

Development of a Qualifications Strategy for Community Development Vocational Qualifications

Introduction to the Project

Since 2004 when the Community Development field agreed a structure for Community Development learning and qualifications at a national conference (Roots & Routes), further development of this have been based on the National Qualification Framework (NQF), and the then existing CD National Occupational Standards.

The NQF is being replaced by a new national framework called the Qualification and Credit Framework (QCF) and the CD NOS were revised in the latter part of 2009.

Following this, a range of new qualifications that are based on the revised NOS, and which fit the requirements of this new framework, have to be developed. This work is now urgent as the original project was running late and then was cancelled by government bodies in January 2010. The requirement is to develop a new framework for what the Community Development field needs as new qualifications so that the actual units within the planned qualifications can be written. There are no Community Development qualifications on the new QCF, and the existing qualifications will have run out by the end of this year. This presents the opportunity to design new qualifications which are both mapped to the new NOS and take advantage of the flexibility which is a design feature of the QCF.

So two things are required urgently:

1. Decide what kind of framework of qualifications is required for CD
2. Gather evidence to make a business case to awarding bodies about why they should invest in developing new qualifications in CD

We have designed a questionnaire to consult with people involved in the community development field to inform the review of existing, and development of new, vocational qualifications for the Community Development Sector within a new qualifications strategy for the sector. These briefing sheets are designed to help with completing the questionnaire and as the basis for any discussions you can hold and record with colleagues.

The deadline for receipt of all comments is March 9th, or earlier if you can manage it. **Please do not feel you have to answer all the questions** – some are quite technical and will be relevant to people designing and delivering training, others are more about what you want for yourself, your staff and community activists, some rely on you knowing what has been delivered before... **So please give us whatever information you can – it will be highly appreciated!** Please send completed questionnaires to laura@malapartnership.co.uk

We will use this information to draft a framework / strategy for CD qualifications which will be discussed and agreed at the 2 day CD conference in Loughborough at the end of April (details on FCDL's web site: www.fcdl.org.uk)

A framework for Community Development practitioners

'Community development practitioner' is used as an inclusive term to describe the whole range of community development workers including fieldworkers, issue based workers, trainers, consultants, researchers, who use community development approaches, skills, knowledge etc in their role. This may be as a community development worker (paid / unpaid/ activist / volunteer) or as part of their work in another kind of job e.g. housing, health, regeneration worker.

The definition of community development is expressed in the following key purpose in the revised CD NOS (2009):

Community Development is a long term value based process which aims to address imbalances in power and bring about change founded on social justice, equality and inclusion.

The process enables people to organise and work together to:

- » identify their own needs and aspirations
- » take action to exert influence on the decisions which affect their lives
- » improve the quality of their own lives, the communities¹ in which they live, and societies of which they are a part.

Introduction to the Briefing Papers and how they relate to the questionnaire

The purpose of this set of linked Papers is to outline the background, context and process for work that is needed to review existing, and develop new, vocational qualifications for the Community Development Sector within a new qualifications strategy for the sector. The strategy will form a cohesive overarching framework and guide for CD workforce vocational qualifications, across the four nations of the UK, to meet the needs of the sector over the next ten years.

The development of the strategy was started by LLUK who commissioned a research report based on existing research and consultation data regarding work roles, knowledge and skill requirements and the current qualifications in the CD sector and endorsing bodies such as the England Standards Board. This project has been withdrawn in its current form but Community Development still needs a framework for learning and qualifications to replace the existing Community Development Work Learning & Qualifications Framework produced by the field in 2004.

These briefing sheets have been adapted from those prepared for the previous project and are intended to aid debate and support the completion of the questionnaire which will provide some guidance on what the new framework should look like.

Further information is provided in the following Papers:

Directly relating to the questions

Paper 1: The Changing Nature of Qualification Frameworks - this explains some of the new jargon and sets of abbreviations, and outlines the basics of the QCF and its intended benefits. This seeks to help answer the questions in Section 3.

Paper 2: The Building Blocks of the QCF - this contains various diagrams culled from websites and publications which seek to explain how the QCF works and how qualifications are created on this credit framework. This seeks to help answer the questions in Section 3 and in Section 4

Paper 3: Levels Within Qualification Frameworks - this is a table which tries to summarise the difference between the levels that now exist within the frameworks that apply to England, Wales and Northern Ireland, and to give examples of different qualifications at each of the different levels. One of the issues for Community Development is what should be the lowest level we design qualifications at that are relevant and meaningful. This seeks to help answer the questions in Section 3 and in Section 4

Paper 4: Community Development Apprenticeships - this outlines a little about the Government's plans for more apprenticeships and what they should look like. We have only had one national apprenticeship in CD in England and that rarely ran (because it wasn't widely known about) so we need to consider if it would be useful to have apprenticeships in CD, who might be interested in them and at what levels. This seeks to help answer the questions in Section 3.

Paper 5: Accreditation of Prior Learning through Experience - this outlines the pilot projects that are currently running to provide Recognition of the learning from experience by CD practitioners. We need

1 Communities refer to those that can be defined geographically or by identity or interest.

to decide how such schemes can be Incorporated Into the new QCF. This seeks to help answer the questions in Section 3.

Background and supporting material

Paper 6: Framework Requirements - this is a summary of what LLUK had outlined as the aspects that a framework/ strategy should contain

Paper 7: The Existing Community Development Work Learning & Qualifications Framework - this is the diagram that has been used widely over the past few years; the outcome of our work now is to create our new framework.

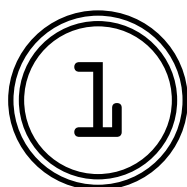
Paper 8: The Revised Community Development National Occupational Standards (2009) - this contains the new wheel diagram, the new key areas and a list of the new standard titles

Paper 9: Key Issues and Considerations within the Transition - over the past few months we have been talking about what we wanted on the new framework, at the Expert Working group set up by LLUK, at FCDLs annual meeting and a regional network meeting In Yorkshire and Humber, and this paper summaries some of the Issues that were raised which we need to bear In mind as we develop our new framework.

