - issues

b) Groups: (one of)
   - a well established group
   - a newly established group
LEVEL 2 CORE

B1.3

Encourage community groups to work in ways that are inclusive and empowering

What you need to do

1. Encourage group/network members to identify and express their own needs, interests and concerns collectively
2. Encourage members of the group/network to consider local existing community activities and provision in relation to their own needs, interests and concerns
3. Encourage group/network members to consider ways of being more inclusive in their work
4. Identify and agree the potential for collective action that is inclusive and empowering

You need to show that you can carry out the above with:

a) A community group/network based on: (one of)
   - common interests
   - issues

b) Groups: (one of)
   - a well established group
   - a newly established group
Facilitate the development of community groups/networks

Why this is important

It is important because it is concerned with the development of community groups/networks based on sharing good practice that takes account of encouraging participation, collective decision-making, collective action and power imbalances.

The main topics

When you encourage the development of community groups/networks, you will need to:

- Support community groups/networks to identify and review strengths and weaknesses
- Support community groups/networks to develop their own practice
- Promote inclusive and empowering ways of working within communities
Facilitate the development of community groups/networks

What you need to know and understand

- The importance and value of group autonomy within effective community action
- The importance and value of community groups/networks participating in, and taking responsibility for, their own development
- Group work theory and skills relevant to community development work
- Methods of facilitating the review and development of group/network needs and capacity
- Methods of reviewing group/network functions and matching these to known strengths for effective working practice
- Formal and informal resources and requirements suitable for work carried out in a group or network, and in one-to-one situations
- Equal opportunity and anti-discriminatory values and practice principles within group work
- The significance of power and power relationships within groups
- Methods and techniques of increasing participation
- How to identify, review and access sources of support and expertise that may be appropriate to community groups/networks with a variety of purposes and identities
- Methods of enabling community groups/networks to value effective collaboration with others in collective action
- Methods of enabling community groups/networks to identify potential allies and to review potential for collaboration
- Differences in working with newly and well-established community groups/networks in the context of community development work
- Traditional community work models and diverse approaches to community development and their implications for effective community development with groups and organisations today
Support community groups/networks to identify and review strengths and weaknesses

What you need to do

1. Support community groups/networks to collectively identify strengths, weaknesses and potential areas of development
2. Facilitate the identification of the functions they need to carry out in order to achieve group/network purpose
3. Enable the group’s/network to compare current strengths with the functions it will need to carry out in order to achieve their purpose
4. Ensure community groups/networks take account of the needs of the whole group/network in identifying and evaluating their capacity
5. Ensure community groups/networks take account of equal opportunity policies and anti-discriminatory practice in evaluation of their capacity

You need to show that you can carry out the above with:

a) Community groups/networks based on: (any two of)
   - locality
   - common interests
   - issues

b) Groups: (both)
   - a well established group
   - a newly established group

c) Members of: (any two of)
   - statutory organisations
   - members of the community
   - community members experiencing oppression and discrimination
level 3 Core
B2.2

Support community groups/networks to develop their own practice

What you need to do

1. Support community groups/networks to provide accurate, comprehensive and up-to-date information to their membership on sources of support, advice and expertise appropriate to their purpose and identity.
2. Support members of community groups/networks to participate equally in discussions.
3. Actively support community groups/networks to seek other sources of support and expertise and develop their capacity by building on the strengths of their members.
4. Enable community groups/networks to evaluate the appropriateness of external support and expertise and the costs involved.
5. Identify information on other sources of support and expertise, including education and training.

You need to show that you can carry out the above with:

a) Community groups/networks based on: (any two of)
   - locality
   - common interests
   - issues

b) Groups: (both)
   - a well established group
   - a newly established group

c) Sources of support and development: (any three of)
   - internal team development
   - networking
   - grant agencies
   - fundraising
   - information & advice agencies
   - statutory agencies
LEVEL 3 CORE

B2.3

Promote inclusive and empowering ways of working within communities

What you need to do

1. Encourage people to acknowledge and value the perspectives, aims and autonomy of other individuals, community groups and networks
2. Encourage people to appreciate the value of effective collaboration with others in meeting the needs and aims of the community group/network
3. Work with community groups/networks to identify potential allies and partners
4. Work with community groups/networks to analyse the potential for collaboration and support from others
5. Monitor working relationships and provide support where this will assist group/network autonomy

You need to show that you can carry out the above with:

a) Partnerships: (any one of)
   - formal partnerships
   - informal joint action within groups/networks

b) Community groups/networks based on: (any two of)
   - locality
   - common interests
   - issues

c) Statutory organisations: (any two of)
   - members of the community
   - community members experiencing oppression and discrimination
LEVEL 3 OPTION  

Facilitate ways of working collaboratively

Why this is important

It is important because it is concerned with the promotion of the value of collaborative ways of working within community development and the identification of relevant organisational structures.

The main topics

When you facilitate ways of working collaboratively, you will need to:

- Facilitate bringing people together around common issues
- Assist community groups/networks to identify different ways of organising
- Encourage partnership working with and between key people, organisations, networks and communities
Facilitate ways of working collaboratively

What you need to know and understand

- The value and contribution of effective working relationships within community development work
- The importance of the range of potential contacts required to meet identified purposes
- The importance of demonstrating respect for others and the contributions they can make to effective community action
- How to recognise suitable opportunities for the exchange and mutual development of skills, values and perspectives and how to utilise these opportunities
- The importance of agreeing common aims, objectives and methods in achievement of goals
- The importance of maintaining commitments to others
- The impact own behaviour has on maintaining effective working relationships
- How the formation of autonomous groups/networks contributes to effective community action
- The importance of community members determining whether the formation of community groups and/or networks is required
- Principles of organisation, consultation methods and legislation relevant to the formation and constitution of community groups, networks and organisations
- How to encourage community groups/networks to determine appropriate organisational and legal structures that are clear, up-to-date and compliant
- How to facilitate collaborative working
- The social, economic and political context of the community you work within
- Values and practice principles appropriate to community action
LEVEL 3 OPTION

B3.1

Facilitate bringing people together around common issues

What you need to do

1. Encourage community members to explore the reasons for new forms of organisation
2. Support the identification of different ways of organising around common issues
3. Promote the value of collective working to community development work
4. Ensure the development of collaborative work is based on the values and practice principles of community development work
5. Identify and contact similar existing groups/networks and promote shared experience and practice

You need to show that you can carry out the above with:

a) People: (any two of)
   - community leaders
   - community members
   - potential or existing community activists
   - individual professionals

b) Community groups/networks based on: (any two of)
   - locality
   - common interests
   - issues

c) Groups: (both)
   - local groups/networks
   - regional groups/networks
LEVEL 3 OPTION  B3.2

Assist community groups/networks to identify different ways of organising

What you need to do

1. Assist community groups/networks to set up organisational arrangements that comply with legislation, organisational policy and practice and anti-discriminatory principles
2. Support the recognition and understanding of group/network developmental needs and the specific needs of individuals within it
3. Assist community groups/networks to agree the purpose, values, structure and membership of community action, taking account of the broader social, economic and political context
4. Support and encourage participation, co-operation and collaboration in collective action

You need to show that you can carry out the above with:

a) Community members: (both)
   - experienced in community organisation
   - inexperienced in community organisation

b) Community groups/networks based on:(any two of)
   - locality
   - common interest
   - issues
LEVEL 3 OPTION  B3.3

Encourage partnership working with and between key people, organisations and communities

What you need to do

1. Facilitate community groups/networks to identify needs and the potential contributions of key people, organisations and communities
2. Facilitate the sharing of information that enables groups to choose whether to engage in relevant partnerships/networks
3. Facilitate the introduction of new people, organisations or groups into community networks
4. Support network members to link into the wider community
5. Support community groups/networks to review the effectiveness of networking arrangements, and resources devoted to these, against the values and practice principles of community development work

You need to show that you can carry out the above with:

a) Community groups or network based on: (any two of)
   - locality
   - common interests
   - issues
b) Service Providers: (both)
   - statutory providers of services
   - non-statutory providers of services
c) Key People: (any three of)
   - national and local government officials
   - local politicians
   - representatives of non-governmental organisations
   - community leaders
   - existing and potential community activists
   - individual professionals
LEVEL 3 CORE

Promote and support learning from practice and experience

Why this is important

It is important because people in communities need opportunities to reflect on and share experiences and practice.

The main topics

When you promote and support learning from practice and experience, you will need to:

- Promote the value of learning from practice and experience
- Support learning from practice and experience
LEVEL 3 CORE

Promote and support learning from practice and experience

What you need to know and understand

- Methods and techniques of encouraging reflection on experience
- The importance of encouraging participation
- Group work learning processes
- How to enable community groups and networks to express their beliefs and sense of identity
- Problem solving techniques
- Forms of injustice, discrimination and social exclusion and the impact these have on the lives of individuals and communities and their relationship with others
- The value of sharing experiences and perspectives and impact of diversity and difference as a tool for learning
- How to encourage exploration of aspects of diversity, difference, discrimination and prejudice openly within community groups and networks
- How structures create and maintain relative power and powerlessness within society, organisations and community groups/networks
- Decision-making processes within community groups/networks
- How to support learning and education for change in work with communities
- Identifying barriers to learning and ways to overcome them
- Using outcomes of learning in community work activity as a method of promoting change in a participatory framework
- How to identify learning opportunities for people engaged in community activities
- The theory of praxis and the implications of this for reflective practice
LEVEL 3 CORE  

B4.1  

Promote the value of learning from practice and experience  

What you need to do  

1. Promote and encourage the educative and developmental value of community development work  
2. Promote and encourage reflection and learning from experience  
3. Support the value and development of the expertise, skills, knowledge and creative ideas of people in communities  
4. Support the use of problem-solving methods and techniques to facilitate change  
5. Ensure groups/networks recognise barriers to learning and identify ways to overcome them  

You need to show that you can carry out the above with:  

a) Community groups/networks based on: (any two of)  
   - locality  
   - common interest  
   - issues  

b) A community group/network: (both)  
   - in a formal learning situation  
   - an informal learning situation  

c) Learning Opportunities: (both)  
   - that facilitate individual change  
   - that facilitate collective change
Support learning from practice and experience

What you need to do

1. Support the development of relationships that promote a climate of trust and empathy
2. Support opportunities to identify and use experiential learning appropriate to the needs of individuals and community groups/networks in the course of collective action
3. Encourage and support active participation and different ways of learning
4. Encourage and support group/network members to challenge stereotypical roles and assumptions in relation to learning
5. Encourage and support individuals, community groups and networks to challenge ideas, attitudes and behaviour in a positive and constructive manner

You need to show that you can carry out the above with:

a) Community groups/networks based on: (any two of)
   - locality
   - common interests
   - issues

b) A community group/network: (both)
   - in a formal situation
   - in an informal situation

c) Change: (both)
   - individual change
   - collective change
Create opportunities for learning from practice and experience

Why this is important

It is important because it is concerned with the value of people in communities being able to reflect on experiences and practice and learn from each other through participation and empowerment.

The main topics

When you create opportunities for learning from practice and experience, you will need to:

- Promote opportunities for learning from practice and experience
- Facilitate opportunities for learning from practice and experience
Create opportunities for learning from practice and experience

What you need to know and understand

- Theories and models of anti-discriminatory practice, equity, and social inclusion
- Theories and models of experiential learning
- Methods of encouraging reflection on experience
- Group work learning processes
- Forms of injustice, discrimination and social exclusion globally, nationally and locally and the impact these have on the lives of individuals and communities and their relationships with others
- Positive aspects, experiences, perspectives and impact of diversity and difference
- Barriers to learning and strategies to overcome them
- The significance of power and power relationships, and how to develop community-based strategies for empowerment
- How to encourage and enable individuals, community groups and networks to challenge ideas, attitudes, stereotypes and behaviour constructively
- How to select and use group work learning methods to challenge discrimination and injustice
- How to identify and use learning opportunities for individuals, community groups, networks and communities which promote problem solving and experimentation
- How to promote learning and education for change in working with communities
- The values and practice principles of community development work and its importance within learning processes
- The importance and value of evaluation and accurate and balanced feedback in the learning process
LEVEL 4 CORE

B5.1

Promote opportunities for learning from practice and experience

What you need to do

1. Promote opportunities for **learning** in the community that reflect the values and practice principles of community development work
2. Identify barriers to participation in **learning** opportunities and develop strategies to overcome them
3. Promote the development of expertise, skills, knowledge and creative ideas within communities
4. Facilitate change through the use of problem-solving methods and techniques
5. Encourage and support evaluation and accurate and balanced feedback in the **learning** process

You need to show that you can carry out the above with:

a) **Community groups/networks** based on: (any two of)
   - locality
   - common interests
   - issues

b) **A community group/network:** (both)
   - well established
   - newly established

c) **Learning** that is: (any two of)
   - Evaluative
   - Skills based
   - Based on collective experience
   - Developing shared values
   - Information sharing
Facilitate opportunities for learning from practice and experience

What you need to do

1. Facilitate active learning opportunities to meet the needs of individuals, community groups, networks and communities
2. Establish and maintain relationships which promote a climate of trust and empathy and values individuals in the learning process
3. Create opportunities to identify and use experiential learning to meet the needs of individuals, community groups and networks within collective action
4. Facilitate active participation and different ways of learning
5. Enable individuals, community groups and networks to challenge ideas, attitudes, behaviours, stereotypical roles and assumptions in a positive and constructive manner
6. Enable communities, networks and community groups to use the outcomes of learning to develop their own capacity and achieve change within a participatory framework

You need to show that you can carry out the above with:

a) Community groups/networks based on: (any two of)
   - locality
   - common interests
   - issues
b) A community group/network: (both)
   - well established
   - newly established
c) Learning that is: (any two of)
   - evaluative
   - skills based
   - based on collective experience
   - developing shared values
   - information sharing
LEVEL 3 OPTION  
B6

Support individuals, community groups & communities to deal with conflict

Why this is important

It is important because situations of conflict may arise between individuals, groups and communities, and community workers must be able to deal with them.

The main topics

When you enable individuals, community groups and communities to deal with conflict, you will need to:

- Support groups and communities to identify and deal with the causes of conflict
- Identify roles and responsibilities within conflict situations and support appropriate action
LEVEL 3 OPTION  

Support individuals, community groups & communities to deal with conflict

What you need to know and understand

- The value of collaboration
- How to identify potential allies and partners and evaluate the potential for collaboration
- The nature, and effects of conflict within communities
- Underlying causes of conflict and how to support community groups to identify these for themselves
- Blocks to communication
- Situations in which conflict cannot be resolved
- Where and how to find and use external help in resolving conflict
- The importance of being aware of one’s own values and perspectives when working with conflict
- The importance of community groups and communities taking account of, and appreciating the needs, rights and values of others
- The importance of understanding how oppressive and discriminatory practices can cause conflict
- The significance of power and power relationships, in continuing or resolving conflict
- The role of historical and cultural issues in conflict and how to address them
- The importance of clear communication in resolving conflict situations
- The importance of people being prepared to achieve compromise and balance
- The values and practice principles of community development work
LEVEL 3 OPTION

B6.1

Support groups and communities to identify and deal with the causes of conflict

What you need to do

1. Review your own values and perspectives around conflict and examine the implications for your involvement
2. Identify the causes and effects of conflict between and within community groups and communities
3. Support the groups and communities involved to identify areas of conflict, common ground and shared interests
4. Enable groups and communities to consider possible causes and effects of conflict
5. Identify blocks to communication and mutual understanding and make efforts to remove these
6. Identify the abuses of power within conflict that undermine shared values

You need to show that you can carry out the above with:

a) Those involved: (any two of)
   - individuals
   - groups
   - organisations
   - networks

b) Community groups/networks: (any two of)
   - locality
   - common interests
   - issues
LEVEL 3 OPTION

B6.2

Identify roles and responsibilities within conflict situations and support appropriate action

What you need to do

1. Clearly state to **those involved**, your own values, perspectives, rights and responsibilities around the issue of conflict
2. Support **those involved** to state their views and identify their rights and responsibilities
3. Support **those involved** to identify and consider the rights, duties, needs and values of other parties
4. Explore the potential for external mediation
5. Support **those involved** to take action consistent with the practice principles of community development work

You need to show that you can carry out the above with:

a) **Those involved**: (any two of)
   - individuals
   - groups
   - organisations
   - networks

b) **Community groups/networks** based on: (any two of)
   - locality
   - common interests
   - issues
LEVEL 4 CORE

Take action with individuals, community groups and communities to deal with conflict

Why this is important

It is important because community development workers must be able to work across groups and communities to take action to resolve actual and potential conflict.

