

# **SEG Awards Level 2 Award and Level 3 Award and Certificate in Community Organising**

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## **Qualification Guidance**

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**Level 2 Award – 603/1939/2**

**Level 3 Award – 603/1941/0**

**Level 3 Certificate – 603/1942/2**

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## About Us

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Skills and Education Group Awards continually invest in high quality qualifications and services across education. As a result we have a long-established reputation for supporting skills providers to enable individuals to gain skills for employment, skills for learning and skills for progression.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

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The Skills and Education Group Awards Website <https://skillsandeducationgroupawards.co.uk/> provides access to a wide variety of information.

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## Date and Issue Number

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Version	Date	Details of change
2.2	January 2020	New qualification guide
2.3	February 2020	Update of tutor/assessor requirements
2.4	September 2021	Withdrawal date to L2C and updated branding

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Introduction

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The SEG Awards Community Organising suite comprises nationally recognised qualifications. They prepare learners to develop their effectiveness in the application of the principles and practice of community organising by giving a foundation of knowledge and skills. They also provide an understanding of the values, principles and processes of community organising along with an introduction to some of the underlying theories which inform community organising practice. Learners have the opportunity to develop the skills and knowledge required to activate communities through listening and dialogue.

## Pre-requisites

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There are no specific requirements to study for these qualifications but learners should have already developed their literacy and study skills before undertaking study on the qualification.

Learners must be actively involved in social action activity that is about people coming together to help improve their lives and solves the problems that are important in their communities.

Skills and Education Group Awards would recommend that learners receive appropriate advice and guidance on the suitability of the qualification before embarking on any learning at higher levels.

## Aims

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These qualifications are aimed at learners who are actively engaged in social action in a community whether in a voluntary role, full or part time staff in organisations using a community organising approach and who wish to develop their understanding, knowledge and skills of community organising.

## Qualification Structure and Rules of Combination

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### Rules of Combination: Level 2 Award in Community Organising

To achieve this qualification learners must achieve 7 credits by completing all of the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Community Organising Practice	Y/615/8308	2	1	8
Purpose and Principles of Community Organising	J/615/8319	2	3	24
The Community Organising Process	F/615/8321	2	3	24

### Rules of Combination: Level 3 Award in Community Organising

To achieve this qualification learners must achieve 7 credits by completing all of the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
The Practice of Community Organising	J/615/8322	3	1	7
Community Organising Purpose, Values and Principles	D/615/8309	3	3	21
The Process of Community Organising	L/615/8323	3	3	21

### Rules of Combination: Level 3 Certificate in Community Organising

To achieve this qualification learners must achieve 24 credits by completing all of the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
The Practice of Community Organising	J/615/8322	3	1	7
Community Organising Purpose, Values and Principles	D/615/8309	3	3	21
The Process of Community Organising	L/615/8323	3	3	21
Mapping Community Assets and Needs	F/615/8318	3	2	14
Analysing Power and Influence in Community Organising	L/615/8306	3	3	21
Reflective Practice	A/615/8320	3	3	21
Interaction Skills with Individuals	T/615/8316	3	3	21
Community Organising with Groups of People	R/615/8310	3	3	21
Understanding and Affecting Decision Making Processes	Y/615/8325	3	3	21

## Assessment

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Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Units within these qualifications must be assessed in line with the appropriate assessment strategy as stated in each unit. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## **Practice Assessment Material**

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Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

## **Teaching Strategies and Learning Activities**

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Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Resource Requirements**

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Learners should already be actively engaged in social action in a community whether in a voluntary role, full or part time staff in organisations using a community organising approach.

## **Progression Opportunities**

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These qualifications are not available in an apprenticeship and are not specifically designed to lead directly to employment. However, they provide progression to potential employment, learning opportunities in workplaces, or further study at higher levels, which may increase their prospects of gaining employment in the future.

The Awards lead to the Certificates in Community Organising.

At Level 3 the qualifications also support learners who are starting on their journey to a career or vocation in: Working with people and communities in a variety of settings and contexts (e.g. health, local authority, education); Politics and local democracy; Community work.

## **Tutor/Assessor Requirements**

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Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the staff must be qualified and/or vocationally experienced in community organising to at least a level above that which they are delivering/assessing at.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## **Language**

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These specifications and associated assessment materials are in English only.