Completing the questionnaire

Paper 10: Detailed Guidance for Completion of the Consultation Questionnaire

Briefing Sheet One



The Changing Nature of Qualifications Frameworks

Jargon Busting:

NQF - The existing National Qualifications Framework sets out the levels against which a qualification can be recognised which helps learners to make informed decisions about the qualifications they want to pursue by comparing the levels of different qualifications and identifying different progression routes.

QCF - In England, Wales and Northern Ireland, the Qualifications and Credit Framework (QCF) is expected to be fully operational by end December 2010. It recognises achievement through the award of credits for units and qualifications. It is intended to provide more flexible routes to full qualifications, achievable in smaller steps, with the aim of offering more choice. By 2011 all accredited vocational qualifications should be on the QCF. This, in itself, necessitates the review of all existing qualifications in the CD sector.

QCFW - In Wales the QCF will form the "regulated pillar" of the existing Credit and Qualifications Framework for Wales (QCFW), which has a larger scope than the QCF. Qualifications developed for the QCF will therefore be included in the QCFW.

SCQF - In Scotland the existing Scottish Credit and Qualifications Framework (SCQF) differs in structure to the QCF and cross-framework articulation will be a key consideration in the development of new qualifications for the CD sector. However, unlike the QCF, the SCQF is a non-regulatory framework.

EQF - The European Qualifications Framework has been developed as a common reference framework against which individual nations can map their national frameworks to articulate equivalence of level between qualifications and support worker mobility within the European Union. This work has not yet been completed and there are co-ordinating points within each of the nation states (including Scotland and the Republic of Ireland) to enable the EQF to be mapped to each of the individual frameworks. The implementation timetable for this is between 2010 and 2012 by which time all qualification certificates should bear an appropriate EQF level. The EQF is a "meta" framework and is likely to signify the level of qualification only.

We are currently within a transitional phase between the phasing out of the current National Qualifications Framework (NQF) and full implementation of the Qualifications and Credit Framework (QCF) predicted for January 2011 when all accredited qualifications must be registered on it.

Unlike the NQF, the QCF does not recognise qualification types e.g. NVQs, as it only defines qualifications in terms of size and demand. NVQs may continue as a brand name but will be regulated differently and redeveloped to identify where assessment is competency based.

Benefits of the QCF:

The QCF is an innovative way of recognising skills and qualifications. It does this by awarding credit for qualifications and units (small steps where a credit and level is given for each 10 hours of learning) and enables people to gain qualifications at their own pace along flexible routes

The NQF and QCF are both structured on a common set of levels (Entry to level 8) which are based on the complexity, autonomy and/or range of what is being assessed and the achievement that is being

recognised. However, the most recent set of revisions have resulted in a set of level descriptors that are more appropriate for a unit-based framework i.e. the QCF

The QCF helps learners achieve skills and qualifications that meet industry needs and enables work-based training to be recognised and formally accredited.

It is possible within the QCF to work towards a “spikey” profile of unit study i.e. where units can be drawn from different levels to most effectively meet the needs of the learner

Within the QCF a learner can accumulate and transfer credit across awarding organisations and providers as the same units will be used and a centralised IT system facilitates this with each learner having a unique learner number (ULN)

Learners with certificated achievements outside the QCF, who already have the skills and knowledge for a unit, can claim ‘exemption’ and not have to repeat their learning

Other learning and achievements that haven’t been certificated can be assessed and awarded through ‘recognising prior learning’

Within the QCF the qualification title will indicate the volume of learning involved i.e.

- » Award = 1 to 12 credits
- » Certificate = 12 to 36 credits
- » Diploma = 37 credits or more

and all set within the levels of complexity / challenge from entry to level 8

For learning providers the QCF enables them to design more tailored learning programmes, suitable to individual learners’ needs as they can easily see what learners have already achieved and how that learning can be put towards other units and qualifications

The QCF is a regulated framework which lets learning providers present courses and qualifications in a way that everyone understands and offers the opportunity to work with employers and learners in new and innovative ways.

Briefing Sheet Two



The Building Blocks of the QCF

A QCF qualification is made up of manageable 'chunks' of learning. Credit is awarded on the completion of a unit, with the required credits in a qualification being set out by the rules of combination (the credit value is a measure of the notional 'learning time'). Progression is assisted by the accumulation and transfer of credit. This allows for more flexible career pathways, with reduced repetition, as learners can build on previously 'banked' credit as they move through sizes and levels.

Credit and level

Every unit and qualification in the framework will have a credit value (one credit represents 10 hours, showing how much time and effort it takes to complete) and a level between 'entry' and level 8 (showing how difficult it is).

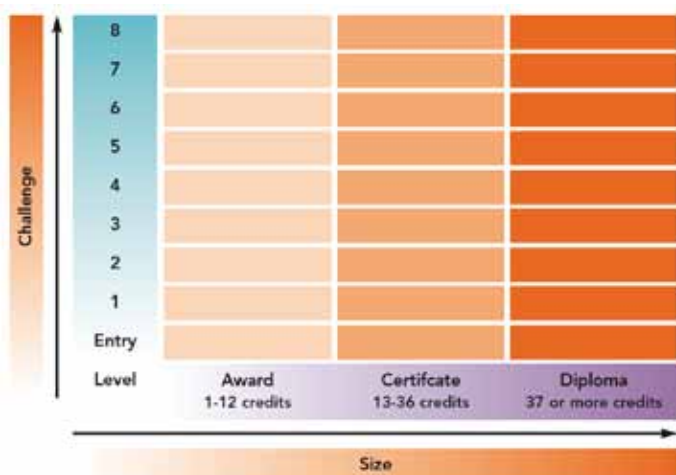
There are three sizes of qualifications in the QCF:

- » Awards (between 1 and 12 credits).
- » Certificates (between 13 and 36 credits).
- » Diplomas (37 credits or more)

So in the new framework you can have an award at level 1 or an award at level 8.