The main topics

When you take action with individuals, community groups and communities to deal with conflict, you will need to:

- Work with groups and communities to identify and analyse the causes and effects of conflict
- Work with individuals, groups and communities to deal with conflict
- Identify your role within conflict situations and take appropriate action
LEVEL 4 CORE

B7

Take action with individuals, community groups and communities to deal with conflict

What you need to know and understand

- Theories of conflict analysis and resolution in group work
- How to act as mediator in situations of conflict
- Strategies which could overcome the causes of conflict to the benefit of all those involved
- The importance of proper representation and accountability in joint working between groups and communities
- How to assist others to develop strategies when conflict cannot be resolved
- Blocks to communication and how to overcome these effectively
- The possible underlying causes of conflict and how to facilitate community groups/networks in identifying these
- Processes that allow parties to work effectively together to overcome the consequences of conflict
- Sources of external mediation
- The importance of being aware of, and clarifying, community development work values and practice principles when working with conflict
- The importance of challenging oppressive and discriminatory practices
- How to monitor and evaluate working relationships
- The importance of compromise in conflict resolution
- The importance of community groups and communities taking account of the needs, rights and values of others
- The significance of power and power relationships, and possibilities for the development of community-based strategies for empowerment
- The importance of documenting areas of agreement and conflict appropriately
LEVEL 4 CORE

B7.1

Work with groups and communities to identify and analyse the causes and effects of conflict

What you need to do

1. Facilitate groups and communities to explore community development work values and practice principles in relation to identified conflict.
2. Work with groups and communities involved to review areas of conflict and common interest.
3. Work with groups and communities to analyse the causes and effects of conflict.
4. Analyse blocks to communication and mutual understanding and develop a strategy to address these.
5. Work with groups and communities to develop a strategy to address identified areas of conflict.

You need to show that you can carry out the above with:

a) Organisations: (any two of)
   - public agencies
   - individuals
   - community groups
   - networks

b) Community groups/networks based on: (any two of)
   - locality
   - common interests
   - issues

c) Conflict over: (any one of)
   - ideology
   - roles and responsibilities
   - representation
   - power
   - resources
LEVEL 4 CORE

B7.2

Work with individuals, groups and communities to deal with conflict

What you need to do

1. Enable community groups/networks to consider the rights, needs and values of others and balance these with their own
2. Challenge oppressive and discriminatory practices and attitudes within communities
3. Work with others to identify areas of potential agreement and disagreement
4. Create opportunities for mediation within communities
5. Explore the potential for appropriate external mediation
6. Enable those involved to develop strategies to overcome causes of conflict or to further the work in cases where conflict cannot be resolved

You need to show that you can carry out the above with:

a) Organisations: (any two of)
   - public agencies
   - individuals
   - community groups
   - networks

b) Community groups/networks based on: (any two of)
   - locality
   - common interests
   - issues

c) Forms of conflict over: (any one of)
   - ideology
   - roles and responsibilities
   - representation
   - power
   - resources
LEVEL 4 CORE

B7.3

Identify your role within conflict situations and take appropriate action

What you need to do

1. Communicate your own understanding of the conflict situation, position, roles and responsibilities
2. Identify, and take action to remove, any blocks to communication and mutual understanding
3. Work with others to examine points of conflict and to identify underlying causes
4. Work with others to link rights, needs and values to potential agreement
5. Facilitate the development of an effective strategy to deal with continuing areas of conflict that is consistent with the practice principles of community development work
6. Document areas of potential agreement and continuing disagreement for future reference

You need to show that you can carry out the above with:

a) **Conflicts** between: (any two of)
   - individuals in a group
   - community activists
   - fellow workers
   - communities

b) **Community groups/networks** based on: (any two of)
   - locality
   - common interests
   - issues

c) **Forms of conflict** over: (any one of)
   - ideology
   - roles and responsibilities
   - representation
   - power
   - resources
LEVEL 2 CORE

C1

Work within communities to select options and make plans for collective action

Why this is important

It is important because effective community development work comes from a group or network being clear about what it wants to achieve and by carefully planning for collective action.

The main topics

When you work within communities to select options for community action, you will need to:

- Contribute to gathering information to aid decision-making
- Contribute to evaluating and selecting options for collective action
- Contribute to developing a plan for collective action that ensures participation
LEVEL 2 CORE  

C1

Work within communities to select options and make plans for collective action

What you need to know and understand

- Legislation relevant to general community activity
- The importance of democratic decision-making processes that allow everyone to take part
- Methods of ensuring community participation in planning collective action
- The importance of self-determination and group autonomy for community groups
- How to describe your role and values to others
- The interpretation of information
- Different ways of sharing information with others
- How community groups can plan in the short, medium and long term
- The allocation of roles and responsibilities to make the best use of people’s skills and diverse experiences
- Different methods of researching and evaluating the views of others in the community
- How community groups can identify aims and objectives that are appropriate to their needs and rights
- The selection of options for action against agreed criteria
- How community groups estimate and access the resources needed for action
- The implications of agreeing options for collective action
LEVEL 2 CORE

Contribute to gathering information to aid decision-making

What you need to do

1. Bring up-to-date sources of information on community needs, rights, available services and community activities to the attention of community groups
2. Help a community group to identify their own needs and rights and the entitlement of other groups and communities
3. Assist in researching and evaluating the views of others
4. Help ensure representation in discussions
5. Help community groups to use existing networks and channels of communication

You need to show that you can carry out the above with:

a) **Gathering information from shared experiences**: (three of)
   - own experiences
   - people in the group
   - other community workers
   - other people in the community

b) **Information** from: (one of)
   - advice agencies
   - funding organisations
   - statutory organisations
   - non-statutory agencies
LEVEL 2 CORE

C1.2

Contribute to evaluating and selecting options for collective action

What you need to do

1. Help the **group/network** understand the importance of making the best use of available resources when consulting on **options for action**
2. Help the **group/network** to interpret information on needs and rights
3. Assist the **group/network** to consider their own need for autonomy in reviewing possible courses of **action**
4. Assist the **group/network** to evaluate their potential to meet their agreed aims and objectives
5. Assist the **group/network** in selecting options for collective action

You need to show that you can carry out the above with:

a) A **community group/network** based on: (one of)
   - locality
   - common interests
   - issues

b) **Options for collective action**: (two of)
   - providing community services
   - obtaining new services from other organisations
   - providing community information and advice
   - direct action
   - fundraising
Contribute to developing a plan for collective action that ensures people’s participation

What you need to do

1. Help the group/network agree collective action, making the best use of resources within the community
2. Help the group/network set realistic time scales and plan for collective action
3. Help the group/network allocate roles and responsibilities in a way which takes account of equality of opportunity and anti-discriminatory practice
4. Identify sources of necessary resources, support and expertise
5. Help the group/network identify potential alternative options for action

You need to show that you can carry out the above with:

a) A community group/network based on: (one of)
   - common interests
   - issues

b) Groups: (one of)
   - a well established group
   - a newly established group

c) Experiences: (three of)
   - sharing your own experiences
   - sharing the experiences of others in the group
   - sharing the experiences of other community workers
   - sharing the experiences of other people in the community
LEVEL 2 CORE

Contribute to collective action within a community

Why this is important

It is important because community development work is about people coming together to bring about change.

The main topics

When you contribute to collective action within a community, you will need to:

- Encourage people’s participation in collective action
- Help a community group to put an agreed plan into action
Contribute to collective action within a community

What you need to know and understand

- Basic group work theory
- The range of skills needed to carry out collective action
- The importance of learning from experience
- Blocks to collective action within communities
- How to identify and handle sensitive and confidential information given to you
- Relationships that can develop within your group and with other groups
- Methods of evaluating the effectiveness of group activity and how and why to share and record this
- The importance and value of communicating achievements and perceived failures to the wider community
- Where to go for information, advice and resources to support community action and how to suggest these in ways that are sensitive to the need for group autonomy
- The importance of establishing agreements for collective action and regular reviews
- The need for effective communication of information to those involved in time and in an appropriate manner
- The importance of using time and resources effectively
- Equality and anti-discriminatory principles and practice
LEVEL 2 CORE

C2.1

Encourage people’s participation in collective action

What you need to do

1. Help provide information, advice and support effectively
2. Help ensure appropriate community representation
3. Help identify people’s skills and expertise that can be used in collective action and assist in allocating roles and responsibilities
4. Agree a plan of action, methods for reviewing progress, and your contribution, with all necessary people
5. Identify additional sources of support that will assist progress and communicate these to the group

You need to show that you can carry out the above with:

a) People who need: (two of)
   - information
   - advice
   - support
   - skill development

b) People who: (both)
   - can readily participate
   - who experience a barrier to their participation
LEVEL 2 CORE  

C2.2

Help a community put an agreed plan into action

What you need to do

1. Help a **group/network** to consider opportunities for putting an agreed **plan into action**
2. Assist a **group/network** to identify and deal with obstacles to the **planned action**
3. Identify your role in the **planned** action and carry out your roles and responsibilities according to agreements made
4. Help a **group/network** to access necessary resources and sources of support
5. Ensure that your contribution is appropriate to the **group** purpose and autonomy
6. Co-operate with other people to complete the agreed tasks

You need to show that you can carry out the above with:

a) **A community group** based on: (any one of)
   - locality
   - common interests
   - issues

b) **Action planning with** others: (any two of)
   - as part of a group
   - when working alone
   - from outside your usual group
LEVEL 3 CORE

Support communities to plan and take collective action

Why this is important

It is important because by developing a clear plan the group or network can ensure people have the chance to participate and make the best use of their skills, and the resources available. Taking action achieves the aim of the group and it motivates people for their continued involvement.

The main topics

When you work within communities to plan and take collective action, you will need to:
- Support communities to identify aims and objectives for collective action
- Support communities to develop a plan of collective action
- Support communities to put an agreed plan into action.
LEVEL 3 CORE

Support communities to plan and take collective action

What you need to know and understand

- Group work theory relevant to community groups and networks
- How to identify and obtain resources required for collective action
- The importance of identifying obstacles and opportunities for collective action and ways to overcome these
- The identification of aims and objectives appropriate to the group/network’s agreed needs, rights, and responsibilities
- Networks, channels of communication and dissemination of information
- The importance of types of structures that will encourage open debate and accountability
- The importance of consensus and agreement in selecting options for action against agreed criteria
- Roles and responsibilities within collective action to achieve maximum effect on group objectives and for the benefit of group members
- The importance of regularly reviewing own role and responsibilities
- Short, medium and long term planning to achieve objectives
- The importance of self-determination and autonomy within community groups/networks
- The rights and needs of others, including requirements of legislation and duties to funders
- Methods and techniques to assist the group in learning from experience through reviewing and evaluating its plans and actions
- The analysis of relationships within and outside the group and how this relates to effectiveness
- How to undertake a review of established agreements and the implementation of agreed changes to planned action
- Time and resources management
LEVEL 3 CORE

Support communities to identify aims and objectives for collective action

What you need to do

1. Support community groups/networks to identify aims and objectives for collective action, based on research, information gathering and consultation
2. Support community groups/networks to assess aims and objectives against agreed needs, rights and responsibilities
3. Enable community groups/networks to assess aims and objectives against statutory, legal, constitutional, policy and funding requirements
4. Support community groups/networks to consult and identify how aims and objectives take account of the rights and needs of others in communities
5. Ensure agreement for collective action, encouraging maximum participation in decision-making processes

You need to show that you can carry out the above with:

a) A community group/network based on: (any one of)
   - locality
   - common interests
   - issues

b) Communities experiencing: (any one of)
   - disadvantage
   - discrimination
   - oppression

c) Groups: (both)
   - a well established group
   - a newly established group
LEVEL 3 CORE

C3.2

Support communities to develop a plan of collective action

What you need to do

1. Support community groups/networks to identify and evaluate potential obstacles to collective action and make agreements as to how to deal with these
2. Support community groups/networks to plan collective action within realistic and achievable time scales
3. Enable community groups/networks to identify and access necessary resources and sources of support and expertise
4. Support community groups/networks to allocate roles and responsibilities effectively ensuring equality of opportunity
5. Enable community groups/networks to agree participatory decision making arrangements and methods of reviewing progress
6. Support community groups/networks to agree a plan of action ensuring inclusion and autonomy of group activity

You need to show that you can carry out the above with:

a) A community group/network based on: (any one of)
   - locality
   - common interest
   - issues

b) Communities experiencing: (any one of)
   - disadvantage
   - discrimination
   - oppression

c) Groups: (both)
   - a well established group
   - a newly established group
Level 3 Core C3.3

Support communities to put an agreed plan into action

What you need to do

1. Ensure that all involved in the planned action have accurate and comprehensive information, including information on their role in the process
2. Support community groups/networks to develop a monitoring and review process which ensures participation and inclusion
3. Support community groups/networks to develop structures to facilitate open debate and accountability
4. Enable community groups/networks to access resources
5. Carry out your agreed role and areas of responsibility effectively and within the planned time scale
6. Agree variations to your contribution with all necessary people and organisations
7. Support community groups/networks to publicise their activities and achievements

You need to show that you can carry out the above with:

a) A community group/network based on: (any one of)
   - locality
   - common interests
   - issues

b) Communities experiencing: (any one of)
   - disadvantage
   - discrimination or oppression

c) Groups: (both)
   - a well established group
   - a newly established group
LEVEL 4 CORE

Ensure community participation in planning and taking collective action

Why this is important

It is important because of the need for communities to take part in all aspects of decision-making and action in order to ensure widespread support and the sustainability of collective action.

