

SEG Awards Level 3 Award in Community Organising

Qualification Guidance

Level 3 Award – 603/1941/0



About Us

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 Online Registration System](#)

Sources of Additional Information

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

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
2.5	August 2022	New review dates added to L2A, L3A and L3C
3.0	July 2023	Op end and cert end dates added to L2A and L3C
3.1	July 2025	Review date amended to 30/06/2026

Contents

About Us	2
Contents.....	3
Introduction	4
Pre-requisites	4
Aims	4
Qualification Structure and Rules of Combination.....	4
Assessment.....	5
Practice Assessment Material	5
Teaching Strategies and Learning Activities	5
Resource Requirements.....	5
Progression Opportunities.....	5
Tutor/Assessor Requirements.....	5
Language.....	6
Qualification Summary	7
Unit Details	8
The Practice of Community Organising.....	9
Community Organising Purposes, Values and Principles	10
The Process of Community Organising	11
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies	12
Certification	13
Exemptions	13
Glossary of Terms	14

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

The SEG Awards Level 3 Award in Community Organising is a nationally recognised qualification. It prepares learners to develop their effectiveness in the application of the principles and practice of community organising by giving a foundation of knowledge and skills. It also provides 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

There are no specific requirements to study for this qualification 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

This qualification is 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

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

Assessment

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

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

Teaching Strategies and Learning Activities

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

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

This qualification is not available in an apprenticeship and is not specifically designed to lead directly to employment. However, it does 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.

At Level 3 the qualification 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

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

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification								
SEG Awards Level 3 Award in Community Organising – 603/1941/0								
Qualification Purpose	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.							
Age Range	Pre 16		16-18	✓	18+	✓	19+	✓
Regulation	The above qualifications are regulated by Ofqual							
Assessment	<ul style="list-style-type: none"> • Internal assessment • Internal and external moderation 							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges							
Grading	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
Operational Start Date	14/06/2017							
Review Date	30/06/2026							
Operational End Date								
Certification End Date								
Guided Learning (GL)	49 hours							
Total Qualification Time (TQT)	70 hours							
Skills and Education Group Awards Sector	Voluntary and Community							
Ofqual SSA Sector	1.3 Health and Social Care							
Support from Trade Associations/Stakeholder Support								
Administering Office	See the Skills and Education Group Awards website							

The Practice of Community Organising

Unit Reference	J/615/8322
Level	3
Credit Value	1
Guided Learning	7 hours
Unit Summary	This unit has two learning outcomes.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.3) <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

Unit Reference	D/615/8309
Level	3
Credit Value	3
Guided Learning	21 hours
Unit Summary	This unit has three learning outcomes.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <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

Unit Reference	L/615/8323
Level	3
Credit Value	3
Guided Learning	21 hours
Unit Summary	This unit has four learning outcomes.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <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.

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

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

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

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

Glossary of Terms

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.