This is because the qualification type 'award, certificate, diploma' represents the size of a qualification not how difficult it is.

The structure of a QCF qualification



Each qualification title contains the following:

- » the level of the qualification (from Entry level at the bottom to level 8 at the top)
- » the size of qualification (Award/Certificate/Diploma)
- » details indicating the content of the qualification.

This consistent way of describing what subject the qualification covers, how difficult it is and how much work it involves will help learners and employers compare different qualifications.

THE BUILDING BLOCKS OF QUALIFICATIONS

All units in the QCF use the same **unit template**, consisting of **learning outcomes** (what a learner needs to know, understand or do) and **assessment criteria** (which specify if the learner has met the outcomes to a defined level).

A credit value and level are assigned to every unit. The credit value is a measure of average time, where **one credit = 10 hours of notional learning**. Many units will still include guided learning hours too. There is no requirement at this time to evidence the notional hours in credit for funding purposes.

UNITS AND CREDIT IN THE QCF

Some units will appear in more than one qualification and the credit can be **transferred** between qualifications, as long as it forms part of the 'rules of combination'.

Many units will be **shared** across awarding organisations (AO) with learners able to gain credit towards a qualification from more than one AO. Many of these shared units will be developed in **collaboration**.

You can see individual unit details of a QCF qualification within the Qualification Handbook on www.cityandguilds.com or on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk.

Rules of Combination

WHAT MAKES UP A QCF QUALIFICATION? THE RULES OF COMBINATION

- 1** Rules of combination set out the combination of credit, through units, that must be achieved to complete a qualification.
- 2** To ensure the 'rules' meet the needs of the relevant market they are designed by AOs with Sector Skills Councils (SSCs) and Standards Setting Body (SSBs) and can only go on to the QCF when approved by the relevant SSS/SSB.
- 3** The rules list the mandatory and/or optional units to be accumulated, including what can be transferred from other QCF qualifications.
- 4** Credit can come from more than one level, but more than 50% of the credit must be at the level of the qualification. Some qualifications still require 100% at one level.
- 5** Opportunities to count certificated achievements from outside the QCF can be identified in the rules of a QCF qualification as 'exemptions', to avoid repetition of learning. Equivalent QCF units can also be identified.
- 6** Non certificated learning and achievement can be assessed and awarded under 'recognition of prior learning', previously known as Accreditation of Prior Experiential Learning (APEL).

Briefing Sheet Three



Levels Within Qualifications Frameworks

NQF or QCF Level	Summary Statement	Level Descriptors	Examples of Qualifications	FHEQ Level
There are 3 levels of Entry; and they relate primarily to Skills for Life & Functional Skills (English, Maths & ICT) and to carrying out simple, structured tasks under guidance				
1	The ability to use relevant knowledge, skills & procedures to complete routine tasks, with direction & guidance	Basic knowledge & skills Ability to apply learning with guidance / supervision May be linked to job competence	GCSEs (grades D-G) BTEC Introductory Diplomas & Certificates NVQs at Level 1 NOCN Award	
2	The ability to select & use relevant knowledge, ideas, skills & procedures to complete well defined tasks & address straightforward problems. Taking responsibility for completing tasks & exercising autonomy & judgement subject to overall guidance	Good knowledge & understanding of a subject Ability to perform variety of tasks with guidance / supervision Appropriate for many job roles	GCSEs (grades A* - C) BTEC First Diplomas & Certificates NVQs at Level 2 NOCN Certificate	
3	The ability to identify & use relevant understanding, methods & skills to complete tasks & address problems that have a measure of complexity. Taking responsibility for initiating & completing tasks & exercising autonomy and judgement within limited parameters. Awareness of different perspectives or approaches within the work area	Ability to gain or apply a range of knowledge, skills & understanding at a detailed level Work independently, or (in some cases) supervise and train others in their field of work	A Levels GCE in applied subjects NVQs at Level 3 BTEC Diplomas, Certificates & Awards BTEC Nationals NOCN Diploma	
4	The ability to identify & use relevant understanding, methods & skills to address problems that are complex & non-routine. Taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. Understanding of different perspectives or approaches within the work area	Specialist learning involving detailed analysis of a high level of information & knowledge in an area of work or study appropriate for people working in technical & professional jobs and/or managing & developing others	NVQs at Level 4 BTEC Professional Diplomas, Certificates & Awards NOCN Diploma City & Guilds HE Certificate Certificates Of Higher Education	4

NQF or QCF Level	Summary Statement	Level Descriptors	Examples of Qualifications	FHEQ Level
5	The ability to identify & use relevant understanding, methods & skills to address broadly defined complex problems. Taking responsibility for planning & developing courses of action as well as exercising autonomy & judgement within broad parameters. Understanding of different perspectives, approaches or schools of thought & the reasoning behind them.	Ability to increase the depth of knowledge & understanding of an area of work or study in order to respond to complex problems & situations involves high level of work expertise & competence in managing & training others Appropriate for people working as higher grade technicians, professionals or managers	HNCs & HNDs BTEC Professional Diplomas, Certificates & Awards	5
			Foundation Degrees Ordinary (Bachelors) Degrees Diplomas of Higher Education & Further Education Higher National Diplomas Other higher diplomas	
6	The ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. Taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. Understanding of different perspectives, approaches or schools of thought and the theories that underpin them.	A specialist, high-level knowledge of an area of work or study using own ideas & research in response to complex problems & situations appropriate for people working as knowledge-based professionals or in professional management positions	National Diploma in Professional Production Skills BTEC Advanced Professional Diplomas, Certificates & Awards	6
			Bachelors Degrees with Honours Graduate Certificates & Graduate Diplomas	
7	The ability to reformulate & use relevant understanding, methodologies & approaches to address problematic situations involving many interacting factors. Taking responsibility for planning & developing courses of action that initiate/underpin substantial change or development, as well as exercising broad autonomy & judgement. Understanding of relevant theoretical & methodological perspectives & their area of study is affected.	Highly developed & complex levels of knowledge used to develop original responses to complicated & unpredictable problems & situations Appropriate for senior professionals & managers	Diploma in Translation BTEC Advanced Professional Diplomas, Certificates & Awards	7
			Masters Degrees Postgraduate Certificates Postgraduate Diplomas	