## Qualification Summary

<b>Qualification</b>	
SEG Awards Level 2 Award in Community Organising – 603/1939/2 SEG Awards Level 3 Award in Community Organising – 603/1941/0 SEG Awards Level 3 Certificate in Community Organising – 603/1942/2	
<b>Qualification Purpose</b>	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
<b>Regulation</b>	The above qualifications are regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges
<b>Grading</b>	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)
<b>Operational Start Date</b>	14/06/2017
<b>Review Date</b>	30/06/2023
<b>Operational End Date</b>	Level 2 Certificate – 30/09/2021
<b>Certification End Date</b>	Level 2 Certificate – 01/10/2021
<b>Skills and Education Group Awards Sector</b>	Voluntary and Community
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care
<b>Support from Trade Associations/Stakeholder Support</b>	
<b>Administering Office</b>	See the Skills and Education Group Awards website

## SEG Awards Level 2 Award in Community Organising

<b>Qualification</b>								
SEG Awards Level 2 Award in Community Organising – 603/1939/2								
<b>Qualification Purpose</b>	They prepare learners to develop their effectiveness in the application of the principles and practice of community organising by giving a foundation of knowledge and skills. They also provide an understanding of the values, principles and processes of community organising along with an introduction to some of the underlying theories which inform community organising practice.							
<b>Age Range</b>	Pre 16	✓	16-18	✓	18+		19+	✓
<b>Regulation</b>	The above qualifications are regulated by Ofqual							
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>							
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)							
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges							
<b>Grading</b>	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
<b>Operational Start Date</b>	14/06/2017							
<b>Review Date</b>	30/06/2023							
<b>Operational End Date</b>								
<b>Certification End Date</b>								
<b>Guided Learning (GL)</b>	56 hours							
<b>Total Qualification Time (TQT)</b>	70 hours							
<b>Skills and Education Group Awards Sector</b>	Voluntary and Community							
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care							
<b>Support from Trade Associations/Stakeholder Support</b>								
<b>Administering Office</b>	See the Skills and Education Group Awards website							

## SEG Awards Level 3 Award in Community Organising

<b>Qualification</b>								
SEG Awards Level 3 Award in Community Organising – 603/1941/0								
<b>Qualification Purpose</b>	They prepare learners to develop their effectiveness in the application of the principles and practice of community organising by giving a foundation of knowledge and skills. They also provide an understanding of the values, principles and processes of community organising along with an introduction to some of the underlying theories which inform community organising practice.							
<b>Age Range</b>	Pre 16		16-18	✓	18+	✓	19+	✓
<b>Regulation</b>	The above qualifications are regulated by Ofqual							
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>							
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)							
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges							
<b>Grading</b>	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
<b>Operational Start Date</b>	14/06/2017							
<b>Review Date</b>	30/06/2023							
<b>Operational End Date</b>								
<b>Certification End Date</b>								
<b>Guided Learning (GL)</b>	49 hours							
<b>Total Qualification Time (TQT)</b>	70 hours							
<b>Skills and Education Group Awards Sector</b>	Voluntary and Community							
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care							
<b>Support from Trade Associations/Stakeholder Support</b>								
<b>Administering Office</b>	See the Skills and Education Group Awards website							

## SEG Awards Level 3 Certificate in Community Organising

<b>Qualification</b>	
SEG Awards Level 3 Certificate in Community Organising – 603/1942/2	
<b>Qualification Purpose</b>	They prepare learners to develop their effectiveness in the application of the principles and practice of community organising by giving a foundation of knowledge and skills. They also provide an understanding of the values, principles and processes of community organising along with an introduction to some of the underlying theories which inform community organising practice.
<b>Age Range</b>	Pre 16 <input type="checkbox"/> 16-18 <input checked="" type="checkbox"/> 18+ <input checked="" type="checkbox"/> 19+ <input checked="" type="checkbox"/>
<b>Regulation</b>	The above qualifications are regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges
<b>Grading</b>	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)
<b>Operational Start Date</b>	14/06/2017
<b>Review Date</b>	30/06/2023
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	161 hours
<b>Total Qualification Time (TQT)</b>	240 hours
<b>Skills and Education Group Awards Sector</b>	Voluntary and Community
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care
<b>Support from Trade Associations/Stakeholder Support</b>	
<b>Administering Office</b>	See the Skills and Education Group Awards website



