

## 4. The qualification units

Please click on the hyperlinks below to access the units from the NOCN website.

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
EE3/1/QQ/001	F/102/7192	<a href="#">Community Development Work Skills</a>	Mandatory	3	One	BRU485
EE3/1/QQ/004	J/102/7193	<a href="#">Understanding Community Development Work</a>	Mandatory	3	One	BRU488
EE3/1/QQ/006	L/102/7194	<a href="#">Reflective Community Development Work Practice</a>	Mandatory	3	One	BRU492
EE3/1/QQ/007	R/102/7195	<a href="#">Community Consultation</a>	Optional	3	One	BRU494
EE3/1/QQ/011	M/103/6552	<a href="#">Community Group Work Skills</a>	Optional	3	One	BZC996
EE3/1/QQ/012	L/103/6137	<a href="#">Policy and Decision Making in Communities</a>	Optional	3	One	BZC997
EE3/1/QQ/013	R/103/6138	<a href="#">Understanding Meetings</a>	Optional	3	One	BZC999

The assessment activities for the units are indicated in the assessment grid table on the individual units.

An explanation of the kind of activity, assessment and evidence expected at the appropriate level is given on the following pages.

**UNIT TITLE:** Community Development Work Skills

**LEVEL:** One

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** EE3/1/QQ/001

**ACCREDITED UNIT NO:** F/102/7192

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand ways to gather information about a community. <b>(A1, C5)*</b>	1.1. Give three examples of sources of information about a community.
2. Understand the roles people take in groups. <b>(B1, C1, C2, F1)</b>	2.1. State some of the formal and informal roles people take in groups.
3. Understand the importance of communications within groups. <b>(A1, C1, C2)</b>	3.1. Give two examples of problems that can be caused by poor communication within groups. 3.2. Give three examples of positive outcomes of good communication.
4. Understand inclusion and exclusion within communities. <b>(B1, C1, F1)</b>	4.1. Give two examples of how people can be excluded from community activities. 4.2. Explain how a community group can include people.
5. Understand planning as a group. <b>(C1, C2)</b>	5.1. State the importance of planning a community group's activities. 5.2. Give an example of how a group can plan together.
6. Understand the resources available to a community group. <b>(B1, C1, C2, E1)</b>	6.1. Give two examples of support and resources available to a community group.

**UNIT TITLE:** Community Development Work Skills

**LEVEL:** One

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** EE3/1/QQ/001

**ACCREDITED UNIT NO:** F/102/7192

### ASSESSMENT INFORMATION

#### Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

Case study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	
Reflective log / diary	O	Practice file	

### Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	

**UNIT TITLE:** Understanding Community Development Work

**LEVEL:** One

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** EE3/1/QQ/004

**ACCREDITED UNIT NO:** J/102/7193

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the key purpose of community development work.	1.1. State what community development work seeks to achieve.
2. Understand the values and practice principles of community development work. <b>(B1, C1, F1)</b> <sup>1</sup>	2.1. Outline the main values of community development work and give a practice example for three of these.
3. Understand the meaning of 'community'. <b>(F1)</b>	3.1. Comment on the meanings of the word 'community'.
4. Understand power and powerlessness and how it affects people. <b>(B1, C2)</b>	4.1. Give an example of the effects of powerlessness on an individual.
5. Understand why people get involved and the barriers to their participation. <b>(A1, C2, E1)</b>	5.1. Give two examples of why people get involved in community groups and two barriers to their participation.
6. Understand why groups are necessary and the pros and cons of working in groups. <b>(B1, C2)</b>	6.1. List three benefits and problems of working in groups.