NQF or QCF Level	Summary Statement	Level Descriptors	Examples of Qualifications	FHEQ Level
8	The ability to develop original understanding & extend an area of knowledge or professional practice. The ability to address problematic situations that involve many complex, interacting factors through initiating, designing and undertaking research, development or strategic activities. The exercise of broad autonomy, judgement & leadership in sharing responsibility for the development of a field of work or for creating substantial professional or organisational change. Critical understanding of relevant theoretical & methodological perspectives & how they affect the field of knowledge or work.	Development of new & creative approaches that extend or redefine existing knowledge or professional practice Appropriate for leading experts or practitioners in a particular field	Specialist Awards Doctorates	8

NB

The Framework for Higher Education Qualifications (FHEQ) broadly corresponds with Levels 4 to 8 of the National Qualifications Framework (NQF) in terms of the demands the qualifications place on learners. This will be rationalised with the development of the Qualifications & Credit Framework (QCF).

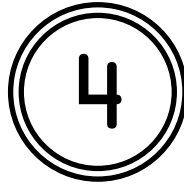
The future of NVQs is still under debate and any inclusion of these on the developing QCF will require revision (ensuring they map to current National Occupational Standards) and rebranding.

The NQF / QCF sets out the level at which a qualification can be recognised in England, Wales and Northern Ireland. Ofqual, together with its partner regulators in Wales (DCELLS) and Northern Ireland (CCEA), is responsible for regulation of the QCF.

This information has been drawn from the following websites:

www.direct.gov.uk www.qcda.gov.uk www.ofqual.gov.uk

Briefing Sheet Four



The Community Development Apprenticeships

The Apprenticeship Strategy for England, “World-class Apprenticeships: Unlocking Talent, Building Skills for All”¹ emphasised a commitment to:

- » An entitlement to an Apprenticeship place for each suitably qualified young person from 2013.
- » Significant growth in Apprenticeships for those aged 25 or over
- » Apprenticeship component qualifications will be included in the Qualifications and Credit Framework (QCF), enabling easier movement between the new 14–19 Diplomas and Apprenticeships, and providing the supporting advice to make young people fully aware of their options.
- » A separately branded, customer-facing National Apprenticeship Service (NAS)
- » Additional funding for Apprenticeships for those aged 25 or over, flexibility in adult learning budgets, and Apprenticeship ‘credit’ delivered via skills accounts to improve transparency for employers and learners, with extra funds to cater for unanticipated demand
- » Funds to cater for unanticipated demand.

Apprenticeships are nationally designed training programmes for those who have full time education or are in employment. They provide a combination of on and off-the-job training whilst being paid. There are two levels of Apprenticeships: in England and Northern Ireland these are called the Apprenticeship (level 2) and the Advanced Apprenticeship (level 3); both of which typically take between one and three years to complete. The frameworks in Wales historically have related to those in England and Scotland utilises its own framework e.g.a Level 3 Modern Apprenticeship in youth work which includes an SVQ.

Originally Apprenticeships were designed and funded for young people aged 16-24, but the age parameters have recently been extended to enable those over 25 to access a funded Apprenticeship. Apprenticeships are intended to provide an integrated programme of learning, leading to the acquisition and application of the skills, knowledge and understanding required by employers. The completion of an Apprenticeship framework shows both current and potential employers that the holder has achieved competence in the skills and demonstrated the knowledge required by the Apprenticeship and has attained the level of transferable skills required by all Apprenticeships.

The content of each Apprenticeship is designed by Sector Skills Councils (SSCs), and their employers. This defines the essential content and areas where flexibility is possible for all apprenticeships. Currently each Apprenticeship must include:

- » A competence based element – which also defines the competences required for progression from Apprentice to Advanced Apprentice; This has traditionally been an NVQ
- » A knowledge based element– which defines the underpinning theoretical knowledge that an entrant to the employment sector has to demonstrate; This is a taught qualification underpinning the NVQ and is referred to as a Technical Certificate;
- » Key skills – as a minimum, Communication and Application of Number at Level 1 for an Apprenticeship, and Communication and Application of Number at Level 2 for an Advanced Apprenticeship;

1 World-class Apprenticeships: Unlocking Talent, Building Skills for All (DSCF 2008)

- » Employment rights and responsibilities – so they understand and can demonstrate their responsibilities for equal opportunities, health and safety, the concept of the safe learner as well as their rights as an employee.

Apprenticeships have recently been revised and these changes are subject to a new legislative framework which is outlined within the Apprenticeships, Skills, Children and Learning Act. The revision aligns them within the QCF and speeds up certification at the end of an Apprenticeship. Employers will be encouraged to develop new Apprenticeship frameworks providing they meet the requirements of the revised Blueprint. Functional Skills will replace Key Skills and Personal Learning and Thinking Skills (PLTS) will also be introduced. The revision also includes:

- » Changes to the way in which Employment Responsibilities and Rights are delivered
- » Off-work station training – minimum guided learning hours
- » Entry requirements – minimum entry conditions
- » Progression routes – UCAS tariff points for level 3 and 4 apprentices

Lifelong Learning UK is the body responsible for managing the Apprenticeships frameworks for Community Development in England, Wales and Northern Ireland and Scotland.

An apprenticeship/foundation modern apprenticeship and advanced apprenticeship/modern apprenticeship in Community Development was approved in July 2009 for delivery in England, Wales and Northern Ireland. In 2007 Lifelong Learning UK and the Learning and Skills Council developed a temporary framework for a Community Development apprenticeship, which was trialled in the North East of England. Lifelong Learning UK has since worked to develop this into a full framework. The qualifications within this framework currently consist of City and Guilds NVQs, accompanied by NOCN VRQs.