## Community Organising Practice

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<b>Unit Reference</b>	<b>Y/615/8308</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning</b>	<b>8 hours</b>
<b>Unit Summary</b>	This unit has two learning outcomes.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
1. Be able to listen, record and reflect in the context of community organising.	<p>1.1 Apply skills in listening, recording and reflection.</p> <p>1.2 Define the difference between the process of exchanging information and gathering information.</p>
2. Know how to build a diverse and inclusive network of people through community organising practice.	<p>2.1 Assess how community organising motivates people to take action.</p> <p>2.2 Describe how to bring people together through community organising.</p> <p>2.3 Describe how community organising practice reaches a diverse range of people.</p>

## Purpose and Principles of Community Organising

<b>Unit Reference</b>	<b>J/615/8319</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>24</b>	<b>24 hours</b>
<b>Unit Summary</b>	This unit has three learning outcomes.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Understand the values, principles and purpose of community organising.	1.1 Define the purpose of community organising. 1.2 Define how the values and principles of community organising inform the practice of the community organiser.
2. Understand the roles and responsibilities of a community organiser.	2.1 Identify the knowledge and skills required for a community organiser. 2.2 Describe the behaviour required of a community organiser. 2.3 Describe challenges faced by community organisers.
3. Understand the development of community organising practice.	3.1 Describe the origins of Community Organising. 3.2 Compare two different approaches to community organising.

## The Community Organising Process

<b>Unit Reference</b>	<b>F/615/8321</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	This unit has three learning outcomes.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Understand the importance of the listening process.	<p>1.1 Describe the process of community organising.</p> <p>1.2 Describe the importance of listening to people in the development of trust and relationships in communities.</p>
2. Understand why power and influence is relevant the community organising process.	<p>2.1 Describe different types of power and influence.</p> <p>2.2 Assess the importance of analysing power and influence in communities to the community organising process.</p> <p>2.3 Outline the factors that can hinder community organising.</p>
3. Understand the importance of the action and reflection learning cycle to the community organising process.	<p>3.1 Describe the action and reflection learning cycle.</p> <p>3.2 Explain why action and reflection are an important part of the community organising process.</p>

## The Practice of Community Organising

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<b>Unit Reference</b>	<b>J/615/8322</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning</b>	<b>7 hours</b>
<b>Unit Summary</b>	This unit has two learning outcomes.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
1. Be able to listen, record and reflect in the context of community organising.	<p>1.1 Demonstrate the skills of listening, recording and reflection.</p> <p>1.2 Explain the difference between the process of exchanging information and gathering information.</p>
2. Know how to build a diverse and inclusive network of people through community organising practice.	<p>2.1 Analyse factors which motivate people to take action in their community.</p> <p>2.2 Explain how to bring a diverse range of people together through community organising.</p> <p>2.1 Summarise how you ensure your community organising practice is inclusive.</p>

## Community Organising Purposes, Values and Principles

<b>Unit Reference</b>	<b>D/615/8309</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>21 hours</b>
<b>Unit Summary</b>	This unit has three learning outcomes.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Understand the purpose, values and principles of community organising.	<p>1.1 Summarise the purpose of community organising.</p> <p>1.2 Explain how the values and principles of community organising inform the practice of the community organiser.</p>
2. Understand the roles and responsibilities of a community organiser.	<p>2.1 Explain the knowledge and skills required of a community organiser.</p> <p>2.2 Analyse the behaviours expected of a community organiser.</p> <p>2.3 Evaluate the challenges faced by community organisers.</p>
3. Understand the development of community organising practice.	<p>3.1 Summarise the origins of community organising.</p> <p>3.2 Analyse different approaches to community organising practice.</p>

## The Process of Community Organising

<b>Unit Reference</b>	<b>L/615/8323</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>21 hours</b>
<b>Unit Summary</b>	This unit has four learning outcomes.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
1. Understand the importance of the listening process.	1.1 Explain the process of community organising. 1.2 Summarise the importance of listening to the development of trust and relationship building in communities.
2. Understand the relevance of power and influence in communities to the process of community organising.	2.1 Summarise types of power and influence. 2.2 Evaluate the importance to the community organising process of analysing the power and influence of individuals and organisations in relation to communities.
3. Understand barriers to the community organising process.	3.1 Analyse a range of barriers which prevent people becoming involved in the community organising process.
4. Understand the importance of action and reflection learning cycle to the process of community organising.	4.1 Summarise the action and reflection learning cycle. 4.2 Evaluate the importance of the action and reflection to the process of community organising.