The main topics

When you ensure community participation in planning and taking collective action, you will need to:

- Ensure participation by communities and partnerships in negotiating aims and objectives for collective action
- Develop arrangements for planning of collective action that make the contribution of local people effective
- Ensure significant roles for local people in the delivery of planned collective action
LEVEL 4 CORE

Ensure community participation in planning and taking collective action

What you need to know and understand

- Group work theory relevant to community development
- Principles of equality, anti-discriminatory practice and social inclusion
- Theory and methods for identifying opportunities, obstacles and approaches to collective action in particular circumstances
- Methods to enable the selection of options for action against agreed criteria for strategic planning
- Ways to assess, plan for and access required resources
- Consultation processes suitable for use within and across communities
- Roles and responsibilities required and how to allocate them for maximum effect, both for group/ partnership objectives and the benefit of group/ partnership members
- Democratic decision-making and participatory practice in community development work
- How to achieve consensus and agreement in community partnerships
- Statutory frameworks, the requirements of funding bodies and their effects on collective action
- The theory and history of different approaches to working across and between communities
- The importance and value of group autonomy within effective community action
- The importance of analysing needs and rights on a personal, group/network, partnership or community level and the implications for collective action
- Facilitation skills in creating a working environment that values diversity and difference
- Power differentials between local people, institutions and the professionals who work with and for them and how to challenge effectively
- How to write and encourage the use of plain English, especially in documents
- How to access and use the local media
LEVEL 4 CORE

C4.1

Ensure participation by communities and partnerships in negotiating aims and objectives for collective action

What you need to do

1. Enable the identification of aims and the objectives for collective action that meet agreed needs and rights, and take account of the rights and needs of others in communities
2. Enable participants to evaluate the aims and objectives of proposed collective action against legal, organisational, statutory and funder requirements
3. Agree aims and objectives of proposed collective action according to established mechanisms and allowing for the maximum participation in decision-making processes
4. Ensure the continuing participation of communities in the long-term process

You need to show that you can carry out the above with:

a) Organisations: (any three of)
   - public agencies
   - individuals
   - community groups/networks based on common interests
   - community groups/networks based on issues
b) Communities experiencing: (any one of)
   - disadvantage
   - discrimination
   - oppression
LEVEL 4 CORE  
C4.2

**Develop arrangements for planning of collective actions that make the contributions of local people effective**

**What you need to do**

1. Enable those involved to agree decision-making arrangements and methods of reviewing progress
2. Enable those involved to identify and sequence the principal steps required to achieve agreed collective action
3. Enable those involved to identify and access required resources and **sources of support**
4. Enable those involved to allocate roles and responsibilities in ways that make best use of capacity and take account of equality of opportunity and anti-discriminatory practice
5. Ensure the identification and evaluation of potential obstacles to, and opportunities for, collective action and make agreements as to how to deal with these
6. Write clear documents and support others to write clear documents

**You need to show that you can carry out the above with:**

a) **Organisations:** (any three of)
   - public agencies
   - individuals
   - community groups/networks based on common interests
   - community groups/networks based on issues

b) **Sources of support:** (any three of)
   - statutory agencies
   - non-statutory agencies
   - other community groups
   - other community workers
   - other community activists
   - national networks
   - regional networks
Ensure significant roles for local people in the delivery of planned collective action

What you need to do

1. Enable those involved to write job descriptions for paid and unpaid workers in implementing the agreed collective action
2. Ensure that local community members are enabled to carry out jobs created by community development action
3. Facilitate the delivery of planned collective action
4. Seek and achieve media coverage ensuring publicity for the benefit of individuals and communities involved
5. Ensure the celebration, review and publicity for the action includes all those who designed and carried it out.

You need to show that you can carry out the above with:

a) **Support for people**: (any two of)
   - confidence building
   - shadowing
   - coaching
   - basic skills
   - training & work-based skills development

b) **Resources**: (any three of)
   - funding
   - information
   - advice
   - technical support
   - formal learning
   - informal learning

c) **Sources of support**: (any three of)
   - statutory agencies
   - non-statutory agencies
   - other community groups
   - other community workers
   - other community activists
   - national networks
   - regional networks
LEVEL 2 OPTION C5

Contribute to the review of needs, opportunities, rights and responsibilities within a community

Why this is important

It is important because the starting point of good community development work is the exploration of needs and opportunities within a community and the identification and prioritisation of the rights and responsibilities of community members.

The main topics

When you contribute to the review of needs, opportunities, rights and responsibilities, you will need to:

- Contribute to identifying and prioritising a group’s needs and opportunities
- Contribute to identifying and prioritising a group’s rights and responsibilities
LEVEL 2 OPTION C5

Contribute to the review of needs, opportunities, rights and responsibilities within a community

What you need to know and understand

- The importance of achieving consensus and agreement in community groups taking account of all group members’ views
- What rights and responsibilities are and how they may be linked
- How to identify needs, rights and responsibilities
- Mechanisms for using identified need to set priorities
- How to balance opportunities with group autonomy
- The importance of setting priorities that are realistic for groups
- Why it is important for community groups to acknowledge the needs and rights of others and their entitlement to these
- The effects of discrimination, disadvantage and oppression on community groups/networks
- Ways of collecting information on community needs and rights and available services
- Information sources on the requirements of funding bodies
- Ways of sharing information with a group
- Ways of working with people to make decisions using information gathered
- Ways of consulting with other community groups, networks and people in communities
LEVEL 2 OPTION

C5.1

Contribute to identifying and prioritising a group’s needs and opportunities

What you need to do

1. Help collect information about a community group’s needs and available opportunities
2. Help collect information about the requirements of funding bodies
3. Help the community group share and make sense of available information
4. Help the group to consult with the wider community
5. Contribute to facilitating democratic and participatory decision making processes in the community group
6. Work with a community group to set its priorities, ensuring that they are realistic

You need to show that you can carry out the above with:

a) Information about: (any two of)
   - other community organisations
   - statutory bodies
   - non-statutory agencies
   - funders

b) Groups: (any one of)
   - within your own communities
   - within a community of interest
   - a community based on culture
**LEVEL 2 OPTION**

C5.2

**Contribute to identifying and prioritising a group’s rights and responsibilities**

**What you need to do**

1. Help create an environment that enables the exploration of values, perspectives, rights and responsibilities
2. Contribute to gathering the views and perspectives of other communities
3. Help a group/network to interpret information on community rights and responsibilities and acknowledge different perceptions
4. Contribute to a group/network reaching agreement on prioritising rights and responsibilities, ensuring respect for diversity and difference
5. Encourage a community group/network to ensure that its identified priorities take account of equality of opportunity and anti-discriminatory practice

**You need to show that you can carry out the above with:**

a) **Information** about: (any two of)
   - other community organisations
   - statutory bodies
   - non-statutory agencies
   - funders

b) **Groups:** (any one of)
   - within your own communities
   - within a community of interest
   - a community based on culture
LEVEL 3 CORE

C6

Work with communities to identify needs, opportunities, rights and responsibilities

Why this is important

It is important because groups and networks can only be effective if they can make decisions to act based on adequate information and its analysis.

The main topics

When you work with communities to identify needs, opportunities, rights and responsibilities, you will need to:

- Support groups/networks to identify needs and opportunities
- Support groups/networks to identify rights and responsibilities
- Co-ordinate the collective prioritising of community needs, opportunities, rights and responsibilities
LEVEL 3 CORE

Work with communities to identify needs, opportunities, rights and responsibilities

What you need to know and understand

- How different community groups organise
- Methods and techniques for involving people with different perspectives and a variety of support needs
- The importance of achieving consensus and agreement in community groups, taking account of all group members
- The importance of community consultation and methods to achieve this
- The importance of democratic and participatory practice and what it means in community development work
- The importance of confidentiality and personal safety in the gathering of information
- How to support a group to access and interpret information on community needs, opportunities, rights, and responsibilities
- Methods of prioritising needs, opportunities rights, and responsibilities
- Community profiling and research methods and their applicability
- A range of techniques to enable the setting of aims and objectives
- Community groups’/networks’ aims and objectives and the need for compliance with constitutions, policies, the requirements of funding bodies, legal and statutory frameworks
- The importance of community groups/networks acknowledging the needs and rights of others and their entitlement to these
- Information sources on community needs, opportunities, rights and responsibilities
- The motivation and experience of different communities of interest
- Methods of feeding back consultation results to the wider community
- The role of facilitation in community development work
LEVEL 3 CORE

C6.1

Support groups/networks to identify needs and opportunities

What you need to do

1. Facilitate consultation about needs and opportunities within the community, using appropriate methods to ensure participation, representation and accountability
2. Support the gathering of information and effective feedback
3. Encourage community groups to avoid causing unnecessary offence to members of other communities
4. Encourage the group/network to review the quality of the information gathered
5. Facilitate the identification of community needs and opportunities
6. Ensure that identified needs and opportunities take into account requirements for equalities and anti-discriminatory practice

You need to show that you can carry out the above with:

a) Community groups/networks: (any two of)
   - locality
   - common interests
   - issues

b) People: (any three of)
   - involved in voluntary groups
   - working for statutory agencies
   - working for local authorities
   - working for non-governmental organisations
   - local residents
   - members of groups experiencing exclusion
LEVEL 3 CORE  

C6.2  

Support groups/networks to identify rights and responsibilities  

What you need to do  

1. Facilitate group/network discussions on the relevance and importance of rights and responsibilities  
2. Make clear your own, and your organisation’s values and perspectives on community needs and rights  
3. Support the gathering of information on the rights and responsibilities of individuals and organisations which may impact on group/network activity  
4. Facilitate the consideration of the values and perspectives of all those involved and reach agreement on rights and responsibilities  
5. Support review and feedback from the wider community on the identified rights and responsibilities, and revise as necessary  
6. Ensure that identified rights and responsibilities take account of equality of opportunity and anti-discriminatory practice  

You need to show that you can carry out the above with:  

a) Community groups/networks: (any two of)  
   - locality  
   - common interests  
   - issues  

b) People: (any three of)  
   - involved in voluntary groups  
   - working for statutory agencies  
   - working for local authorities  
   - working for non-governmental organisations  
   - local residents  
   - members of groups experiencing exclusion
LEVEL 3 CORE

C6.3

Co-ordinate the collective prioritising of community needs, rights, opportunities and responsibilities

What you need to do

1. Enable community groups/networks to access and accurately interpret the information gathered on community needs, opportunities, rights and responsibilities
2. Support the acknowledgement of needs and rights of other community members and their entitlement to these
3. Enable community groups/networks to collectively reach agreement on prioritising needs, rights and responsibilities
4. Encourage community groups/networks to assess whether priorities are realistic, according to group perspectives and those of other organisations in the wider community.

You need to show that you can carry out the above with:

a) Information gathered from: (any two of)
   - formal surveys
   - informal investigations
   - community profiling
   - community research

b) Community groups/networks: (any two of)
   - locality
   - common interests
   - issues

b) People: (any three of)
   - involved in voluntary groups
   - working for statutory agencies
   - working for local authorities
   - working for non-governmental organisations
   - local residents
   - members of groups experiencing exclusion
LEVEL 3 CORE

Support communities to monitor and review action for change

Why this is important

It is important because it is concerned with ensuring that communities recognise the need to monitor and review action for change and to do it in ways that are participative and inclusive.

The main topics

When you facilitate the monitoring and review of action for change, you will need to:

- Support communities to identify the purpose, criteria and focus of monitoring.
- Negotiate inclusive ways of monitoring action for change
- Support communities to monitor action for change
- Support communities to review and use the outcomes from monitoring
LEVEL 3 CORE

D1

Support communities to monitor and review action for change

What you need to know and understand

- How to work with people to recognize the importance of monitoring and reviewing action for change in effective community development work
- How to build monitoring and review processes, that are inclusive and empowering, into plans for collective action
- The value of, and techniques for, communicating the findings of reviews of collective action to the wider community
- How communities learn from reviewing action for change
- How wider outcomes of community development are valuable and need recognition and communication
- The principles of equality of opportunity and anti-discriminatory practice applied through monitoring
- How to work with communities to establish the focus of a review of action for change
- How to negotiate with communities criteria for monitoring collective action
- How to identify and handle sensitive and confidential information
- How and where to obtain resources and expertise to support monitoring and review
- How to develop and maintain effective monitoring systems that collect accurate and relevant information to support decision-making
- Methods that can be used to collate and evaluate the information gathered through monitoring.
LEVEL 3 CORE

D1.1

Support communities to identify the purpose, criteria and focus of monitoring

What you need to do

1. Establish the importance and purpose of monitoring and reviewing action for change with people in communities
2. Agree with people in communities when the monitoring and review should take place
3. Help people in communities to establish the focus of the review
4. Provide support to help people in communities set the criteria for monitoring against agreed aims and objectives.

You need to show that you can carry out the above with:

a) Organisations: (any two of)
   - community-based
   - statutory
   - voluntary
   - private sector

b) Communities based on: (any one of)
   - locality
   - common issues
LEVEL 3 CORE

D1.2

Negotiate inclusive ways of monitoring action for change

What you need to do

1. Support people in communities to recognise the value and importance of developing monitoring and review processes, which are inclusive and empowering
2. Provide information and support to enable communities to select methods for monitoring collective action which are open, inclusive and empowering
3. Facilitate the development of a plan for monitoring collective action
4. Support people in communities to identify resources to undertake monitoring
5. Help people in communities to work in inclusive ways and recognise the implications for effective community development work.

You need to show that you can carry out the above with:

a) Organisations: (any two of)
   - community-based
   - statutory
   - voluntary
   - private sector

b) Communities based on: (any one of)
   - locality
   - common issues
LEVEL 3 CORE

D1.3

Support communities to monitor action for change

What you need to do

1. Provide support to enable people in communities to establish chosen monitoring methods and processes
2. Support the development of systems for collecting and collating information
3. Establish procedures for dealing with sensitive and/or confidential information
4. Ensure information collected is verified for accuracy and relevance
5. Maintain regular contact with all those involved in the monitoring processes

You need to show that you can carry out the above with:

a) Organisations: (any two of)
   - community-based
   - statutory
   - voluntary
   - private sector

b) Communities based on: (any one of)
   - locality
   - common issues
LEVEL 3 CORE

D1.4

Support communities to review and use the outcomes from monitoring

What you need to do

1. Enable findings from monitoring to be fed back to communities constructively and democratically
2. Support people in communities to review information gathered against agreed criteria
3. Help those involved to draw conclusions from the review
4. Support the identification of outcomes, learning and recommendations for future work
5. Ensure the communication of findings to all those involved
6. Ensure the evaluation of the monitoring and review process against community development work values and practice principles.

You need to show that you can carry out the above with:

a) Organisations: (any two of)
   - community-based
   - statutory
   - voluntary
   - private sector

b) Communities based on: (any one of)
   - locality
   - common issues
Facilitate the development of evaluation frameworks

Why this is important

It is important because it is concerned with developing frameworks for evaluating action for change that are inclusive, participative and inform plans for future action.

The main topics

When you facilitate the development of evaluation frameworks, you will need to:

- Facilitate the establishment of criteria for evaluating action for change within communities
- Ensure the development of inclusive ways of evaluating action for change
- Enable communities to evaluate action for change
- Enable communities to respond to the evaluation outcomes.
LEVEL 4 CORE

Facilitate the development of evaluation frameworks

What you need to know and understand

- The importance of communities recognising the need for evaluation frameworks based on the values and practice principles of community development work
- Inclusive and participatory methods of establishing the criteria of evaluation frameworks
- Inclusive and participatory methods of analysing relationships within and with organisations and communities
- Inclusive and participatory methods of collecting and collating data, both qualitative and quantitative
- Methods of enabling communities to use the evaluation findings in the development of their communities
- Sources of training and support in establishing a framework for evaluating action for change
- The policy context of the work to be evaluated
- The various components of an evaluation framework, such as: inputs, outputs, indicators, measures, outcomes
- The importance of developing an evaluation framework at the beginning of action for change which allows evaluation to be an ongoing process
- Methods of feeding back findings which support participation and inclusion
- Different approaches to presenting clear, accurate and comprehensive information gained from the evaluation process
- The importance of recognising and communicating that evaluation outcomes and outputs may be wider than agreed aims and objectives
- How to assess time and resources needed for evaluation and their management
- The principles of equality of opportunity, equity and anti-discriminatory practice
LEVEL 4 CORE

D2.1

Facilitate the establishment of criteria for evaluating action for change within communities

What you need to do

1. Establish the importance of evaluation, as an ongoing process in community development work, with people in communities
2. Establish the need to build evaluation throughout action for change
3. Develop inclusive and participatory ways of engaging communities in establishing the criteria of the evaluation
4. Ensure the criteria of the evaluation are based on action that develops the quality of community life.

