

**Learner Unit Achievement Checklist**

**SEG Awards Level 3 Certificate in Community Organising**

**603/1942/2**

###### SEG Awards Level 3 Certificate in Community Organising

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**L/615/8306 Analysing Power and Influence in Community Organising - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Summarise different theories of power and influence in society.  **1.2** Explain the impact of power and influence on individuals and groups in communities. |  |  |  |  |
| **2.1** Distinguish power dynamics in different contexts.  **2.2** Analyse how social inequality, diversity and social injustice impacts on communities.  **2.3** Analyse how community organising helps to overcome issues caused by social inequality and social injustice.  **2.4** Evaluate the impact of empowerment on individuals and communities. |  |  |  |  |
| **3.1** Assess the role of a community organiser as a leader.  **3.2** Evaluate the community organiser’s role in facilitating local action by an individual or group.  **3.3** Analyse behaviours of a community organiser which might lead to the disempowerment of people or groups in the community. |  |  |  |  |
| **4.1** Differentiate between key decision makers in a community and how they influence change.  **4.2** Analyse ways of working with communities to influence change. |  |  |  |  |

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**D/615/8309 Community Organising Purpose Values and Principles - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Summarise the purpose of community organising.  **1.2** Explain how the values and principles of community organising inform the practice of the community organiser. |  |  |  |  |
| **2.1** Explain the knowledge and skills required of a community organiser  **2.2** Analyse the behaviours expected of a community organiser.  **2.3** Evaluate the challenges faced by community organisers. |  |  |  |  |
| **3.1** Summarise the origins of community organising.  **3.2** Analyse different approaches to community organising practice. |  |  |  |  |

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**R/615/8310 Community Organising with Groups of People - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Summarise theories of group development.  **1.2** Differentiate the roles people take in groups.  **1.3** Analyse the impact of an individual’s behaviour on the development of community groups. |  |  |  |  |
| **2.1** Analyse the roles and responsibilities needed by the community organiser to work with community groups.  **2.2** Evaluate the skills required in the development and maintenance of groups in the community organising process.  **2.3** Identify ways to respond to diversity and difference in groups. |  |  |  |  |
| **3.1** Demonstrate ways to support groups to identify clear objectives.  **3.2** Apply techniques to support participatory decision-making in groups.  **3.3** Analyse potential causes of tension within groups. |  |  |  |  |
| **4.1** Apply inclusive approaches to agree group objectives, roles and responsibilities.  **4.2** Demonstrate approaches to enable participatory working within groups.  **4.3** Implement ways to manage challenging group dynamics. |  |  |  |  |
| **5.1** Apply reflective techniques to improve collective working in groups.  **5.2** Demonstrate how to facilitate a group to review progress. |  |  |  |  |
| **6.1** Explain how to enable groups to collaborate with groups and organisations within and outside the community.  **6.2** Analyse the barriers to collaboration. |  |  |  |  |

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**T/615/8316 Interaction Skills with Individuals - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Critically compare conversation and dialogue in the process of listening to individuals. |  |  |  |  |
| **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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |
| **4.1** Demonstrate how to create an environment with individuals that encourages dialogue about their 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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**F/615/8318 Mapping Community Assets and Needs - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Evaluate factors affecting change in communities.  **1.2** Analyse the impact of social, economic, political, cultural and environmental change on communities. |  |  |  |  |
| **2.1** Summarise a range of techniques to involve individuals, community groups, diverse communities and organisations in identifying local assets and needs.  **2.2** Critically compare approaches for determining community assets and needs. |  |  |  |  |
| **3.1** Demonstrate how to support communities to collect information about community assets and needs from individuals, community groups and organisations.  **3.2** Demonstrate how to support communities to analyse the collected information about different community assets and needs.  **3.3** Demonstrate how to support communities to communicate the information about community assets and needs to other community members and stakeholders. |  |  |  |  |

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**A/615/8320 Reflective Practice - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain how reflection can improve practice.  **1.2** Evaluate the importance of the action and reflection learning cycle on the development of the role of a community organiser. |  |  |  |  |
| **2.1** Critically evaluate own practice to identify strength and areas for development.  **2.2** Compare and contrast the techniques which can be used to reflect on your own practice.  **2.3** Review and revise own role and working relationships with communities and other organisations. |  |  |  |  |
| **3.1** Analyse feedback from a variety of sources to evaluate own practice.  **3.2** Demonstrate how to act on the learning from feedback.  **3.3** Develop an action plan based on self-reflection using SMART objectives for change and improvement to own practice. |  |  |  |  |

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**J/615/8322 The Practice of Community Organising - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Demonstrate the skills of listening, recording and reflection.  **1.2** Explain the difference between the process of exchanging information and gathering information. |  |  |  |  |
| **2.1** Analyse factors which motivate people to take action in their community.  **2.2** Explain how to bring a diverse range of people together through community organising.  **2.3** Summarise how you ensure your community organising practice is inclusive. |  |  |  |  |

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**L/615/8323 The Process of Community Organising - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** 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. |  |  |  |  |
| **3.1** Analyse a range of barriers which prevent people becoming involved in the community organising process. |  |  |  |  |
| **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. |  |  |  |  |

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**Y/615/8325 Understanding and Affecting Decision Making Processes - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Summarise the purpose and responsibilities of local government.  **1.2** Explain the roles of councillors in representing communities and decision-making.  **1.3** Analyse the function of different decision-making bodies and forums within local government structures.  **1.4** Differentiate the role of councillors and local government officers in the local decision making process. |  |  |  |  |
| **2.1** Analyse how national policy affects decision making about locally delivered services.  **2.2** Clarify how local government can influence national government decision-making. |  |  |  |  |
| **3.1** Compare and contrast the roles and responsibilities of local councillors and MPs in decisions about community issues.  **3.2** Critically assess different ways of engaging with elected representatives to bring about change. |  |  |  |  |
| **4.1** Support communities to develop opportunities for influencing local representative structures.  **4.2** Support communities to implement and review strategies for communities to influence decision-makers.  **4.3** Demonstrate how to support communities to work collaboratively with statutory, voluntary, community and private sectors stakeholders to influence local decisions about communities. |  |  |  |  |

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