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<sup>1</sup> National Occupational Standards for Community Development Work

**UNIT TITLE:** Understanding Community Development Work

**LEVEL:** One

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** EE3/1/QQ/004

**ACCREDITED UNIT NO:** J/102/7193

### ASSESSMENT INFORMATION

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Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	
Reflective log / diary	O	Practice file	

### Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	

**UNIT TITLE:** Reflective Community Development Work Practice

**LEVEL:** One  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** EE3/1/QQ/006  
**ACCREDITED UNIT NO:** L/102/7194

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand about learning from practice in community development. <b>(F1, F4, C2)<sup>1</sup></b>	1.1. Make suggestions about the purpose of reflecting on own community development activities. 1.2. Suggest a way that they can reflect on their work and give an example.
2. Understand the roles and responsibilities she/he and others take in their group. <b>(F1, F4, A1, C1)</b>	2.1. Outline the work they do on a day-to-day basis and say why they chose to do this. 2.2. Outline the roles that other people take in the group.
3. Understand how people learn and develop their skills and knowledge in community development. <b>(F1, F4, B1)</b>	3.1. Outline the theory of the learning cycle. 3.2. Outline an incident or event which made them think about what they did and state what difference this will make to the way they work.
4. Recognise own values in relation to community development work. <b>(F1, F4, B1)</b>	4.1. List three values that they hold personally 4.2. List the six values of community development. 4.3. Take three of the values and say how useful these are likely to be in their own community development work.
5. Recognise the effectiveness of own work and how to make improvements. <b>(F1, F4)</b>	5.1. Identify own strengths and weaknesses in respect to a piece of work they have undertaken. 5.2. Outline what skills and knowledge they need to develop in order to improve their community work practice. 5.3. Outline how to get the training and support to develop these skills and knowledge.

<sup>1</sup> National Occupational Standards for Community Development Work

**UNIT TITLE:** Reflective Community Development Work Practice

**LEVEL:** One  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** EE3/1/QQ/006  
**ACCREDITED UNIT NO:** L/102/7194

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
6. Understand how to record own practice. (F1, F4)	6.1. Suggest ways to record own work. 6.2. Suggest ways to use these recording to help themselves and others to develop their practice.

**UNIT TITLE:** Reflective Community Development Work Practice

**LEVEL:** One  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** EE3/1/QQ/006  
**ACCREDITED UNIT NO:** L/102/7194

**ASSESSMENT INFORMATION**

**Guidance:**

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Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log / diary	P	Practice file	O

**Signposting Key Skills**

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

<b>Key Skill</b>		<b>Wider Key Skill</b>	
Communication	✓	Working with others	✓
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	✓

**UNIT TITLE:** Community Consultation

**LEVEL:** One

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** EE3/1/QQ/007

**ACCREDITED UNIT NO:** R/102/7195

This unit has 3 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the value of consulting with communities <b>(B1, C1)</b>	1.1. Explain what is meant by community consultation. 1.2. List the potential benefits of a community consultation exercise.
2. Understand the difference between community consultation and community participation <b>(B1, C1)</b>	2.1. Identify the difference between community consultation and community participation. 2.2. Identify where consultation and participation would be appropriate with a community.
3. Understand the methodologies used in community consultation and participation. <b>(B1, C1)</b>	3.1. Outline methods used to achieve an effective community consultation. 3.2. Outline methods used to achieve effective community participation.

**UNIT TITLE:** Community Consultation

**LEVEL:** One

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** EE3/1/QQ/007

**ACCREDITED UNIT NO:** R/102/7195

### ASSESSMENT INFORMATION

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### Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

<b>Key Skill</b>		<b>Wider Key Skill</b>	
Communication	✓	Working with others	
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	

**UNIT TITLE:** Community Group Work Skills

**LEVEL:** One

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** EE3/1/QQ/011

**ACCREDITED UNIT NO:** M/103/6552

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the importance of working collectively. <b>(B1)</b>	1.1. Give examples of working collectively. 1.2. List why working collectively is important for community development work.
2. Understand why people come together to form a community group. <b>(B1, C2, F1)</b>	2.1. Give three examples of community groups. 2.2. Explain why one community group formed. 2.3. Give two benefits of working as a group.
3. Understand ways to help a group work well together. <b>(B1, C2, F1)</b>	3.1. Collect examples of useful 'ground rules' for inclusive group working. 3.2. Identify obstacles to peoples' involvement in groups.
4. Understand the range of skills needed to work with others in a community group. <b>(B1, C2, F1)</b>	4.1. List the range of skills needed to support group working.
5. Understand how to work with others to agree the aims of a group activity. <b>(B1, C2, F1)</b>	5.1. Show how a group can agree on the aims of a new activity. 5.2. Indicate the responsibilities of group members to help them achieve their aim.
6. Understand the ways that groups make decisions. <b>(B1, C2, F1)</b>	6.1. List three different ways that groups can make decisions. 6.2. Identify why group members may not contribute to decision-making.