You need to show that you can carry out the above with:

a) Communities based on: (any two of)
   - locality
   - common interests
   - issues

b) Information sources: (both)
   - community members
   - external organisations

c) Organisations: (any three of)
   - community groups
   - community networks
   - statutory
   - voluntary
   - private sector
LEVEL 4 CORE

D2.2

Ensure the development of inclusive ways of evaluating action for change

What you need to do

1. Provide information on evaluation frameworks in ways which are accessible and relevant to people in communities
2. Facilitate the selection of appropriate evaluation methods which are participatory and inclusive
3. Facilitate the planning of the evaluation process
4. Ensure communities recognise the implications of undertaking evaluation on time, resources and contribution to community development
5. Ensure the agreed evaluation framework is based on the values and practice principles of community development work.

You need to show that you can carry out the above with:

a) **Communities** based on: (any two of)
   - locality
   - common interests
   - issues

b) **Information sources:** (both)
   - community members
   - external organisations

c) **Organisations:** (any three of)
   - community groups
   - community networks
   - statutory
   - voluntary
   - private sector
LEVEL 4 CORE

D2.3

Enable communities to evaluate action for change

What you need to do

1. Provide information and training to enable communities to undertake evaluation of action for change
2. Negotiate time and resources for the evaluation of action for change with communities and organisations
3. Provide appropriate ways of collecting and collating qualitative and quantitative data
4. Facilitate the development of inclusive and participatory ways of regularly feeding back evaluation findings to communities
5. Ensure evaluation findings continually inform the development of action for change within communities

You need to show that you can carry out the above with:

a) Communities based on: (any two of)
   - locality
   - common interests
   - issues

b) Information sources: (both)
   - community members
   - external organisations

c) Organisations: (any three of)
   - community groups
   - community networks
   - statutory
   - voluntary
   - private sector
Enable communities to respond to the evaluation outcomes

What you need to do

1. Facilitate the identification of outputs and outcomes from the evaluation
2. Enable communities to draw conclusions from the evaluation findings
3. Ensure findings are communicated to communities and relevant organisations in inclusive and participatory ways
4. Enable communities to develop recommendations for future action based on the evaluation findings
5. Provide support and information to enable communities to implement recommendations
6. Facilitate a review of the evaluation process based on the values and practice principles of community development work

You need to show that you can carry out the above with:

a) Communities based on: (any two of)
   - locality
   - common interests
   - issues

b) Information sources: (both)
   - community members
   - external organisations

c) Organisations: (any three of)
   - community groups
   - community networks
   - statutory
   - voluntary
   - private sector
LEVEL 2 OPTION

Help ensure the best use of resources

Why this is important

It is important because resources available to communities are scarce and need to be used effectively. Communities also need to know that their decisions about resources have been carried out in the best way.

The main topics

When you support efficient use of resources within communities, you will need to:

- Contribute to the planning of resources
- Contribute to the monitoring of resources.
LEVEL 2 OPTION

Help ensure the best use of resources

What you need to know and understand

- The range of resources available to community groups/networks
- How to record the use of resources, including time involved in the work
- Which decisions about resources are important to a community
- Environmental issues around encouraging sustainability and avoiding waste
- What resources will be needed at different points in a piece of work
- How and where to find resources locally
- What resources will be needed to ensure everyone with an interest can be included
- The importance of being able to use or create additional resources
- Reporting back processes for funders and donors
- Essential aspects of looking after money belonging to communities and public organisations
- How to read a simple budget statement
- How to identify people who want to take part in community organisations and the skills they bring
- Democratic decision-making processes
- Methods of reporting back to a community group
- Types of plans
LEVEL 2 OPTION

E1.1

Contribute to the planning of the use of resources

What you need to do

1. Help a community group/network to identify its current and future requirements for finances and resources
2. Contribute to a community group/network planning for the short and long term requirements of finance and resources for projects
3. Help a community group/network plan for the sustainability of its projects
4. Contribute to identifying suitable sources of funding
5. Help a community group/network agree action to be taken and by whom.

You need to show that you can carry out the above with:

a) A community group/network based on: (any one of)
   - locality
   - common interests
   - issues

b) Resources: (any two of)
   - money
   - people
   - buildings
   - time
   - equipment

c) Plans: (any two of)
   - written
   - oral
   - long-term
   - short-term
LEVEL 2 OPTION

Contribute to the monitoring of resource use

What you need to do

1. Help a community group/network assess how and when resources have been used
2. Contribute to the monitoring of the use of resources and give feedback appropriately
3. Help community groups/networks ensure that resources are used to achieve its purpose
4. Ensure action taken is based on the values and practice principles of community development work.

You need to show that you can carry out the above with:

a) A community group/network based on: (any one of)
   - locality
   - common interests
   - issues

b) Resources: (any two of)
   - money
   - people
   - buildings
   - time
   - equipment

c) Feedback: (both)
   - written
   - oral
LEVEL 3 OPTION

Review and develop funding and resources

Why this is important

It is important because through gaining and using resources effectively, community groups/networks are able to ensure their sustainability and to gain wider recognition and credibility for the work they do.

The main topics

When you review and develop funding and resources, you will need to:

- Support community groups/networks to review current funding and resources
- Work with community groups/networks to identify and secure required funding and resources
- Support community groups/networks to monitor the use of funding and resources.
LEVEL 3 OPTION  E2

Review and develop funding and resources

What you need to know and understand

- The key elements of financial records
- The need for accountability to funders, community groups, beneficiaries, others who are interested in the work
- The importance of autonomy for community groups
- How to assess the value of different sorts of resources, including the contribution of people’s time and skills
- How to calculate the resources needed
- How government funding at different levels can contribute to community development work
- The range of funding opportunities available for community activities
- The basics of producing a good funding application
- The legal liabilities of trustees, managers and beneficiaries, particularly in relation to financial management, and how to ensure that others understand and accept them
- The importance of keeping to deadlines
- The importance of researching and taking outside impartial financial advice, and encouraging groups to make links with specialist services for support and information
- How to advise and support community groups as they seek to set up and use financial structures, including relevant legislation and policies of national bodies
- Long-term financial planning
- How to develop financial monitoring systems and provide effective feedback and (to respond to changing situations)
- Decision-making processes which are inclusive and well-informed
LEVEL 3 OPTION  E2.1

Support community groups/networks to review current funding and resources

What you need to do

1. Support community groups/networks to identify ways of being accountable to the people involved
2. Enable community groups/networks to produce financial reports for the accountable body, funders and to meet legal requirements
3. Support community groups/networks to review resource and financial needs in light of current requirements
4. Make recommendations for financial/resource requirements over more than one financial year
5. Support community groups/networks to establish agreement on what is required

You need to show that you can carry out the above with:

a) Community groups/networks based on: (any two of)
   - Different structures
   - locality
   - common interests
   - issues

b) Recommendations: (both)
   - oral
   - written

c) Resources: (any two of)
   - money
   - people
   - buildings
   - time
   - equipment
LEVEL 3 OPTION  

E2.2

Work with community groups/networks to identify and secure required funding and resources

What you need to do

1. Enable community groups/networks to identify potential funders/donors to meet agreed requirements
2. Support community groups/networks to identify potential fund-raising mechanisms
3. Work with community groups/networks to assess potential funding sources against need, community development work values and the objectives of the group/network
4. Ensure recommendations are made and funding arrangements agreed
5. Support community groups/networks in securing resources and agreeing how to use them
6. Help make funding applications, including gathering information and undertaking research

You need to show that you can carry out the above with:

a) Community groups/networks based on: (any two of)
   - different structures
   - locality
   - common interests
   - issues

b) Recommendations: (both)
   - oral
   - written

c) Resources: (any two of)
   - money
   - people
   - buildings
   - time
   - equipment
LEVEL 3 OPTION  

Support community groups/networks to monitor the use of funding and resources

What you need to do

1. Support community groups/networks establish monitoring systems and procedures for finances and resources
2. Support the establishment of a mechanism for regular feedback regarding the use of finances and resources, internally and externally
3. Ensure finances and the use of resources are monitored
4. Support community groups/networks to make changes to budgets and financial plans in response to changing circumstances
5. Contribute to community groups/networks making recommendations for future requirements

You need to show that you can carry out the above with:

a) Community groups/networks based on: (any two of)
   - different structures
   - locality
   - common interests
   - issues

b) Resources: (any two of)
   - money
   - people
   - buildings
   - time
   - equipment

c) Accountability: (any two of)
   - legal requirements
   - good working practice
   - requirements of funders
   - requirement for accurate record keeping
   - returns
   - timescales
LEVEL 4 CORE

E3

Develop and evaluate a funding / resourcing strategy

Why this is important

It is important because community organisations/networks need to have adequate resources to function. A strategy will maximise the effectiveness of the effort involved in seeking funding and other resources.

The main topics

When developing and evaluating a funding/resourcing strategy, you will need to:

- Identify funding/resourcing needs within communities
- Make strategic recommendations about funding/resources
- Evaluate the effectiveness of the funding/resourcing strategy
LEVEL 4 CORE

Develop and evaluate a funding / resourcing strategy

What you need to know and understand

- How to identify, gather and interpret information about groups, organisations and networks
- The sources of funds and resources available nationally, regionally and locally
- Business and development planning
- Issues of sustainability, and the factors conducive to creating sustainable organisations/networks
- Techniques for determining an organisation’s strengths and areas for improvement
- How to gather and interpret information on the opportunities and threats to an organisation/network
- Issues of sponsorship and the development of links with the private / commercial / enterprise sectors
- Short, medium and longer term planning approaches and priority setting exercises / techniques
- How to produce strategy documents
- How to develop systems to support the implementation and review of strategy documents
- Contingency planning
- Creative ways of reporting to funders
- How to calculate the value of gifted time and resources in kind
- How to calculate and produce budgets
- The importance of systematic financial records and their maintenance
- Formal and informal methods of presenting information and reports
- Cost benefit analysis
LEVEL 4 CORE

Identify funding and resourcing needs within communities

What you need to do

1. Identify groups/organisations/networks/communities with whom you will work and their purpose
2. Work with those identified to establish funding and resourcing needs to enable the achievement of aims and objectives
3. Facilitate the evaluation of organisational viability and sustainability, including the identification of competitors and opportunities
4. Work with those involved to identify unmet short-term and long-term finance and resource needs
5. Facilitate research into actual and potential sources of funding/resources

You need to show that you can carry out the above with:

- **Communities and Organisations** (any two of)
  - community groups
  - community organisations
  - networks
  - communities based on locality
  - communities based on common interests

- **Resources**: (any three of)
  - people
  - information
  - materials
  - equipment
  - time
  - services
  - money
  - training
  - learning opportunities

- **Sources of Funding/Resources**: (any three of)
  - national funding bodies
  - regional funding bodies
  - local government grants
  - charitable bodies
  - private sources
  - community business
  - local business
  - local enterprises
LEVEL 4 CORE

E3.2

Make strategic recommendations about funding resources

What you need to do

1. Work with groups/organisations/networks/communities to identify strategies to address finance/resource needs
2. Facilitate the production of costed development and business plans
3. Advise and make recommendations regarding sustainability
4. Facilitate the production of resource/funding strategy documents with time lines and contingency plans
5. Enable those involved to make decisions and agree a plan

You need to show that you can carry out the above with:

a) **Communities and Organisations** (any two of)
   - community groups
   - community organisations
   - networks
   - communities based on locality
   - based on common interests

b) **Resources:** (any three of)
   - people
   - information
   - materials
   - equipment
   - time
   - services
   - money
   - training
   - learning opportunities

c) **Sources of Funding/Resources:** (any three of)
   - national funding bodies
   - regional funding bodies
   - local government grants
   - charitable bodies
   - private sources
   - community business
   - local business
   - local enterprises
LEVEL 4 CORE

E3.3

Evaluate the effectiveness of the funding/resourcing strategy

What you need to do

1. Enable groups/organisations/networks/communitys to develop and use systems for ensuring that the funding strategy and agreed plans are put into action
2. Ensure tracking systems are developed and used to show the outcomes of the work
3. Facilitate the implementation of contingency plans in reaction to unsuccessful applications
4. Ensure evaluation and monitoring systems are developed and information for funders and other interested parties is reported back effectively

You need to show that you can carry out the above with:

a) Communities and Organisations (any two of)
   - community groups
   - community organisations
   - networks
   - communities based on locality
   - based on common interests

d) b) Resources: (any three of)
   - people
   - information
   - materials
   - equipment
   - time
   - services
   - money
   - training
   - learning opportunities

e) Sources of Funding/Resources: (any three of)
   - national funding bodies
   - regional funding bodies
   - local government grants
   - charitable bodies
   - private sources
   - community business
   - local business
   - local enterprises
LEVEL 3 OPTION

E4

Develop people's skills and roles within community groups / networks

Why this is important

It is important because people are the most valuable resource available to communities and people with the right skills and knowledge are needed to achieve the communities’ aims. Community groups/networks also need to allocate roles and responsibilities to ensure the inclusion of a wide diversity of people and organisational growth and development.

The main topics

When you develop people’s skills and roles within community groups/networks, you will need to:

- Assist community groups/networks to define their needs for people and skills
- Enable community groups/networks to support volunteers and staff
- Work with community groups/networks to review their purpose
LEVEL 3 OPTION

Develop people’s skills and roles within community groups/networks

What you need to know and understand

- The impact of the history and purpose of organisations on how changes might be negotiated
- How to identify human resource requirements
- Financial assessments relating to budget, appropriate pay scales and adequate expenses costs for volunteers
- The importance of valuing the contribution of both volunteers and paid workers
- The importance of developing approaches that will recruit people from a diverse range of communities and perspectives
- How to work with others to develop job descriptions, person specifications, and transparent processes for recruitment and selection
- The importance of developing systems to support, review and manage the work of staff and volunteers
- New government initiatives and other policies that effect community development work
- Legislation and good practice relating to equality within selection and recruitment, when employing staff and volunteers
- Different ways to support and supervise staff and volunteers
- How to identify and access learning and training opportunities for individuals and groups
- How to review roles and skills needed by a community group/network
- The importance of National Occupational Standards and how to use these for staff recruitment and development
- Training needs analysis in relation to organisational and individual development
LEVEL 3 OPTION

E4.1

Assist community groups / networks to define their needs for people and skills

What you need to do

1. Assist community groups/networks to identify the roles that need to be carried out and the skills required
2. Support the identification of new roles and skills required to meet the needs of developing projects
3. Assist community groups/networks to consider ways of sharing its work effectively
4. Identify the contribution of paid and unpaid workers to maximise benefits for the community
5. Support the development of ways for new people to shadow, be trained for, and develop the skills required

You need to show that you can carry out the above with:

a) Workers: (any two of)
   - volunteers
   - full-time workers
   - part-time workers
   - trainees

b) People: (both)
   - experienced in community development work
   - inexperienced in community development work

c) Community groups and networks: (both)
   - a well established group/network
   - a newly established group/network
LEVEL 3 OPTION

Enable community groups / networks to support volunteers and staff

What you need to do

1. Support the development of recruitment practices for volunteers and staff that are transparent, consistent and conform to legislation
2. Support community groups/networks to identify ways of providing line management for workers
3. Help groups to identify ways of providing additional support for workers
4. Support the analysis of required skills, knowledge qualifications and experience for tasks and activities
5. Support the identification and use of training and learning opportunities

You need to show that you can carry out the above with:

a) **Workers:** (any two of)
   - volunteers
   - full-time workers
   - part-time workers
   - trainees

b) **People:** (both)
   - experienced in community development work
   - inexperienced in community development work

c) **Community groups and networks:** (both)
   - a well established group/network
   - a newly established group/network
LEVEL 3 OPTION

E4.3

Work with community groups / networks to review their purpose

What you need to do

1. Support community groups/networks to interpret the historical context and purposes of their work and current priorities
2. Work with others to review the links between current priorities and purpose
3. Devise ways to complete pieces of work that value and celebrate the effort of all those involved
4. Support the refocusing of work priorities and action planning for staff and volunteer development
5. Ensure that legal documentation is complied with or developed as appropriate

You need to show that you can carry out the above with:

a) **Workers:** (any two of)
   - volunteers
   - full-time workers
   - part-time workers
   - trainees

b) **People:** (both)
   - experienced in community development work
   - inexperienced in community development work

c) **Community groups and networks:** (both)
   - a well established group/network
   - a newly established group/network
LEVEL 4 OPTION

Facilitate the development of people and learning in communities

Why this is important

It is important because the long term sustainability and development of any organisation / network lies in the ability of people to take on more complex and accountable roles. Community development workers need to ensure support for workers and volunteers and investment in training and development opportunities.