## Mapping Community Assets and Needs

<b>Unit Reference</b>	<b>F/615/8318</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>14 hours</b>
<b>Unit Summary</b>	This unit has three learning outcomes.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Understand the impact of change in communities.	<p>1.1 Evaluate factors affecting change in communities.</p> <p>1.2 Analyse the impact of social, economic, political, cultural and environmental change on communities.</p>
2. Understand approaches and practices to work with communities to identify assets and needs.	<p>2.1 Summarise a range of techniques to involve individuals, community groups, diverse communities and organisations in identifying local assets and needs.</p> <p>2.2 Critically compare approaches for determining community assets and needs.</p>
3. Be able support communities to map their assets and needs.	<p>3.1 Demonstrate how to support communities to collect information about community assets and needs from individuals, community groups and organisations.</p> <p>3.2 Demonstrate how to support communities to analyse the collected information about different community assets and needs.</p> <p>3.3 Demonstrate how to support communities to communicate the information about community assets and needs to other community members and stakeholders.</p>

## Analysing Power and Influence in Community Organising

<b>Unit Reference</b>	<b>L/615/8306</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>21 hours</b>
<b>Unit Summary</b>	This unit has four learning outcomes.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
1. Understand theories of power and influence.	<p>1.1 Summarise different theories of power and influence in society.</p> <p>1.2 Explain the impact of power and influence on individuals and groups in communities.</p>
2. Understand power dynamics.	<p>2.1 Distinguish power dynamics in different contexts.</p> <p>2.2 Analyse how social inequality, diversity and social injustice impacts on communities.</p> <p>2.3 Analyse how community organising helps to overcome issues caused by social inequality and social injustice.</p> <p>2.4 Evaluate the impact of empowerment on individuals and communities.</p>
3. Understand own power and influence as a community organiser.	<p>3.1 Assess the role of a community organiser as a leader.</p> <p>3.2 Evaluate the community organiser's role in facilitating local action by an individual or group.</p> <p>3.3 Analyse behaviours of a community organiser which might lead to the disempowerment of people or groups in the community.</p>
4. Understand how to influence change in communities.	<p>4.1 Differentiate between key decision makers in a community and how they influence change.</p> <p>4.2 Analyse ways of working with communities to influence change.</p>

## Reflective Practice

<b>Unit Reference</b>	<b>A/615/8320</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>21 hours</b>
<b>Unit Summary</b>	This unit has three learning outcomes.
<b>Learning Outcomes (1 to 3) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3) <i>The learner can</i></b>
1. Understand the role of reflection on the development of community organising practice.	<p>1.1 Explain how reflection can improve practice.</p> <p>1.2 Evaluate the importance of the action and reflection learning cycle on the development of the role of a community organiser.</p>
2. Be able to evaluate own practice.	<p>2.1 Critically evaluate own practice to identify strength and areas for development.</p> <p>2.2 Compare and contrast the techniques which can be used to reflect on your own practice.</p> <p>2.3 Review and revise own role and working relationships with communities and other organisations.</p>
3. Be able to apply learning from feedback and self-reflection to improve community organising practice.	<p>3.1 Analyse feedback from a variety of sources to evaluate own practice.</p> <p>3.2 Demonstrate how to act on the learning from feedback.</p> <p>3.3 Develop an action plan based on self-reflection using SMART objectives for change and improvement to own practice.</p>