The apprenticeships have been designed for people who have recently become active in Community Development and are working in a paid position within an organisation, community or project. Both the apprenticeship and the advanced apprenticeship have been developed in response to the increasingly urgent need to improve recruitment and retention in community development work. There is a concern that the average age of the workforce is rising, as well as under-representation of minority ethnic groups. Many community development organisations have reported difficulties in finding suitably qualified candidates to fill vacancies. Many employers are keen to recruit local people into working in community development, and see these apprenticeships as a valuable new route into the sector. With the advent of the QCF and the revision of specifications for Apprenticeships in England and Wales new vocational qualifications developed for community development will need to meet the requirements of the apprenticeship frameworks.

There are a number of issues which we need to consider In relation to apprenticeships, one of the main ones is how apprenticeships would be perceived by employers in different countries. There are advocates within the Republic of Ireland for a degree to be required to attain 'professional status', so a person completing an apprenticeship In the North of Ireland and the seeking employment In the Republic may find they are expected to still obtain a degree.

Briefing Sheet Five



Framework Requirements

The original LLUK project aimed to develop a comprehensive qualifications strategy for Community Development qualifications for the QCF.

A qualifications strategy details an overall framework for proposed qualifications for the Community Development sector across the 4 nations of the UK, based on needs identified, including the roles for which qualifications will be developed, levels, credit values and indicative mandatory and optional unit structure and content for proposed qualifications.

Their project has these desired outcomes;

Overall outline strategy for the sector (England, Wales & Northern Ireland comprising:

- » Key roles identified (including voluntary roles where these form a significant element of the workforce
- » Outline framework for qualifications for the sector, indicating roles and progression routes (both upwards and across to other roles both within and beyond the sector), and number of qualifications to be developed at each level

The community development qualifications strategy needs to make reference to, but not specify, youth work as this is being treated as a specialist strand within a parallel project.

The focus of the project is on the development of qualifications below level 5 for operational staff, pathways levels from 1 to 8 in England, Wales and NI should be taken into account. The qualification strategy must enable qualifications to be generated that are fit for purpose and reflect the needs of the sector.

Proposed qualifications (by nation / framework) should include outline specification for each qualification proposed for the QCF detailing:

Indicative qualification title, QCF level and credit value

Indicative unit structure (including units shared with other qualifications both within and beyond the sector

Indicative mandatory content / units (skills, knowledge and understanding

Indicative optional units

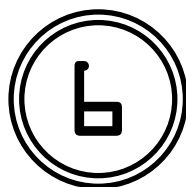
Provision for progression routes

Fit to other frameworks/agendas (Apprenticeships, Foundation Degrees etc.)

Opportunities to meet requirements for IQF Common Core within core/mandatory units where relevant

References should be made to links between the qualifications strategy for QCF qualifications and the concurrent project in Scotland re SVQ development, and the All Ireland Endorsement Body for CD