The main topics

When you facilitate the development of people and learning in communities, you will need to: -

- Work with communities to define human resource needs
- Work with communities to meet personnel requirements
- Work between organisations in communities to identify and develop opportunities for learning in partnership
Facilitate the development of people and learning in communities

What you need to know and understand

- The production of development plans that will meet organisational/ team/ group personnel needs
- The importance of developing systems which ensure recruitment from a diversity of people
- How to ensure that people from diverse backgrounds are supported and developed in their role
- Transparent and equitable processes and procedures for the recruitment, selection and support of staff and volunteers
- The importance of training and supporting people involved in recruitment and selection processes to act fairly and within the law
- How to access information about national, regional and local systems to support community learning
- The use of appropriate National Occupational Standards for particular roles
- The importance of work-based training and qualifications and how to resource this
- Adult learning styles and how to tailor training and support to individual/ group needs
- Methods of carrying out skills audits and training needs analysis
- The use of surveys, action research and other participatory methods in consultations
- Processes that recognise the value of formal qualifications and the learning that comes from experience
LEVEL 4 OPTION

Work with communities to define human resource needs

What you need to do

1. Facilitate the analysis of the skills and knowledge represented within the organisation/network/partnership
2. Work with others to clearly and accurately identify the organisational objectives effecting personnel requirements
3. Ensure that specifications for personnel comply with organisational and legal requirements
4. Ensure that ways in which people’s skills could be developed and/or supported within the community are identified
5. Work in partnership to develop pathways to effective inclusion of members of communities in created opportunities
6. Ensure resources to meet training needs are identified in communities

You need to show that you can carry out the above with:

a) Organisations: (any three of)
   - health trusts
   - local authorities
   - educational institutions
   - partnerships
   - co-operatives
   - community enterprises
   - public companies
   - voluntary groups
   - groups based on locality
   - groups based on common interests

b) Individuals: (any two of)
   - experiencing disadvantage
   - experiencing discrimination
   - those with no formal educational qualifications
LEVEL 4 OPTION  E5.2

Work with communities to meet personnel requirements

What you need to do

1. Work with others to plan for the development of organisations/ teams/ individuals
2. Work with others to develop the systems for the selection and recruitment of staff and volunteers
3. Ensure ways of encouraging and supporting potential applicants from under-represented and excluded communities
4. Balance the different and potentially conflicting interests within communities
5. Help design and implement systems for the management, training, support and retention of workers and volunteers

You need to show that you can carry out the above with:

a) **Organisations:** (any three of)
   - health trusts
   - local authorities
   - educational institutions
   - partnerships
   - co-operatives
   - community enterprises
   - public companies
   - voluntary groups
   - groups based on locality
   - groups based on common interests

b) **Individuals:** (any two of)
   - experiencing disadvantage
   - experiencing discrimination
   - those with no formal educational qualifications
LEVEL 4 OPTION

E5.3

Work between organisations to identify and develop opportunities for learning in partnership

What you need to do

1. Facilitate the identification of training and development requirements within communities
2. Support learning within communities through facilitating the sharing of information on skills needs and resources to meet these
3. Ensure the use of approved standards and/or recognized guidance for the development and recruitment of people
4. Work with others to identify and use wider networks and opportunities for learning
5. Negotiate with statutory/voluntary/private organisations to provide opportunities for learning in partnership to meet the expressed needs of communities

You need to show that you can carry out the above with:

a) Organisations: (any three of)
   - health trusts
   - local authorities
   - educational institutions
   - partnerships
   - co-operatives
   - community enterprises
   - public companies
   - voluntary groups
   - groups based on locality
   - groups based on common interests

b) Individuals: (any two of)
   - experiencing disadvantage
   - experiencing discrimination
   - those with no formal educational qualifications
LEVEL 3 OPTION E6

Develop and review community-based organisational structures

Why this is important

It is important that appropriate and effective organisational structures are developed that ensure participation and accountability.

The main topics

When you develop and review community-based organisational structures, you will need to:

- Identify organisational structures to meet agreed group/network purpose
- Establish roles and responsibilities to fulfil organisational development
- Support the development of effective organisational practice
- Monitor and review organisational development and practice
LEVEL 3 OPTION

E6

Develop and review community-based organisational structures

What you need to know and understand

- How to gather information on the history and overall purpose of the organisation
- Ways to assist groups/networks to determine, develop and review their aims and priorities
- Different organisational structures and their advantages and disadvantages
- Equality issues involved in the development of participatory organisational structures
- Where to obtain advice and information on the suitability of particular organisational models
- The main elements of business and development planning
- The different roles and responsibilities needed for effective organisational structures
- How to run effective meetings
- The support and training available to enable people to take on these different roles
- The importance of monitoring, review and evaluation in developing the work of an organisation
- The importance of policy at all levels in the organisation and how it is formed
- Good practice in organisational processes and operations
- Current relevant legislation affecting organisations
- Use of plain English in written communication
- Effective ways of being accountable for money in community settings
- The range of appropriate research methods
- The range of approaches to effective recruitment of people to meet identified needs
LEVEL 3 OPTION

E6.1

Identify organisational structures to meet agreed group / network purpose

What you need to do

1. Support **groups/networks** to agree purpose and aims
2. Work with **groups/networks** to research and identify potential legal and **organisational structures** to meet identified aims
3. Ensure potential **organisational structures** meet legal requirements and the needs of the **community group/network**
4. Support the embedding of community development values and practice principles in the development of an appropriate **organisational structure**
5. Assist groups/networks to agree an **organisational structure** that is accountable and can be reviewed regularly

You need to show that you can carry out the above with:

a) **Organisational structures** in: (both)
   - groups
   - networks
b) **Groups and networks:** (both)
   - well-established
   - developing
c) **Community groups/networks** based on: (any one of)
   - locality
   - common interests
   - issues
Establish roles and responsibilities to fulfil organisational development

What you need to do

1. Work with groups to review organisational structures and identify roles required and their responsibilities
2. Support community groups/networks to plan and undertake a skills audit to meet identified roles
3. Work with community groups/networks to encourage, support and develop individuals’ potential to take on identified roles
4. Support community groups/networks to plan for and recruit people to meet identified roles
5. Ensure that equality procedures in recruitment are carried out

You need to show that you can carry out the above with:

a) Organisational structures in: (both)
   - groups
   - networks

b) Groups and networks: (both)
   - well-established
   - developing

c) Community groups/networks based on: (any one of)
   - locality
   - common interests
   - issues
LEVEL 3 OPTION  E6.3

Support the development of effective organisational practice

What you need to do

1. Support community groups/networks to ensure processes and procedures for effective meetings are in place
2. Ensure processes and procedures for keeping appropriate records are in place
3. Support community groups/networks to maintain effective communication systems
4. Ensure organisational processes and procedures for fulfilling requirements are in place
5. Support the development of policies based on researching requirements, the identified needs and aspirations of community members and community development work values and practice principles
6. Work with community groups/networks to develop action plans which enable them to develop their organisation

You need to show that you can carry out the above with:

a) Organisational structures in: (both)
   - groups
   - networks

b) Groups and networks: (both)
   - well-established
   - developing

c) Community groups/networks based on: (any one of)
   - locality
   - common interests
   - issues
LEVEL 3 OPTION  

Monitor and review organisational development and practice

What you need to do

1. Work with groups/networks to develop mechanisms for the monitoring and accountability of organizational practice
2. Support groups/networks to regularly review organisational structures, established roles, processes and procedures against purpose and outcomes
3. Work with groups/networks to review current practice and policies against established good practice in community development work and changes in wider polices and legislation
4. Support groups/networks to regularly monitor and review organisational purpose and accountability
5. Support the effective feedback of findings and make recommendations for change

You need to show that you can carry out the above with:

a) Organisational structures in: (both)
   - groups
   - networks

b) Groups and networks: (both)
   - well-established
   - developing

c) Community groups/networks based on: (any one of)
   - locality
   - common interests
   - issues
LEVEL 4 OPTION

E7

Develop and maintain organisational frameworks for community-based initiatives

Why this is important

It is important because communities need to work within recognised accountable frameworks if they are going to be autonomous, democratic and sustainable. They need to be able to review their own development and to respond to changing circumstances.

The main topics

When you develop and maintain organisational frameworks for community-based initiatives you will need to work with communities to:

- Establish organisational frameworks to maintain aims, objectives and purpose of community-based initiatives
- Establish ways of working to maintain and develop community-based initiatives
- Evaluate the effectiveness and vulnerability of community-based initiatives and their practice and make recommendations for development/change
LEVEL 4 OPTION E7

Develop and maintain organisational frameworks for community-based initiatives

What you need to know and understand

- Principles and practices of review, monitoring and evaluation and its importance to the effective community development work of an organisation
- The context in which community-based initiatives are established and/or developed
- How to gather and analyse information about community needs and the organisations seeking to meet those needs
- The formation and implementation of organisational policies, plans and procedures
- How to work with groups/organisations/partnerships to review and re-plan their objectives and work, using participative techniques
- The range of organisational structures available to communities, their advantages and disadvantages, legal implications and accountability requirements
- Negotiation techniques and how to use them with community groups, organisations, partnerships
- Factors that can cause organisations/partnerships/groups to become vulnerable and unsustainable
- How to access, research and disseminate required information
- How to give feedback to organisations, groups and partnerships
- The importance of specialist support services available to community groups, organisations and partnerships
- Current legislation/government initiatives that impact on community-based organisations and initiatives
- Reliable methods of collecting, analysing and using quantitative and qualitative data
- Legal/accountable frameworks for organising within communities
LEVEL 4 OPTION

E7.1

Establish organisational frameworks to maintain aims, objectives and purpose of community-based initiatives

What you need to do

1. Facilitate an analysis of the needs of an area/community of interest you have responsibility for and determine how effectively these needs are being met
2. Facilitate the evaluation of existing structures and networks against identified community needs and aspirations to establish groups
3. Work with others to explore ways in which needs may be met
4. Enable those involved to access research and information on potential legal and organisational structures
5. Work with others to identify, agree and establish appropriate organisational frameworks to meet identified unmet needs
6. Promote the values and practice principles of community development work

You need to show that you can carry out the above with:

a) Organisations: (any two of)
   - statutory agencies
   - partnerships
   - voluntary
   - community groups
   - charities
   - companies
   - co-operatives
   - residents’ associations
   - credit unions

b) Communities defined by: (any two of)
   - locality
   - common interests
   - issues
LEVEL 4 OPTION  

E7.2

Establish ways of working to maintain and develop community-based initiatives

What you need to do

1. Undertake work with community-based initiatives to ensure regular reviews of their organisational processes and activities
2. Work with community-based initiatives to enable re-establishment of objectives and goal setting
3. Facilitate the access to specialist sources of information, advice, guidance and services
4. Facilitate the research and interpretation of a range of organisational strategies, policies, plans, procedures and roles to meet the requirements of different contexts, activities and initiatives
5. Enable community-based initiatives to make recommendations, reach agreement, and establish organisational strategies, policies, plans, procedures and mechanisms for regular review

You need to show that you can carry out the above with:

a) **Organisations**: (any two of)
   - statutory agencies
   - partnerships
   - voluntary
   - community groups
   - charities
   - companies
   - co-operatives
   - residents’ associations
   - credit unions

b) **Communities** defined by: (any two of)
   - locality
   - common interests
   - issues
LEVEL 4 OPTION

E7.3

Evaluate the effectiveness and vulnerability of community-based initiatives and their practice and make recommendations for development/change

What you need to do

1. Provide advice and support to a diverse range of community based organisations/initiatives
2. Work with community-based initiatives to evaluate the implications of joining partnerships/consortiums, forming other alliances or merging with other organisations
3. Work with others to make recommendations for improvement or change to frameworks and practice
4. Facilitate the monitoring and evaluation of effectiveness and vulnerability of the established organisational frameworks
5. Work with others to make agreed changes as a result of outcomes of monitoring and evaluation

You need to show that you can carry out the above with:

a) Organisations: (any two of)
   - statutory agencies
   - partnerships
   - voluntary
   - community groups
   - charities
   - companies
   - co-operatives
   - residents’ associations
   - credit unions

b) Communities defined by: (any two of)
   - locality
   - common interests
   - issues
Contribute to project planning and preparation

Why this is important

This is important because a Level 4 worker may be required to plan and set up standard and complex projects, which have operational or strategic implications for the project’s sponsor. This sponsor may be internal or external to an organisation. The worker will have operational responsibility for activities, staff, resources and budgets and will make substantial contributions to projects, which have a significant impact on the performance of the sponsor’s organisation.