**UNIT TITLE:** Community Group Work Skills

**LEVEL:** One

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** EE3/1/QQ/011

**ACCREDITED UNIT NO:** M/103/6552

### ASSESSMENT INFORMATION

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### Signposting Key Skills

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Key Skill		Wider Key Skill	
Communication	✓	Working with others	
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	

**UNIT TITLE:** Policy and Decision-Making in Communities

**LEVEL:** One

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** EE3/1/QQ/012

**ACCREDITED UNIT NO:** L/103/6137

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the different levels of government.	1.1. List 3 current levels of government. 1.2. Identify a key role of local, regional and central government agencies. 1.3. Indicate the difference between local councillors and MPs.
2. Understand the impact of public policy-making.	2.1. List three 3 policies that affect their community. 2.2. Give an example of how a public policy or a decision has affected a community group.
3. Understand how to gather information about local and regional government.	3.1. List organisations that can supply information about their local and regional government. 3.2. Show how to gather information about a particular policy area.
4. Understand how community groups can inform, influence and get involved with public policy making.	4.1. Give two examples of where community groups have become involved with public bodies. 4.2. Identify the role of elected councillors and MPs in assisting communities to influence public policy and decision-making.
5. Recognise the limitations and obstacles to communities and groups aiming to influence decision-making bodies.	5.1. List three obstacles that can prevent communities from effectively influencing decision-making bodies.
6. Understand how to keep up to date with changes in the roles taken by the different levels of government.	6.1. Give examples of voluntary and community sector organisations and networks that can give current information. 6.2. Show how information can be fed into their community / group.

**UNIT TITLE:** Policy and Decision-Making in Communities

**LEVEL:** One

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** EE3/1/QQ/012

**ACCREDITED UNIT NO:** L/103/6137

### ASSESSMENT INFORMATION

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Key Skill		Wider Key Skill	
Communication	✓	Working with others	
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	

**UNIT TITLE:** Understanding Meetings

**LEVEL:** One

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** EE3/1/QQ/013

**ACCREDITED UNIT NO:** R/103/6138

This unit has 6 learning outcomes.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the reasons for meetings. <b>(B1, C5)</b>	1.1. List 3 different types of meetings and their purpose.
2. Understand the preparation needed for a meeting. <b>(B1, C5)</b>	2.1. Give examples of an agenda with its key elements. 2.2. Outline the preparation work for a meeting.
3. Understand the common procedures in meetings. <b>(B1, C2, F1)</b>	3.1. State the importance of the minutes of meetings. 3.2. Give reasons why people should declare any conflict of interests. 3.3. Give an example of why confidentiality of information is important.
4. Understand the roles that people take in meetings. <b>(B1, C1)</b>	4.1. List the main roles that people take in meetings. 4.2. Gather information on the main roles.
5. Recognise the skills needed to contribute effectively to a meeting. <b>(B1, C1, C2, C5, F1)</b>	5.1. List the responsibilities of everyone at a meeting. 5.2. Explain what skills they can contribute to an effective meeting.
6. Understand the ways that meetings make decisions. <b>(B1, C1, C2, C5, E1)</b>	6.1. List the main formal and informal ways that meetings can make decisions. 6.2. Give examples of powerful people within a meeting.

**UNIT TITLE:** Understanding Meetings

**LEVEL:** One

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** EE3/1/QQ/013

**ACCREDITED UNIT NO:** R/103/6138

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Key Skill		Wider Key Skill	
Communication	✓	Working with others	
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	