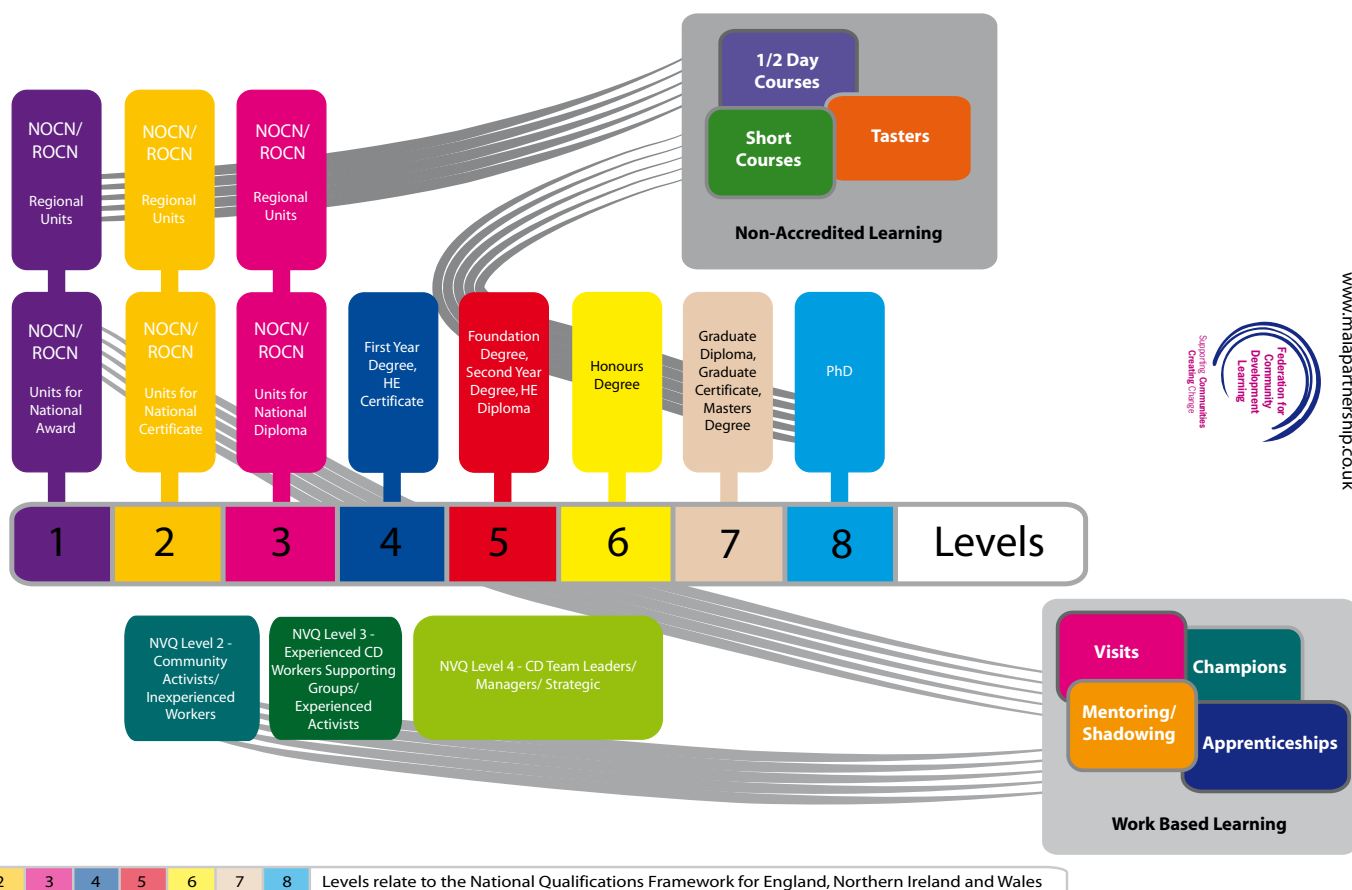
Briefing Sheet Six



The Community Development Work Learning & Qualifications Framework

Following the “Roots and Routes” conference in 2004, the Federation for Community Development Learning developed a Community Development Learning and Qualifications framework. This set out a “climbing frame” approach of different pathways and routes to enable flexibility and progression and maps to levels 1-8 of the NQF which is being superseded by the QCF. It included non-accredited learning through short courses and tasters and work-based learning through visits, mentoring and apprenticeships.

Community Development Work Learning and Qualifications Framework



concept and design by maria partnersnip zuno
www.malpartnership.co.uk

Briefing Sheet Seven



The Revised Community Development National Occupational Standards (2009)



Diagram 1

List of Standards

Key Area One (Core): Understand and Practise Community Development

- S1 Integrate and use the values and process of Community Development
- S2 Work with the tensions inherent in Community Development practice
- S3 Relate to different communities
- S4 Demonstrate competence and integrity as a Community Development practitioner
- S5 Maintain Community Development practice within own organisation

Key Area Two: Understand and Engage with Communities

- S6 Get to know a community
- S7 Facilitate community research and consultations
- S8 Analyse and disseminate findings from community research

Key Area Three: Take a Community Development Approach to Group Work and Collective Action

- S9 Support inclusive and collective working through Community Development practice
- S10 Organise community events and activities
- S11 Respond to community conflict
- S12 Support communities to campaign for change

Key Area Four: Promote and Support a Community Development Approach to Collaborative and Cross-sectoral Working

- S13 Promote and support effective relationships between communities and public bodies
- S14 Encourage and support public bodies to build effective relationships with communities
- S15 Use a Community Development approach to support collaborative and partnership work
- S16 Apply a Community Development approach to strategically co-ordinate networks and partnerships

Key Area Five: Support Community Learning from Shared Experiences

- S17 Promote and develop opportunities of learning from Community Development practice
- S18 Facilitate community learning for social and political development

Key Area Six: Provide Community Development Support to Organisations

- S19 Advise on organisational structures using Community Development perspectives
- S20 Plan and gain resources and funding for sustainability through Community Development practice
- S21 Strengthen groups using Community Development approaches and practice
- S22 Set up new projects and partnerships using Community Development approaches and practice
- S23 Use a Community Development approach to monitoring and evaluation

Key Area Seven: Manage and Develop Community Development Practice

- S24 Supervise Community Development practitioners
- S25 Manage internal organisational development and external relationships to support effective Community Development practice.

Briefing Sheet Nine



Some of the Key Issues and Considerations Raised for Discussion

FCDL CONFERENCE 2009:

- » There is a lack of funding to support development of practitioners from small organisations.
- » It is important to ensure that there is a clear learning pathway for volunteers as well as paid workers, and that these pathways are accessible to those with low incomes.
- » Starting point for development of the framework must be from base of community activists.
- » Ensuring that there are accessible qualifications AT ALL LEVELS within all geographical areas.
- » Ensuring that community development work is delivered by community development workers (challenge in relation to working with employers)
- » Concern that in future funding will only be tied to qualifications on the QCF and anything else will not be supported.
- » There is a need to undertake the process of mapping old 'legacy' qualifications to the new framework. This alone, is a big piece of work.
- » Being clear about the distinctions between needing to be qualified and wanting to be qualified.
- » Community development practice being undertaken as part of CD learning should always take place within a CD organisation/context.
- » It is important that more work be done with employers to ensure they fully understand what community development is. This is necessary in agencies where a variety of staff of employed and only some have a CD role/function.
- » There need to be short high level units for people that come in sideways from other professions – e.g. someone who is a skilled and experienced manager but has little knowledge of CD.
- » It is critical that trainers and higher level learning providers (e.g. University lecturers) have strong and current links to the field.
- » Concerns that the new framework will effectively create 2 tiers of qualifications;
- » Up to level 3
- » Level 4 and beyond
- » And that practitioners will enter and progress within one but that progression from say level 3 to level 4 or 5 will be largely inaccessible for those coming up via an activist's route.
- » It is valuable to be able to develop a 'spiky' profile of unit study – units at different levels depending on what you might need the skills levels at. This enables learners to customise their own learning profiles.

- » Concerns that this whole process is too complicated and will just turn practitioners, employers and learning providers off.
- » Importance that one introduced, there is stability in the Framework and that it is not scrapped and replaced in 2-3 years time.

Questions

- » What counts as a 'qualified worker' these days? How can you tell what your 'old' qualification equates to under the new QCF?
- » Who needs the qualifications? Does anyone and everyone involved in community development need to be qualified? Do volunteers need to have qualifications?
- » How big do we (the sector) want qualifications to be in the future?
- » What levels do we want qualifications to be offered at?
- » What should be mandatory at each level and what is optional?
- » To what extent can learners bring in units from other areas of study to count towards a qualification? For example could a play worker get fully recognised and qualified as a community development worker without undergoing any community development study?
- » How can we ensure the new CD Qualifications Strategy includes provision for accreditation of prior experience and learning?
- » At what time do a collection of units become a qualification? What will be the process for this?
- » Who will award the qualification if the units have been accredited by a number of different awarding bodies?
- » Are there enough people to take up the range of qualifications needed?
- » How can you ensure there is equality of access to all levels of provision across the UK?
- » What should be the mechanisms for assessing past/current community development 'practice' beyond simply writing it up?
- » How can forms of assessment be developed for those who may have literacy needs or learning disability needs?
- » Are we looking at something similar to the PTLLS, CTLLS and DTLLS for community development? Aimed at different levels of operation within the sector?
- » What are the barriers, particularly for activists in moving right up through the levels? Additional support and mentoring will be needed to facilitate this progression.