The main topics

When you contribute to project planning and preparation, you will need to:

- Clarify the project’s scope and definition
- Provide plans to achieve the project’s goals
- Contribute to project preparation
LEVEL 4 OPTION E8

Contribute to project planning and preparation

What you need to know and understand

- Analytical techniques:
  - risk identification and assessment in project planning
- Organisational context:
  - how projects interlink with and support wider organisational objectives and the importance of such links
  - the organisational requirements which are relevant to managing resources and finances
- Planning:
  - the importance of systematic and thorough planning to the success of projects
  - the level of detail needed to start systematic project planning
  - what constraints usually exist in projects (e.g. time, resources, technology and legislation) and how to look for and identify the significance of constraints
  - the importance of making an initial assessment of the feasibility of projects and how to do so
  - the principles underpinning effective project planning
  - different models of project planning and management
  - how to break the work down into manageable, achievable and measurable tasks
  - how to estimate the human and physical resources needed for projects
  - the importance of specifying schedule, links, dependencies, monitoring and evaluation methods and handover and how to do so
  - the importance of contingency and risk planning and how to do so
  - the importance of using your own past experience and that of others and how to research and identify good practice
- Working relationships:
  - the importance of clarifying and agreeing the project’s scope and definition and how to do this with relevant people
the importance of maintaining effective working relationships with relevant people involved in the project and how to do so
- the importance of establishing your own level of responsibility in the project
- the importance of checking your understanding and plans of the project with relevant people and taking account of their feedback
- the skills required to negotiate with relevant people involved in the project

• Communication:
  - the importance of having good communications and how to maximise the effectiveness and efficiency of communications

• Project management:
  - how to allocate project roles and tasks equitably and realistically
  - the importance of having clear lines of responsibility and accountability within the project and how to establish these, especially where line management responsibility is shared
  - the importance and purpose of control methods and how to select and propose methods appropriate to different types of projects

• Recruitment and selection:
  - how to identify and specify the competences, skills and knowledge which project team members need
  - how to obtain the people you require to staff projects, taking account of equality of opportunity

• Resource management:
  - the importance of tight financial and resource controls and what methods may be used

• Training and development:
  - the importance of team development and the contributions you can make to this
LEVEL 4 OPTION

E8.1

Clarify the project’s scope and definition

What you need to do

1. Identify with relevant people, the project’s scope and definition and the level of detail needed for effective planning
2. Identify the links between the project’s scope and definition and wider organisational objectives
3. Identify the stakeholders’ interests in the project
4. Identify the main contingencies which may occur during the running of the project
5. Identify the main risks associated with the project
6. Provide realistic and informed views on the feasibility of the project’s scope and definition to relevant people
7. Clearly establish your own level of responsibility and accountability for project activities, resources and decisions
8. Clearly confirm your understanding of the project’s scope and definition with relevant people and take account of their feedback

You need to show that you can carry out the above with:

a) Relevant people: (at least two)
   - higher-level managers
   - colleagues
   - specialists and members of the sponsor’s team
b) Clarification of scope & definition of Projects with: (at least two)
   - strategic implications for the sponsor
   - operational implications for the sponsor
   - standard level of complexity and high level of complexity
c) Both types of stakeholders and their interests:
   - internal and
   - external
LEVEL 4 OPTION

E8.2

Provide plans to achieve the project’s goals

What you need to do

1. Plan consistently for the project within the agreed scope and definition and known constraints
2. Break the project work down into tasks which are manageable, measurable and achievable
3. Specify links, dependencies, schedules, evaluation methods and handover procedures which are appropriate to the project and its work
4. Propose effective measures to deal with identified contingencies and risks
5. Realistically estimate and cost the human and physical resources required to carry out the project’s tasks
6. Base your plans on previous experience and the good practice of relevant people
7. Check all aspects of the project plans with the relevant people and take account of their feedback when you make revisions

You need to show that you can carry out the above with:

a) Project plans with: (at least two)
   - strategic implications for the sponsor
   - operational implications for the sponsor
   - standard level of complexity and high level of complexity

b) Plans that take account of constraints: (at least two)
   - time
   - resources
   - available techniques
   - organisational policies
   - statutory and regulatory requirements

c) Relevant People: (at least two)
   - higher-level managers
   - colleagues
   - members of the sponsor’s team and specialists
LEVEL 4 OPTION  
E8.3

Contribute to project preparation

What you need to do

1. Assist in the selection of **team members** who are able to make effective contribution to the *project’s* objectives
2. Recommend roles for the *project* team, and allocate tasks in a way which is realistic and equitable
3. Recommend clear lines of responsibility and accountability and take account of *team members’* other responsibilities
4. Recommend meeting schedules, reporting, control and communication methods which are consistent with the *project* plans
5. Contribute to effective opportunities for team development
6. Research and recommend feasible and cost-effective methods of obtaining the necessary *physical resources* and finances which are consistent with organisational requirements
7. Check all aspects of the *project’s* resourcing and control methods with *relevant people* and take into account their feedback when making revisions.

You need to show that you can carry out the above with:

a) **The selection of team members**: (at least one)  
   - people exclusively involved in the project  
   - people who have other responsibilities and accountabilities

b) **Projects** with: (at least two)  
   - strategic implications for the sponsor  
   - operational implications for the sponsor  
   - standard level of complexity  
   - high level of complexity

c) **Physical resources** from: (any one of)  
   - within your organisation  
   - outside your organisation

d) **Relevant people**: (at least two)  
   - higher-level manager  
   - colleagues  
   - specialists
**LEVEL 4 OPTION**

**Co-ordinate the running of projects**

**Why this is important**

This is important because a Level 4 worker may be required to co-ordinate the work of standard and complex projects, which have operational or strategic implications for the project’s sponsor. This sponsor may be internal or external to an organisation. The worker will have operational responsibility for activities, staff, resources and budgets and will make substantial contributions to projects, which have a significant impact on the performance of the sponsor’s organisation.

**The main topics**

When you co-ordinate the running of projects, you will need to: -

- Support the project team
- Co-ordinate activities, resources and plans
- Keep stakeholders informed of project progress
LEVEL 4 OPTION  E9

Co-ordinate the running of projects

What you need to know and understand

- Analytical techniques:
  - how to identify and assess emerging risks
- Organisational context:
  - The range of stakeholders you need to keep informed
- Information handling:
  - the importance of ensuring information is consistent with agreements on confidentiality
- Working relationships:
  - why higher-level managers need to be promptly and clearly informed of any implications for the project’s scope and definition
  - why you should have the agreement of team members in order to adjust activities, resources and plans
  - who needs to be consulted on what kinds of changes
  - how to negotiate adjustments to the satisfaction of all those involved
  - the importance of keeping all stakeholders informed on project progress
- Communication:
  - the methods which may be used to keep stakeholders up-to-date and how to agree methods appropriate to different groups
  - how to select content, styles, format and distribution methods for different audiences and the importance of doing so
- Project management:
  - awareness of different project management methods and their possible uses
  - methods to monitor and evaluate progress effectively
  - the importance of obtaining authorisation for all stages of work to start, continue or finish according to your evaluation of progress
  - why activities need to be kept in line with the plans for the project and control methods to ensure this
Involvement and motivation:
- the importance of involving other relevant people in producing information
- the contributions other relevant people can make to information and how to involve them
- methods which may be used to motivate team members and gain their commitment
- the importance of keeping team members properly informed as to their roles in the project and effective methods to make this happen
- the importance of enabling team members to contribute to their own development and that of the project and different methods of achieving this

Resource management:
- why resources need to be tightly controlled and methods to achieve this

Change management:
- the importance of managing change in projects and how to minimise disruption wherever possible

Leadership styles:
- the principles which underpin the effective coordination of projects and your role in relation to this
- styles of leadership which are effective in managing projects

Providing support:
- the importance of providing support to team members during projects
- the types of problems which team members and stakeholders may experience
- the types of support which team members may need during projects and how to identify and provide such support
LEVEL 4 OPTION

E9.1

Support the project team

What you need to do

1. Consistently motivate team members to fulfil the tasks allocated to them with commitment and enthusiasm
2. Consistently provide team members with clear, accurate and up-to-date information appropriate to the role which they play in the project
3. Provide opportunities for team members to undertake activities which will contribute to their own development and that of the project
4. Actively seek information from team members on project progress and their views on the project’s effectiveness
5. Identify problems which team members are experiencing in good time to take remedial action
6. Provide team members with the support and encouragement they need to achieve their objectives throughout the lifetime of the project

You need to show that you can carry out the above with:

a) Team members: (at least one)
   - people exclusively involved in the project
   - people who have other responsibilities and accountabilities
b) Teams in Projects with: (at least two)
   - strategic implications for the sponsor
   - operational implications for the sponsor
   - standard level of complexity
   - high level of complexity
Co-ordinate activities, resources and plans

What you need to do

1. **Monitor** and **evaluate project** work in a way which is consistent with the agreed plans
2. Accurately measure progress against plans and identify emerging risks and difficulties and their causes
3. Obtain clear authorisation for all stages of work to start, continue or finish
4. Clearly inform your higher-level manager of any emerging problems or risks in good time for remedial action to be taken
5. Keep activities and **resources** in line with the **project’s** plans or seek approval from the higher-level manager for any amendments to plans and **resources**
6. Recommend changes in **project** activities, plans and **resources** in a way which keeps disruption to a minimum
7. Make any adjustments to activities, **resources** and plans with the knowledge and agreement of the team and accurately record and store these adjustments
8. Inform the higher-level manager promptly and clearly of any need to review the **project’s** scope and definition with the sponsor

You need to show that you can carry out the above with:

a) **Monitoring and evaluation** by: (both)
   - direct observation of activities
   - considering reports from others
b) Co-ordination of **resources**: (at least two)
   - physical
   - people
   - financial
c) Monitoring and co-ordination of **projects** with: (at least two)
   - strategic implications for the sponsor
   - operational implications for the sponsor
   - standard level of complexity
   - high level of complexity
LEVEL 4 OPTION  E9.3

Keep stakeholders informed of project progress

What you need to do

1. Provide the key **stakeholders** with timely, forward-looking and relevant information which is consistent with the **project** plans
2. Provide **team members** and higher-level managers with effective opportunities to contribute to the information you provide
3. Ensure the content of the information meets your **stakeholders’** needs, while maintaining agreements on confidentiality
4. Provide information in styles and formats most appropriate to the types of **stakeholders** involved
5. Ensure that distribution methods are effective in reaching the key **stakeholders**
6. Actively seek and assess information from **stakeholders** that may affect the running of the **project**.

You need to show that you can carry out the above with:

a) **Stakeholders**: (at least one)
   - internal
   - external

b) Information for **Projects** with: (at least two)
   - strategic implications for the sponsor
   - operational implications for the sponsor
   - standard level of complexity
   - high level of complexity

c) **Team members**: (any one of)
   - people exclusively involved in the project
   - people who have other responsibilities and accountabilities
Contribute to project closure

Why this is important

This is important because a Level 4 worker may be required to complete standard and complex projects, which have operational or strategic implications for the project’s sponsor. This sponsor may be internal or external to an organisation. The worker will have operational responsibility for activities, staff, resources and budgets and will make substantial contributions to projects that have a significant impact on the performance of the sponsor’s organisation.

The main topics

When you contribute to project closure, you will need to:

- Complete project activities
- Contribute to the evaluation of project planning and implementation
LEVEL 4 OPTION E10

Contribute to project closure

What you need to know and understand

- Customer relations:
  - Common difficulties that may occur at the point of handover and how to address these
  - How to maintain an effective working relationship with sponsor at the point of project closure
  - The importance of obtaining the sponsor’s agreement that all specified work has been carried out

- Organisational context:
  - Procedures for finance, resources and personnel that need to be followed at project closure, and why
  - The records and documents that need to be completed and why

- Monitoring and evaluation:
  - Methods of ensuring that the agreed deliverables have been provided
  - The importance of storing records and documents for future use
  - The principles underpinning the monitoring and evaluation of projects and your role in relation to this
  - How to identify, collect, verify and collate key information that will assist the evaluation
  - How to identify the reasons for change in project plans and implementation

- Planning:
  - The plans for project closure
  - The handover procedures for the project

- Training and development:
  - How to identify the key lessons from an evaluation and why it is important to record and store evaluation results for future use

- Involvement and motivation:
  - The importance of involving other relevant people in the evaluation and methods to ensure their contributions are effective
LEVEL 4 OPTION

Complete project activities

What you need to do

1. Confirm that all the project’s goals have been achieved to the agreed schedule, cost and quality criteria
2. Hand over deliverables according to agreed procedures
3. Resolve any handover problems to the sponsor’s satisfaction or seek the support of relevant people
4. Clearly information your higher-level manager that the agreed project outcomes have been achieved and seek their approval to close the project
5. Collect information from relevant people on the effectiveness of the project and their level of satisfaction with it
6. Confirm the completion of the project with the team and promptly bring all associated work to an end in a way that is consistent with your project plans
7. Complete all the necessary procedures relating to finance, resources and personnel in accordance with organisational requirements
8. Ensure all records and document relating to the project are accurate, complete and securely stored for future use

You need to show that you can carry out the above with:

a) Relevant people: (at least two)
   - higher-level manager
   - team members
   - colleagues
   - specialists

b) Completion of Projects with: (at least two)
   - strategic implications for the sponsor
   - operational implications for the sponsor
   - a standard level of complexity
   - high level of complexity
Contribute to the evaluation of project planning and implementation

What you need to do

1. Collect, check and collate information relating to the planning and implementation of the project in a way that will assist effective evaluation
2. Include information that covers the perspectives of all key stakeholders
3. Assist relevant people to compare what was planned, what actually happened and what changes had to be made to plans, project scope and definition
4. Propose feasible causes for variations to plans and the key lessons to be drawn from the project
5. Record and store your evaluation in a way that can be used to inform future projects

You need to show that you can carry out the above with:

a) Types of evaluation by: (both)
   - quantitative
   - qualitative

b) Relevant people: (at least two)
   - higher-level manager
   - team members
   - colleagues
   - members of the sponsor’s team

c) Evaluation of projects with: (at least two)
   - strategic implications for the sponsor
   - operational implications for the sponsor
   - a standard level of complexity
   - high level of complexity
LEVEL 2 CORE

Identify and reflect on own practice, knowledge and values

Why this is important

It is important because learning is central to community development work and people involved needed to learn and change in response to their work with others.

The main topics

When you identify and reflect on your own practice, knowledge and values, you will need to: -

- Identify and reflect on own role within communities
- Identify strengths and areas for development in own practice
## LEVEL 2 CORE

### Identify and reflect on own practice, knowledge and values

#### What you need to know and understand

- The needs and aspirations of the community group/network in which you work
- The implications of the context within which community groups and networks work
- The need to collectively identify tasks and responsibilities with colleagues, community groups and networks
- How forms of oppression impact on working relationships in communities
- Working relationships with others and how they may be developed
- Values and practice principles of community development work
- How to develop own learning in relation to practice, knowledge and values
- How to identify own issues and concerns in relation to community development work
- The importance of reflection on own working practices and knowledge base
- How to identify own strengths and weaknesses
- The significance of divided loyalties or conflict of loyalty and how this can effect working relationships
- The importance of feedback from others when reflecting on own practice
- How to work constructively with others to achieve feedback
LEVEL 2 CORE

F1.1

Identify and reflect on own role within communities

What you need to do

1. Identify tasks and responsibilities in consultation with an appropriate community group, network or colleague
2. Assist with the sharing of tasks to enable participation and use of others' skills and expertise
3. Differentiate between own issues and concerns and those of individuals in community groups
4. Identify issues of divided loyalty or conflict of loyalty and resolve in consultation with an appropriate person
5. Develop own understanding of values, in response to values encountered in the community
6. Record conclusions for development of future practice

You need to show that you can carry out the above with:

a) **Feedback**: (both)
   - written
   - oral

b) **Appropriate people**: (any two of)
   - colleagues
   - line managers
   - course tutors
   - supervisors
   - mentors
   - friends

c) **A community group/network** based on: (any one of)
   - locality
   - common interests
   - issues
LEVEL 2 CORE  F1.2

Identify strengths and areas for development in own practice

What you need to do

1. Identify your own values, beliefs and approach to community work against values and practice principles of community development work
2. Undertake a self-appraisal that identifies strengths and weaknesses in own practice
3. Seek feedback from appropriate people on self-appraisal
4. Acknowledge the limits of own competence and seek assistance as required
5. Recognise and record positive aspects of practice, values and knowledge

You need to show that you can carry out the above with:

a) Feedback: (both
   - written
   - oral

b) Appropriate people: (any two of)
   - colleagues
   - line managers
   - course tutors
   - supervisors
   - mentors
   - friends

c) A community group/network based on: (any one of)
   - locality
   - common interests
   - issues
LEVEL 3 CORE

F2

Review own practice, knowledge and values

Why this is important

It is important because learning is at the heart of community development work and practitioners need to respond to the people they work with by improving their practice and understanding.