## Interaction Skills with Individuals

<b>Unit Reference</b>	<b>T/615/8316</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>21 hours</b>
<b>Unit Summary</b>	This unit has five learning outcomes.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The learner can</i>
1. Understand the difference between conversation and dialogue in interactions with individuals.	1.1 Critically compare conversation and dialogue in the process of listening to individuals.
2. Understand the role of impartiality, confidentiality and data protection.	2.1 Explain the importance of impartiality when interacting with individuals in the community. 2.2 Explain how to ensure confidentiality with individuals. 2.3 Summarise when it may be appropriate to break the boundaries of an individual's confidentiality. 2.4 Clarify the importance of data protection.
3. Be able to use effective communication skills.	3.1 Demonstrate a range of questioning styles to encourage dialogue with individuals. 3.2 Apply a range of listening skills. 3.3 Apply a range of non-verbal communication skills.
4. Be able to facilitate individuals to explore their thoughts and feelings about their community.	4.1 Demonstrate how to create an environment with individuals that encourages dialogue about their community.
5. Be able to facilitate an individual to explore their actions they can take to effect change in the community.	5.1 Demonstrate how to motivate individuals to transform their thoughts and feelings into actions. 5.2 Develop a plan which enables an individual to prepare to take actions through community

	organising.
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## Community Organising with Groups of People

<b>Unit Reference</b>	<b>R/615/8310</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>21 hours</b>
<b>Unit Summary</b>	This unit has six learning outcomes.
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.2)</b> <i>The learner can</i>
1. Understand how groups develop and work through community organising.	<p>1.1 Summarise theories of group development.</p> <p>1.2 Differentiate the roles people take in groups.</p> <p>1.3 Analyse the impact of individual's behaviour on the development of community groups.</p>
2. Understand the skills, roles and responsibilities required by the community organising to facilitate groups through the community organising process.	<p>2.1 Analyse the roles and responsibilities needed by the community organiser to work with community groups.</p> <p>2.2 Evaluate the skills required in the development and maintenance of groups in the community organising process.</p> <p>2.3 Identify ways to respond to diversity and difference in groups.</p>
3. Be able to facilitate inclusive groups of people.	<p>3.1 Demonstrate ways to support groups to identify clear objectives.</p> <p>3.2 Apply techniques to support participatory decision-making in groups.</p> <p>3.3 Analyse potential causes of tension within groups.</p>
4. Be able to facilitate and manage inclusive groups.	<p>4.1 Apply inclusive approaches to agree group objectives, roles and responsibilities.</p> <p>4.2 Demonstrate approaches to enable participatory working within groups.</p> <p>4.3 Implement ways to manage challenging group</p>

	dynamics.
5. Be able to evaluate and reflect with groups.	<p>5.1 Apply reflective techniques to improve collective working in groups.</p> <p>5.2 Demonstrate how to facilitate a group to review progress.</p>
6. Understand the importance of collaborative working between groups and organisations internal and external to the community.	<p>6.1 Explain how to enable groups to collaborate with groups and organisations within and outside the community</p> <p>6.2 Analyse the barriers to collaboration.</p>

## Understanding and Affecting Decision Making Processes

<b>Unit Reference</b>	<b>Y/615/8325</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>21 hours</b>
<b>Unit Summary</b>	This unit has four learning outcomes.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The learner can</i>
1. Understand how local government operates.	<p>1.1 Summarise the purpose and responsibilities of local government.</p> <p>1.2 Explain the roles of councillors in representing communities and decision-making.</p> <p>1.3 Analyse the function of different decision-making bodies and forums within local government structures.</p> <p>1.4 Differentiate the role of councillors and local government officers in the local decision making process.</p>
2. Understand the relationship between local and national government.	<p>2.1 Analyse how national policy affects decision making about locally delivered services.</p> <p>2.2 Clarify how local government can influence national government decision-making.</p>
3. Understand the roles of elected representatives in relation to community issues.	<p>3.1 Compare and contrast the roles and responsibilities of local councillors and MPs in decisions about community issues.</p> <p>3.2 Critically assess different ways of engaging with elected representatives to bring about change.</p>
4. Be able to support communities to influence decisions about local community issues.	<p>4.1 Support communities to develop opportunities for influencing local representative structures.</p> <p>4.2 Support communities to implement and review strategies for communities to influence decision-makers.</p>

	<p>4.3 Demonstrate how to support communities to work collaboratively with statutory, voluntary, community and private sectors stakeholders to influence local decisions about communities.</p>
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# Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

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Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the Certa Awards website.

## **Certification**

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Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the Certa Awards web site.

## **Exemptions**

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This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

## Glossary of Terms

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### **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

### **TQT (Total Qualification Time)**

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.