Regional Conference (Yorkshire & Humberside) 2009

- » Reflective learning – eg structured around a visit
- » Use core standard at each level
- » Does 'prof' = paid
- » Who/ where / contexts – uses of CD
- » Interpretation of values will vary with roles
- » Use journeys to illustrate learning
- » Award = introduction to CD, based on core
- » Have more credits as go up the levels
- » Link to the 14+ personal and social learning for citizenship
- » Need to crack issue of unit funding
- » How many credits is the maximum for a unit?
- » What collection of units would be acceptable as CD
- » Remember lower levels are really springboards for learning and move up to vocational / professional competence

- » What to do about functional skills?
- » Has to be attractive to learners; need to be small enough
- » Links with other occupations
- » Clarity on target groups
- » Recognise contexts
- » Balance between theory and practice
- » Employers views – need to create a useful framework for staff development

LLUK:

- » Implications for Apprenticeship Frameworks across the UK
- » Impact on the 14-19 Reforms in England
- » Foundation degrees in England
- » Progression opportunities within the Qualifications Framework
- » Approaches to assessment
- » Ensuring transferability across national boundaries whilst reflecting national uniqueness of qualifications
- » Funding arrangements
- » Professionalisation and licence to practice
- » All Ireland Endorsement Project

Briefing Sheet Ten



For Completion of the Consultation Questionnaire

The purpose of this questionnaire is to gather information about what the community development field think the revised learning and qualifications framework should look like, and to inform the review of existing, and development of new vocational qualifications.

Completing the questionnaire

To fill in this questionnaire use the highlighted fields in Adobe Acrobat Reader. In order to save the form with your data in it you must have the latest version of Adobe Acrobat Reader. This is free software and is available from www.adobe.com

To submit: Fill in your form and then click the submit button at the bottom of the last page. The form will try to send the information to us via your e-mail client or if you use a web-based e-mail it will direct you to save the form on your computer and send it to us as an attachment. You should also be able to directly save the form to your computer using the save as function on the file menu. Please then send it to us at:

laura@malapartnership.co.uk

If you would prefer to fill in and print the form please fax it to: 01274 582191 or post it to: Val Harris, 10 Hall Royd, Shipley, West Yorkshire, BD18 3ED.

Please note, the response boxes have plenty of room in them, even if the box doesn't look big enough the data will be saved. There are several sections to this questionnaire – There are several sections to this questionnaire – to help you find the bits you are most interested in, they are listed here:

Section 1. Your details – please complete this so we demonstrate the range of people who are filling this in and to check if we have missed any key set of stakeholders

Section 2. Making the business case for CD qualifications – collecting any data to show the past and potential demand for CD qualifications

Section 3. Roles and responsibilities taken by CD practitioners and what this means for the qualifications they need; this starts to build the outline of the framework and the qualifications within it

Section 4. Aspects of the Developing Framework; there are a number of issues which we need your comments on in order to develop the framework which include the indicative content of units and what should be mandatory / core and what might be optional, how the content of the units should be bundled, what other units could we import, your thoughts on progression and on the assessment of practice

Section 5. Other related and big issues of professionalisation and licence to practice

Section 1: Questions 1.1 to 1.8

This Section asks for information so that an overview of those completing the questionnaire can be gained indicating work role, perspective and geographical location. This will help us ensure that we get to hear all the different voices that need to contribute to this review.

Section 2: Question 2.1 to 2.5

This section is designed to gather data about the take up of existing qualifications and the potential take up of future qualifications. We need to make a 'business case' to UKCES and awarding bodies to

develop the CD qualifications by demonstrating that people do want to gain qualifications in CD, and if we get the design of the framework right then more people will be able to access and complete qualifications. This section is primarily aimed at training providers who have delivered, or tried to deliver, CD qualifications.

Section 3: Questions 3.1 to 3.5

This section asks for information about the different roles that people take on within community development who would like access to CD learning and qualifications. This will enable us, and awarding bodies, to develop appropriate qualifications to meet the needs of these different practitioners. All developed qualifications will need to be mapped to the Community Development National Occupational Standards (CD NOS) 2009. Details of these can be found in Briefing Paper 8.

Q3.1: Is about the list of roles which, potentially, require qualifications in Community Development practice. A list was identified during the revision of the CD NOS (2009) which included some who need to know more about Community Development but who do not need access to qualifications. The questionnaire seeks to gain further information about whether you agree with this revised list of roles who would like access to qualifications, and if there are others that need to be taken into consideration. Please tick all those you agree with and identify any which you think are missing by ticking OTHER and specifying what is missing. Beneath the list here is space for you to explain or make further comments.

Q3.2: this seeks information about the Level (degree of challenge/difficulty) that is required for each role. The Level relates to those set by the National Qualifications Framework (NQF) which will be equivalent in the developing Qualifications and Credit Framework (QCF). Briefing Paper 1 gives further information on the changing nature of Qualifications Frameworks. Identifying required Levels is a crucial starting point when considering the range of qualifications that need to be developed. More detailed information on Levels can be found in Briefing Papers 2 and 3.

Q3.3: once a level has been identified, the next stage is to consider the type and size of the qualification required at each - if any. In Section 3 there are further, more detailed, questions e.g. whether the new Key Area One of the CD NOS (2009), which is core and mandatory, should form the basis of an Award at every level. At this stage the information provided will inform an overview of qualifications required. There is no requirement to have to have qualifications at each level if there is no demand for them. Further information on type and size of qualifications can be found in Briefing Paper 2. There is a particular concern that developed qualifications should be "user friendly, accessible and achievable for the wide range of Community Development practitioners". This question also seeks views on what are the priority qualifications to develop as the late start of this project may mean we are not able to get all the desired qualifications onto the framework this year.