The main topics

When you review own practice, knowledge and values, you will need to:

- Evaluate own practice
- Identify potential contradictions in values and practice
- Draw up a work programme and review the impact of your work.
LEVEL 3 CORE

Review own practice, knowledge and values

What you need to know and understand

- Needs and aspirations of community groups/networks in which you work
- Collective decision making processes
- Implications of the political and social context within which community groups/networks operate
- The importance of managing your own work programme effectively
- The application of community development values and practice principles to own work programme and practice
- The need to identify and agree tasks and responsibilities with networks, community groups, individuals and colleagues
- How all forms of oppression, discrimination and disadvantage impact on working relationships within communities
- Potential working relationships in community development work and how they may be optimised
- How to set priorities and manage your own time
- How to identify your own learning patterns and approaches and evaluate own working practices
- Methods of identifying and reflecting on contradictions in values and practice
- Methods of evaluating options for action and their implications
LEVEL 3 CORE

F2.1

Evaluate own practice

What you need to do

1. Review own practice and the application of knowledge and values across all areas of work with community groups/networks
2. Appraise own practice against community development values and practice principles
3. Acknowledge positive aspects of practice, values, knowledge and personal strengths
4. Seek feedback from appropriate people
5. Demonstrate open and honest self-appraisal in all discussions and highlight potential areas of development
6. Use a range of valid and reliable evidence for evaluation purposes
7. Seek opportunities for transferability of learning and skills

You need to show that you can carry out the above with:

a) Feedback: (all)
   - written
   - oral
   - formal
   - informal

b) Appropriate people: (any two of)
   - colleagues
   - line managers
   - course tutors
   - supervisors
   - mentors
   - friends

c) A community group/network based on: (any one of)
   - locality
   - common interests
   - issues
LEVEL 3 CORE

F2.2

Identify potential contradictions in values and practice

What you need to do

1. Identify actual and potential contradictions in values and practice
2. Clarify and openly discuss the nature of contradictions and their implications for own practice with an appropriate third party
3. Collect sufficient relevant information to enable informed decision-making about development of practice
4. Develop own community development work values and identify those of others with whom you are working
5. Record conclusions for development of practice

You need to show that you can carry out the above with:

a) Feedback: (all)
   - written
   - oral
   - formal
   - informal

b) Appropriate people: (any two of)
   - colleagues
   - line managers
   - course tutors
   - supervisors
   - mentors
   - friends

c) A community group/network based on: (any one of)
   - locality
   - common interests
   - issues
LEVEL 3 CORE  

F2.3

Draw up a work programme and review the impact of your work

What you need to do

1. Draw up a work programme that includes achievable objectives and a realistic assessment of time and resources required, deadlines, and processes of accountability
2. Prioritise tasks and activities over at least six months in response to identified community needs and priorities
3. Agree the work programme with an appropriate third party
4. Record progress of the work programme, making adjustments to optimise the use of time and resources
5. Review the outcome/impact of the completed work programme
6. Appraise own practice against community development values and practice principles

You need to show that you can carry out the above with:

a) Feedback: (all)
   - written
   - oral
   - formal
   - informal

b) Appropriate people: (any two of)
   - colleagues
   - line managers
   - course tutors
   - supervisors
   - mentors
   - friends

c) A community group/network based on: (any one of)
   - locality
   - common interests
   - issues
LEVEL 4 CORE

Monitor, review and evaluate own practice

Why this is important

It is important because it is concerned with applying values and practice principles of community development work in monitoring, reviewing and evaluating own practice.

The main topics

When you evaluate and develop your own practice, you will need to:

- Develop practice by evaluating progress against values and practice principles of community development work
- Evaluate and challenge potential contradictions in values and practice
- Critically review and use current developments in community work practice
LEVEL 4 CORE

F3

Monitor, review and evaluate own practice

What you need to know and understand

- The importance of evaluating practice within a community development framework
- How to evaluate research and developments in ‘community development’ for application to your own practice
- Processes of development and change in communities and how this effects your own practice
- The nature of a reflective practitioner
- Your own role and how others perceive you
- The importance of your continuing professional development
- How to identify, discuss and respond adequately to the range of contradictions in values and practice which are likely to arise
- Sources of relevant data and information on changes in legislation, guidance, patterns of provision, strategies and practice
- How to access relevant training and development opportunities
- Resources available for areas of your own practice (locally and nationally)
- Research and development and the identification of possible relevant precedents
- How to access local/national government reports and guidance from allied professional/occupational groups
- Processes of disseminating information about knowledge, practice and innovation in community development work
LEVEL 4 CORE

F3.1

Develop practice by monitoring and evaluating progress against values & practice principles of community work

What you need to do

1. Evaluate own values, beliefs, identity and knowledge in the light of community development work values and practice principles
2. Evaluate your role and the impact this has on practice and relationships within partnerships, networks, communities and with colleagues
3. Evaluate your interventions and their effects on partnerships, networks, communities and colleagues
4. Use formal and informal opportunities for reflection on, and evaluation of, your own practice.
5. Identify learning and development outcomes from evaluation and apply it to practice in different contexts

You need to show that you can carry out the above with:

a) **People**: (any two of)
   - line managers
   - colleagues
   - mentors
   - community representatives
   - group/network representatives
   - representatives from communities of interest
   - representatives from issue-based organisations

b) **Evaluation feedback**: (all)
   - formal
   - informal
   - written
   - oral

c) **Contexts for developmental work**: (any two of)
   - communities experiencing oppression
   - communities experiencing disadvantage
   - communities experiencing discrimination
LEVEL 4 CORE

F3.2

Evaluate and challenge potential contradictions in values and practice

What you need to do

1. Identify actual and potential contradictions in community development work values and practice principles and discuss these with appropriate people
2. Collect sufficient relevant information and identify relevant precedents to make informed decisions about contradictions
3. Clearly define, and fully explore, an appropriate range of options to respond to and challenge the identified contradictions
4. Select a course of action based on an analysis of the implications of options for overall purposes and objectives of practice

You need to show that you can carry out the above with:

a) People: (any two of)
   - line managers
   - colleagues
   - mentors
   - community representatives
   - group/network representatives
   - representatives from communities of interest
   - representatives from issue-based organisations

b) Evaluation feedback: (all)
   - formal
   - informal
   - written
   - oral

c) Contexts for developmental work: (any two of)
   - communities experiencing oppression
   - communities experiencing disadvantage
   - communities experiencing discrimination
LEVEL 4 CORE

F3.3

Critically review and use current developments in community work practice

What you need to do

1. Identify and access appropriate sources and resources for current developments in community work practice
2. Review developments to meet the identified need in own practice
3. Critically review potential resources for validity and reliability
4. Agree developments for own practice with appropriate people
5. Monitor, review and report on the effect of developments

You need to show that you can carry out the above with:

a) **People:** (any two of)
   - line managers
   - colleagues
   - mentors
   - community representatives
   - group/network representatives
   - representatives from communities of interest
   - representatives from issue-based organisations

b) **Evaluation feedback:** (all)
   - formal
   - informal
   - written
   - oral

c) **Contexts for developmental work:** (any two of)
   - communities experiencing oppression
   - communities experiencing disadvantage
   - communities experiencing discrimination
LEVEL 2 OPTION

**F4**

**Identify and take action to meet own learning and development needs**

**Why this is important**

It is important because it is concerned with ensuring that you are a reflective practitioner and have the support to enable you to develop your knowledge and practice.

**The main topics**

When you identify own learning and development needs, you will need to:

- Identify and take action to meet own learning needs
- Identify and take action to meet own support needs.
# LEVEL 2 OPTION

**F4**

## Identify and take action to meet own learning and development needs

### What you need to know and understand

- How planning, undertaking and reviewing personal development affects your learning and practice
- The importance of being able to reflect on your own practice
- How to reflect on your own work in the light of values and practice principles of community development work
- Formal and/or informal support networks and how to access them
- Contradictions in your own values and practice and how to discuss with appropriate other people
- The importance of being able to identify your own beliefs and values
- Awareness of differences and how this effects your own practice
- An awareness of current developments and methods in community development work at local and national levels
- Some consultation and review techniques and processes which are participative
- Ways of obtaining feedback on your own practice
- Information on relevant training and development opportunities
- How to access resources to develop an area of practice or knowledge
- How to access education and training opportunities
- Your own learning patterns, needs and approaches
LEVEL 2 OPTION F4.1

Identify and take action to meet own learning needs

What you need to do

1. Identify your learning/development needs as a result of reflection on a piece of work
2. Seek feedback to assist with the reflection
3. Identify opportunities to meet your identified needs
4. Identify methods of achieving your goals and targets
5. Develop a personal plan to include the training and development needs to be addressed
6. Agree the needs, with an appropriate other person, and a way of reviewing progress in meeting them

You need to show that you can carry out the above with:

a) Learning processes: (any one of)
   - reflection on own practice
   - learning community development work skills
   - developing a community work value base

b) Learning methods: (any two of)
   - personal study
   - support and/or supervision
   - peer learning
   - mentoring
   - placement opportunities
   - shadowing
   - learning programmes
   - open learning

c) Appropriate people: (any two of)
   - colleagues
   - line managers
   - course tutors
   - supervisors
   - mentors
   - friends
LEVEL 2 OPTION

Identify and take action to meet own support needs

What you need to do

1. Identify support and supervision needs as a result of reflection on your work
2. Seek support in developmental activities related to practice, knowledge and values
3. Devise a support plan, identifying the processes of reviewing issues, to be undertaken over an extended period of six months
4. Identify, agree and review methods, goals and targets regularly with an appropriate other person

You need to show that you can carry out the above with:

a) **Learning processes**: (any one of)
   - reflection on own practice
   - learning community development work skills
   - developing a community work value base

b) **Learning methods**: (any two of)
   - personal study
   - support and/or supervision
   - peer learning
   - mentoring
   - placement opportunities
   - shadowing
   - learning programmes
   - open learning

c) **Appropriate people**: (any two of)
   - colleagues
   - line managers
   - course tutors
   - supervisors
   - mentors
   - friends
LEVEL 3 OPTION  

Review and meet own learning and development needs

Why this is important

It is important because it is concerned with ensuring that you are a reflective practitioner and have the ability to develop your knowledge and practice.

The main topics

When you review and meet own learning and development needs, you will need to:

- Identify and evaluate own learning, supervision and support needs
- Take action to meet own learning needs, and develop own support and accountability systems
LEVEL 3 OPTION

Review and meet own learning and development needs

What you need to know and understand

- Your own learning patterns, needs and approaches
- Reflective practice in the context of community development work
- Methods of evaluating your own and collective practice
- Methods of planning and reviewing your own learning and support
- The differences between support and supervision
- Where and how to access resources, education and training opportunities and other forms of learning
- The importance of analysing contradictions in values and practice, seeking feedback from an appropriate person (drawing out options for action and their implications) and taking action as a result
- Current developments and methods in community development practice
- How to access local and national government reports and guidance
- Personal development and processes of change
- Process of disseminating information and sharing knowledge and good working practices
LEVEL 3 OPTION

Identify and evaluate own learning, supervision and support needs

What you need to do

1. Identify your learning/development and supervision/support needs as a result of critical reflection on own current practice
2. Identify & evaluate a range of opportunities to meet your learning & support needs
3. Agree a self-development plan that spans a minimum of twelve months, with clear and realistic goals and targets
4. Define clear and realistic methods of achieving your goals and targets and the support required to achieve these
5. Seek examples of good practice to aid your own practice
6. Use formal and informal methods of reviewing issues and obtaining feedback.

You need to show that you can carry out the above with:

a) Learning processes: (any one of)
   - reflection on own practice
   - learning community development work skills
   - developing a community work value base

b) Learning methods: (any two of)
   - personal study
   - support and/or supervision
   - peer learning
   - mentoring
   - placement opportunities
   - shadowing
   - learning programmes
   - open learning

c) Appropriate people: (any two of)
   - colleagues
   - line managers
   - course tutors
   - supervisors
   - mentors
   - friends

d) Review and feedback: (both)
   - formal methods
   - informal methods
LEVEL 3 OPTION  

F5.2

Take action to meet your own learning needs, including developing own supervision and support networks

What you need to do

1. Carry out the agreed self development plan, consulting with those it affects
2. Develop appropriate networks or meetings for support that ensure accountability
3. Use appropriate methods to achieve goals and targets
4. Review the self development plan at least twice within its timescale and obtain feedback
5. Clearly record outcomes of planned action and review
6. Report and celebrate achievements

You need to show that you can carry out the above with:

a) Learning processes: (any one of)
   ▪ reflection on own practice
   ▪ learning community development work skills
   ▪ developing a community work value base

b) Learning methods: (any two of)
   ▪ personal study
   ▪ support and/or supervision
   ▪ peer learning
   ▪ mentoring
   ▪ placement opportunities
   ▪ shadowing
   ▪ learning programmes
   ▪ open learning

c) Appropriate people: (any two of)
   ▪ colleagues
   ▪ line managers
   ▪ course tutors
   ▪ supervisors
   ▪ mentors
   ▪ friends

d) Review and feedback: (both)
   ▪ formal methods
   ▪ informal methods
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<td></td>
<td></td>
<td>Monitor and review organisational development practice</td>
</tr>
<tr>
<td>E7</td>
<td>Level 4 Option</td>
<td>Develop and maintain organisational frameworks for community-based initiatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish organisational frameworks to maintain aims, objectives and purpose of community-based initiatives</td>
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<td></td>
<td></td>
<td>Establish ways of working to maintain and develop community-based initiatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluate the effectiveness and vulnerability of community-based initiatives and their practice and make recommendations for their development/change</td>
</tr>
<tr>
<td>E8</td>
<td>Level 4 Option</td>
<td>Contribute to project planning and preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clarify the project’s scope and definition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide plans to achieve the project’s goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contribute to project preparation</td>
</tr>
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<td></td>
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</table>
## National Occupational Standards for Community Development Work

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<th>Option</th>
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<th>PDF File Pg. Nos</th>
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<tbody>
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<td><strong>E9</strong></td>
<td>Level 4 Option</td>
<td>128-133</td>
<td>155-160</td>
</tr>
<tr>
<td>E9</td>
<td>Co-ordinate the running of projects</td>
<td>128</td>
<td>155</td>
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<td>E9.1</td>
<td>Support the project team</td>
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<td>E9.2</td>
<td>Co-ordinate activities, resources and plans</td>
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<td><strong>E10</strong></td>
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<td>E10</td>
<td>Contribute to project closure</td>
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<td>Contribute to the evaluation of project planning and implementation</td>
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<td>Level 2 Core</td>
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<td>Identify and reflect on own practice, knowledge and values</td>
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<td>F1.1</td>
<td>Identify and reflect on own role within communities</td>
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<td>F1.2</td>
<td>Identify strengths and areas for development in own practice</td>
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<td><strong>F2</strong></td>
<td>Level 3 Core</td>
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<tr>
<td>F2</td>
<td>Review own practice, knowledge and values</td>
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<td>169</td>
</tr>
<tr>
<td>F2.1</td>
<td>Evaluate own practice</td>
<td>144</td>
<td>171</td>
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<tr>
<td>F2.2</td>
<td>Identify potential contradictions in values and practice</td>
<td>145</td>
<td>172</td>
</tr>
<tr>
<td>F2.3</td>
<td>Draw up a work programme and review the impact of your work</td>
<td>146</td>
<td>173</td>
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<td><strong>F3</strong></td>
<td>Level 4 Core</td>
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<td>F3</td>
<td>Evaluate and develop own practice</td>
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<td>F3.1</td>
<td>Develop practice by evaluating progress against values and practice principles of community work</td>
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<td>F3.2</td>
<td>Evaluate and challenge potential contradictions in values, principles and practice</td>
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<td>F3.3</td>
<td>Critically review and use current developments in community work practice</td>
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<td><strong>F4</strong></td>
<td>Level 2 Option</td>
<td>152-155</td>
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<td>F4</td>
<td>Identify and take action to meet own learning and development needs</td>
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<tr>
<td>F4.1</td>
<td>Identify and take action to meet own learning needs</td>
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<td>F4.2</td>
<td>Identify and take action to meet own support needs</td>
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<td><strong>F5</strong></td>
<td>Level 3 Option</td>
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<td>F5</td>
<td>Review and meet own learning and development needs</td>
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</tr>
<tr>
<td>F5.1</td>
<td>Identify and evaluate own learning, supervision and support needs</td>
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<tr>
<td>F5.2</td>
<td>Take action to meet your own learning needs, and develop your own support and accountability systems</td>
<td>159</td>
<td>186</td>
</tr>
</tbody>
</table>
ASSESSMENT STRATEGY Appendix I

Community Development Work - NVQs/SVQs Levels 2, 3 & 4

1. Introduction

This document details the assessment strategy (the Strategy) for the NVQs/SVQs Levels 2, 3 and 4 in Community Development Work.