Q3.4: opinion is being sought on the demand for Community Development Apprenticeships. Further information on national expectations is provided in Briefing Paper 4 and, at this stage, the Level(s) at which they could be developed is sought.

Q3.5: there continues to be a substantial demand from the field for a route to qualification based on accreditation of prior learning from experience, particularly for those who have substantial experience of Community Development practice but no formal qualification. The ESB has responded and Regional Panels in Yorkshire & Humberside and London are currently piloting "Recognition Schemes" (at Levels 3 & 4 respectively). Further information can be found in Briefing Paper 5. Opinion is being sought on which practitioners would be interested in these and what Levels would be needed.

Section 4: Questions 4.1 to 4.6

This section explores a number of different aspects of the framework.

Q4.1 considers the Indicative content for level 1, 2, 3 and 4 qualifications. The example of courses are taken from the existing Community Development qualifications at Levels 1 to 4. Please note that, to be included on the developing QCF, these qualifications would need to be revised in line with the CD NOS (2009) and meet the new framework requirements in terms of structure, size etc. An overview diagram

of the existing "Community Development Work Learning & Qualifications Framework can be found in Briefing Paper 7.

Whilst it is possible to adapt existing qualifications this is not our preferred approach as we need to consider the best way to bundle the skills and knowledge requirements as set out in the CD NOS and not be constrained by what we have had in the past. Opinion has also been sought, prior to the beginning of this project, at two workshops (at the FCDL AGM & Conference and at a Yorkshire & Humberside Regional Conference in 2009) and details of opinion given can be found in Briefing Paper 9 entitled "Key Issues and Considerations within the Transition"

Q4.1.1: the existing sets of units within the current NOCN Awards at Levels 1, 2 & 3 have been allocated to 4 different sub headings and your opinion is sought on what is the best way to develop units in the new framework.

Q4.1.2: this repeats the questions and asks about level 4 qualifications and uses as examples the existing City & Guilds modules.

Q4.1.3: In any qualification there is the opportunity to have core/ mandatory units as well as optional units. This question seeks your opinion on using the Key Area One - the new core unit in CD NOS as the basis for core/ mandatory units. Within the CD NOS (2009), Key Area One is core and essential for all Community Development practice across all levels, roles, and settings. It asks for your opinion on whether this should form the basis of all qualifications as a mandatory Award at each level, with additional units for Certificate or Diploma achievement.

Q4.1.4 Asks your opinion on other mandatory units within CD qualifications; the lists in 4.1.1 and 4.1.2. may help you think about this but should not restrict your ideas about units, you may want to refer to the revised CD NOS Briefing paper 8.

Q4.1.5 Asks about your opinion for what units should be included as optional units to enable people to customise the qualification to reflect their practice; the lists in 4.1.1 and 4.1.2. may help you think about this but should not restrict your ideas about units, you may want to refer to the revised CD NOS Briefing paper 8

Q4.2: this begins to ask for more detailed consideration of the development of the units on the QCF, and asks for comments and rationale between two alternatives i.e. are the units about generic areas or roles of Community Development practice (group work, monitoring and evaluation), or contextualised to specific areas of work - community development and social housing, community development and health, community development and environmental

Q4.3. this asks for comments on whether developed Units should be directly related to the Key Areas within the revised CD NOS (2009) and follow the way they are laid out. A competence based assessment approach would be basically a redrafting and re-branding of NVQs and you are asked to comment on whether you consider this approach to be viable and required.

Q4.4.1. following the theme of optional units, this question seeks opinion on other Units that you know about that are already on the QCF that should be looked at, with a view to their inclusion as our optional units? Please provide as much detail as possible to ease cross-referencing.

Q4.4.2: this seeks your opinion about the acceptable percentage of imported Units within any qualification, if this is seen to be viable.

Q4.4.3: this seeks your views on the balance between mandatory and optional Units in a qualification and asks that you comment on the different levels and types of qualification.

Q4.5 - the QCF is designed to encourage progression and this needs to be built in from the start with the new CD framework

4.5.1: within the developing QCF there is an option to allow people to put forward Units gained at one Level towards a higher-level qualification e.g. 10 credits from a Level 2 Award could contribute 6 credits towards a Level 3 Award and the learner would then add evidence of additional learning. This has been

termed “spikey qualifications” and your opinion is sought whether this would be helpful within the Community Development SQS.

Q4.5.2: the developing QCF aims to encourage progression and this question seeks your opinion on the issues that need to be resolved in order to enable progression from Level 3 through to HE qualifications. Additionally how Apprenticeships and Recognition Schemes can be accepted as leading to other higher-level qualifications.

Q4.5.3: the issue of assessment of actual Community Development practice at any / all Levels has long been debated regarding qualifications. Your opinion is sought regarding whether compulsory periods of assessed practice should be required in all/ some of CD qualifications , and whether the amount should relate to the level or size of the qualification

Section 5 Questions 5.1 to 5.3

Q5.1: the original research report prepared by previous consultants for this project suggested that there is a demand from the field for a “professionalisation” of Community Development practitioners with qualifications linked to terms and conditions of employment. In Scotland this is already a Degree requirement and Northern Ireland is effectively following suit. Your opinion is sought on whether a link should be created between one or more qualifications and terms and conditions of employment. Furthermore, if you feel there should be a link, you are asked to say at what Level(s) this should operate and whether what has happened in Youth Work should be considered.

Q5.2: the research report also suggested a “licence to practice” or “registration” (similar to the teaching profession) and possibly linked to specific qualifications or posts. Your views are sought on this suggestion.

Q5.3: just in case you feel that you haven’t been grilled enough, or that you haven’t had an appropriate space to record a “burning” comment, this question invites you to write any final/