The principles upon which the Strategy are based are that the outcomes of all assessment judgements will be valid, reliable, based on best practice principles, quality assured and that they will not unfairly discriminate against, or favour anyone in the sector carrying out the standards that underpin the NVQ/SVQ qualifications. Guidance notes to this assessment strategy will be made available.

2. External quality control mechanisms and methods

This will be achieved through the external verification process. Any shortage of external verifiers experienced by awarding bodies will be resolved by identifying external verifiers from related areas approved by PAULO. PAULO will work with Awarding Bodies to ensure compliance with QCA / SQA requirements.

3. Independent Assessment

Independent assessment for these qualifications will be through the assessment of one of the core units that are mandatory. This assessment will be carried out by a different assessor, independent of the candidate, who is not their supervisor, line manager or trainer.

4. When, how and what assessment needs to be carried out in the workplace?

It is expected that most of the evidence to demonstrate competence across the Community Development Work standards and qualifications will be gathered by candidates carrying out community development work activities. All assessment must take place within the

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1 Assessment strategy has been referred to as ‘the Strategy’ throughout the remainder of the document
workplace, except where this might prove very difficult and in such a situation, assessment can be demonstrated through questioning and professional discussion.

Work based assessment is the primary source of evidence and there must be observations of practice of the core units that are mandatory as detailed in the appendix table.

5. How, where and when can simulations be used?

Simulations should only be undertaken where the candidate will be unable to complete their award because of the lack of opportunity within the practice. In these exceptional situations simulations are allowed for certain particular standards or parts of a standard. The appendix specifies where simulations can be used. In other circumstances the prior agreement of the external verifier must be sought.

Where simulations are used they must replicate working activities in realistic workplace environments.

6. What occupational competence and expertise is required by assessors and verifiers?

Alongside current requirements set out by the regulatory bodies the occupational competence requirements for assessors and verifiers are:

A. Assessor competence and expertise

Assessors:

- must have two years community development work experience (full time equivalent) paid or unpaid or be a recognised trainer of community development workers or hold a community work, youth and community work, play work, community educators award in Scotland or social work qualification at HE diploma level or above.
- must have a full understanding of the standards they are assessing
- must have a clear understanding of the values, practice principles and processes of community development work
- will be expected to have a full understanding of the NVQ/SVQ systems

---

2 Realistic working environments for the Community development work standards and qualifications include those environments and contexts where candidates are subjected to the same constraints that operate when community development workers carry out their normal duties and activities.

3 Full understanding in terms of the standards being assessed means that the assessor/verifier must be fully conversant with the occupational requirements for the standards that they are assessing/verifying and with the requirements for the standards themselves.
B. Internal verifier competence and expertise

Internal verifiers:
- must have two years community development experience (full time equivalent) paid or unpaid or be an experienced trainer of community development workers or hold a community work, youth and community work, play work, community educators award in Scotland or social work qualification at HE diploma level or above.
- must be experienced or qualified in assessing awards at an appropriate level.
- must have a full understanding of the standards they are verifying
- must have a clear understanding of the values, practice principles and processes of community development work
- will be expected to have a full understanding of the NVQ/SVQ systems

C. External verifier competence and expertise

External verifiers:
- must have two years community development experience (full time equivalent) paid or unpaid or be an experienced trainer of community development workers or hold a community work, youth and community work, play work, community educators award in Scotland or social work qualification at HE diploma level or above.
- must be experienced or qualified in assessing awards at an appropriate level.
- must have a full understanding of the standards they are verifying
- must have a clear understanding of the values, practice principles and processes of community development work
- will be expected to have a full understanding of the NVQ/SVQ systems.

7. Awarding Bodies Forum

PAULO will establish a sector-based forum to meet with awarding bodies to facilitate networking and standardisation. Through this forum this assessment strategy can be regularly reviewed and clarification provided as part of the guidance notes mentioned in 1 above.

4 Full understanding in terms of NVQ/SVQ systems means that the assessor/verifier must be fully conversant with the NVQ/SVQ procedures, regulations and requirements relating to assessment and verification.
## PSAG Table

**Appendix II**

*to show where observation is required and simulation allowed*

<table>
<thead>
<tr>
<th><strong>LEVEL 2 CORE UNITS (TAKE 5)</strong></th>
<th><strong>Observation required within the unit</strong></th>
<th><strong>Simulation allowed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1 Make relationships within communities</strong></td>
<td>✓</td>
<td>A1.1.4</td>
</tr>
<tr>
<td>• Make contacts within communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Help develop working relationships within communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B1 Contribute to the development of community groups / networks</strong></td>
<td>✓</td>
<td>B1.2.4</td>
</tr>
<tr>
<td>• Help community groups/networks to identify strengths and weaknesses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Help community groups/networks to develop their own practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Encourage community groups to work in ways that are inclusive and empowering</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C1 Work within communities to select options and make plans for collective action</strong></td>
<td>✓</td>
<td>C1.3.4</td>
</tr>
<tr>
<td>• Contribute to gathering information to aid decision making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contribute to evaluating and selecting options for collective action</td>
<td></td>
<td></td>
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<tr>
<td>• Contribute to developing a plan of collective action that ensures people’s participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C2 Contribute to collective action within a community</strong></td>
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<td>C2.1.2</td>
</tr>
<tr>
<td>• Encourage people’s participation in collective action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Help a community group to put an agreed plan into action</td>
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<td></td>
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<tr>
<td><strong>F1 Identify and reflect on own practice, knowledge and values</strong></td>
<td>✓</td>
<td>F1.2.5</td>
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<tr>
<td>• Identify and reflect on own role within communities</td>
<td></td>
<td></td>
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<tr>
<td>• Identify strengths and areas for development in own practice</td>
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<td></td>
</tr>
<tr>
<td>LEVEL 2 OPTIONAL UNITS (TAKE 1)</td>
<td>Observation required within the unit</td>
<td>Simulation allowed</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>C5</strong> Contribute to the review of needs, opportunities, rights and responsibilities within a community</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>• Contribute to identifying and prioritising a group’s needs and opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contribute to identifying and prioritising a group’s rights and responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E1</strong> Help to ensure the best use of resources</td>
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<td></td>
</tr>
<tr>
<td>• Contribute to the planning of the use of resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contribute to the monitoring of resource use</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F4</strong> Identify and take action to meet own learning and development needs</td>
<td></td>
<td></td>
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<tr>
<td>• Identify and take action to meet own learning needs</td>
<td></td>
<td></td>
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<tr>
<td>• Identify and take action to meet own support needs</td>
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</table>
## LEVEL 3 CORE UNITS (TAKE ALL 7)

<table>
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<th>Unit</th>
<th>Description</th>
<th>Observation required within the unit</th>
<th>Simulation allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A2</strong></td>
<td><strong>Build relationships within and with communities and organisations</strong>&lt;br&gt;• Develop contacts with and within communities&lt;br&gt;• Negotiate the purpose and basis for community development opportunities&lt;br&gt;• Initiate joint working relationships with and within communities</td>
<td>✓</td>
<td>A2.1.6</td>
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<tr>
<td><strong>B2</strong></td>
<td><strong>Facilitate the development of community groups/ networks</strong>&lt;br&gt;• Support community groups/networks to identify and review strengths and weaknesses&lt;br&gt;• Support community groups/networks to develop their own practice&lt;br&gt;• Promote inclusive and empowering ways of working within communities</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>B4</strong></td>
<td><strong>Promote and support learning from practice and experience</strong>&lt;br&gt;• Promote the value of learning from practice and experience&lt;br&gt;• Support learning from practice and experience</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>C3</strong></td>
<td><strong>Support communities to plan and take collective action</strong>&lt;br&gt;• Support communities to identify aims and objectives for collective action&lt;br&gt;• Support communities to develop a plan of collective action&lt;br&gt;• Support communities to put an agreed plan into action</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>C6</strong></td>
<td><strong>Work with communities to identify needs, opportunities, rights and responsibilities</strong>&lt;br&gt;• Support groups/networks to identify needs and opportunities&lt;br&gt;• Support groups/networks to identify rights and responsibilities&lt;br&gt;• Co-ordinate the collective prioritising of community needs, opportunities, rights and responsibilities</td>
<td>✓</td>
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</tr>
<tr>
<td><strong>D1</strong></td>
<td><strong>Support communities to monitor and review action for change</strong>&lt;br&gt;• Support communities to identify the purpose, criteria and focus of monitoring&lt;br&gt;• Negotiate inclusive ways of monitoring action for change&lt;br&gt;• Support communities to monitor action for change&lt;br&gt;• Support communities to review and use the outcomes from monitoring</td>
<td>✓</td>
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</tr>
<tr>
<td><strong>F2</strong></td>
<td><strong>Review own practice, knowledge and values</strong>&lt;br&gt;• Evaluate own practice&lt;br&gt;• Identify potential contradictions in own values and practice&lt;br&gt;• Draw up a work programme and review the impact of your work</td>
<td>✓</td>
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## LEVEL 3 OPTIONAL UNITS (TAKE 2, AT LEAST 1 OF WHICH MUST BE FROM THE ‘E’ UNITS)

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<thead>
<tr>
<th>Observation required within the unit</th>
<th>Simulatio n allowed</th>
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<tbody>
<tr>
<td>B3  Facilitate ways of working collaboratively</td>
<td></td>
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<tr>
<td>Facilitate bringing people together around common issues</td>
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</tr>
<tr>
<td>Assist community groups/networks to identify different ways of organising</td>
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<tr>
<td>Encourage partnership working with and between key people, organisations, networks and communities</td>
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</tr>
<tr>
<td>✔</td>
<td>B3.3.5</td>
</tr>
<tr>
<td>B6  Support individuals, community groups and communities to deal with conflict</td>
<td></td>
</tr>
<tr>
<td>Support groups and communities to identify and deal with the causes of conflict</td>
<td></td>
</tr>
<tr>
<td>Identify roles and responsibilities within conflict situations and support appropriate action</td>
<td></td>
</tr>
<tr>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>E2  Review and develop funding and resources</td>
<td></td>
</tr>
<tr>
<td>Support community groups/networks to review current funding and resources</td>
<td></td>
</tr>
<tr>
<td>Work with community groups/networks to identify and secure required funding and resources</td>
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</tr>
<tr>
<td>Support community groups/networks to monitor the use of funding and resources</td>
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</tr>
<tr>
<td>✔</td>
<td>E2.1.4</td>
</tr>
<tr>
<td>E4  Develop people’s skills and roles within community groups/networks</td>
<td></td>
</tr>
<tr>
<td>Assist community groups/networks to define their needs for people and skills</td>
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<tr>
<td>Enable community groups/networks to support volunteers and staff</td>
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<tr>
<td>Work with community groups/networks to review purpose</td>
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<tr>
<td>✔</td>
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<tr>
<td>E6  Develop and review community-based organisational structures</td>
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</tr>
<tr>
<td>Identify organisational structures to meet agreed group/network purpose</td>
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<tr>
<td>Establish roles and responsibilities to fulfil organisational development</td>
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</tr>
<tr>
<td>Support the development of effective organisational practice</td>
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<tr>
<td>Monitor and review organisational development and practice</td>
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<tr>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>F5  Review and meet own learning and development needs</td>
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</tr>
<tr>
<td>Identify and evaluate own learning, supervision and support needs</td>
<td></td>
</tr>
<tr>
<td>Take action to meet own learning needs, including developing own supervision and support networks</td>
<td></td>
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<tr>
<td>✔</td>
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</table>
**LEVEL 4 CORE UNITS (TAKE ALL 7)**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Observation required within the unit</th>
<th>Simulation allowed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A3</td>
<td>✅ Initiate collaborative working relationships between people, organisations &amp; groups and within partnerships</td>
<td>✔️ A3.3.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✅ Establish ways of involving people and encouraging partnership working</td>
<td></td>
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<tr>
<td></td>
<td>✅ Ensure social inclusion in the development of partnerships</td>
<td></td>
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<tr>
<td>B5</td>
<td>✅ Promote opportunities for learning from practice and experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✅ Facilitate opportunities for learning from practice and experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B7</td>
<td>✅ Work with groups and communities to identify and analyse the causes and effects of conflict</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>✅ Work with individuals, groups &amp; communities to deal with conflict</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>✅ Identify your role within conflict situations &amp; take appropriate action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4</td>
<td>✅ Ensure participation by communities and partnerships in negotiating aims and objectives for collective action</td>
<td>✔️ C4.3.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✅ Develop arrangements for planning of collective action that make the contribution of local people effective</td>
<td></td>
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<tr>
<td></td>
<td>✅ Ensure significant roles for local people in the delivery of planned collective action</td>
<td></td>
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</tr>
<tr>
<td>D2</td>
<td>✅ Facilitate establishment of the criteria for evaluating action for change within communities</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✅ Ensure the development of inclusive ways of evaluating action for change</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✅ Enable communities to evaluate action for change</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✅ Enable communities to respond to the evaluation outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E3</td>
<td>✅ Identify funding/resource needs within communities</td>
<td>✔️ E3.3.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✅ Make strategic recommendations about funding resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✅ Evaluate the effectiveness of the funding/resourcing strategy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**F3 Monitor, review and evaluate own practice**
- Develop practice by monitoring and evaluating progress against values and practice principles of community development work
- Evaluate & challenge potential contradictions in values and practice
- Critically review and use current developments in community development work practice

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**LEVEL 4 OPTIONAL UNITS (TAKE 2)**

<table>
<thead>
<tr>
<th>E5 Facilitate the development of people and learning in communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work with communities to define human resource needs</td>
</tr>
<tr>
<td>• Work with communities to meet personnel requirements</td>
</tr>
<tr>
<td>• Work between organisations to identify and develop opportunities for learning in partnership</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E7 Develop and maintain organisational frameworks for community-based initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establish organisational frameworks to maintain aims, objectives and purpose of community-based initiatives</td>
</tr>
<tr>
<td>• Establish ways of working to maintain and develop community-based initiatives</td>
</tr>
<tr>
<td>• Evaluate the effectiveness and vulnerability of community-based initiatives and their practice and make recommendations for development/change</td>
</tr>
</tbody>
</table>

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**UNITS IMPORTED FROM THE NATIONAL OCCUPATIONAL STANDARDS FOR MANAGEMENT**

<table>
<thead>
<tr>
<th>E8 Contribute to project planning and preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clarify the project’s scope and definition</td>
</tr>
<tr>
<td>• Provide plans to achieve the project’s goals</td>
</tr>
<tr>
<td>• Contribute to project preparation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E9 Co-ordinate the running of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support the project team</td>
</tr>
<tr>
<td>• Co-ordinate activities, resources and plans</td>
</tr>
<tr>
<td>• Keep stakeholders informed of project progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E10 Contribute to project closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete project activities</td>
</tr>
<tr>
<td>• Contribute to the evaluation of project planning and implementation</td>
</tr>
</tbody>
</table>

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Observation required within the unit | Simulation allowed
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E5.1.1