

Community Development (RQF) Regulated Qualification



Specification and Teaching Guidance

Level 4 Diploma (610/4884/7)

Level 5 Diploma (610/4886/0)

Level 6 Diploma (610/4885/9)

V1.1

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To all our Recognised Centres,

The success of an ABMA Education learner is dependent on a number of factors. The dedication of the learner to their studies, the devotion of the teaching staff to deliver the knowledge and skills effectively and the commitment of the Awarding Organisation to continually ensure that the skills obtained by the learner throughout their studies are relevant, in demand and extremely valuable.

This syllabus has been created with the support of industry and education experts and, coupled with the teaching expertise of your staff, will ensure that ABMA Education learners continue to demonstrate talent, capability and experience in their chosen industry.

The structure of this syllabus has been created specifically to ensure ease of delivery for lecturers, helping learners progress their knowledge at each level while at the same time gaining exciting skills that far surpass not only the competition but also the expectations of well-established industry employers.

We wish your learners good luck in their studies and look forward to hearing about the achievements of ABMA Education learners in the near future.

Kind regards,

The ABMA Education Team

**Vocational Qualifications,
our Strength, your Future**

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Qualification Aim and Objectives

Qualification Aim

The ABMA Education (hereafter known as ABMA) qualification in Community Development (RQF) is aimed at learners who wish to study a vocational pathway where academic knowledge and understanding are applied to a variety of community and community development situations. This approach will enable learners to pursue a career in a related discipline where knowledge, skills and understanding provide the intellectual foundations to successfully impact the community for the better.

In addition, each level of the Community Development (RQF) qualification provides the basis for progression onto higher levels of learning. This could be based on an ambition to focus on subject specific disciplines or to progress onto master's level study.

Qualification Objectives

The ABMA Education qualifications in Community Development have been developed to meet to the requirements of the community sector.

These qualifications:

1. Equip learners with the necessary skills and competencies to enable them to gain meaningful employment.
2. Encourage a critical approach to knowledge acquisition where learners have the confidence to challenge established theories and concepts when these are applied in different contexts.
3. Develop, in learners, the confidence to challenge and improve workplace activity where the outcome is both positive and beneficial to an organisation.
4. Allow for flexibility in teaching, learning and assessment so that local and/or specialist requirements are met.
5. Meet the aspirations of learners who may wish to develop further knowledge, whether that is specialised or at higher levels.
6. Provide a balance between developing the knowledge, skills and understanding for learners to succeed academically and those required when entering employment.
7. Promote an interactive teaching and learning environment which is challenging yet rewarding.
8. Present to learners, assessments which are transparent and achievable whilst at the same time offering an appropriate level of challenge.

Who Should Study This Community Development (RQF) Qualification?

The vocational and applied nature of the qualification means that different types of learners would benefit from undertaking a programme of study and achieving the qualification.

Learners who have recently completed compulsory education and have chosen to follow a career in community work or a related vocation will be able to acquire the fundamental skills and knowledge to successfully enter the workplace. Whereas those already in employment will be able to build on existing workplace competencies which will provide an opportunity to make an immediate and positive impact on an organisation and how it conducts its business. In addition, obtaining this qualification would be beneficial for those who are re-entering employment after a period of absence and for those who are seeking a career change.

Qualification Structure

The ABMA qualifications in Community Development (RQF) are separated into three levels: Level 4, Level 5 and Level 6. Each level meets the requirements and expectations of appropriate regulatory frameworks (see below).

The units provide the fundamental knowledge and understanding which anyone working in a community development-based role should possess.

Each unit, irrespective of the level, requires 240 hours Total Unit Time (TUT)¹. TUT consists of direct contact with learners such as classroom-based activities, directed and independent study such as research and reading, time to prepare for assessments and time taken to complete assessments. The Total Qualification Time for each qualification level is 1200 hours, based on 5 mandatory units that must be completed. The Guided Learning Hours assigned to each unit is 96 hours.

Level 4

This level of the qualification provides a broad introduction to community development as a subject. The units provide the basis on which to develop research skills whilst also introducing learners to the fundamentals of communities, their values and the challenges they face. This level also provides learners with an understanding of community investment, marketing and what it takes to work with the community to make a positive impact.

The ABMA Education Level 4 Diploma in Community Development (RQF) consists of 5 mandatory units, as follows:

- Unit 1: Introduction to Community Development
 - Unit 2: Local Challenges and Global Influences
 - Unit 3: Understanding Sociology, Community and Ideology
 - Unit 4: Working within the Community
 - Unit 5: Promoting Investment in the Community
-

¹ Total Unit Time – the estimated number of hours which are required to demonstrate a level of attainment in any given unit of study.

The Level 4 unit specifications can be found in Appendix A to this specification.

Upon successful completion of Level 4 learners can progress to Level 5 or exit the qualification with a Level 4 qualification in Community Development (RQF).

Level 5

Human rights and health are vital elements that need focus when working with communities. As well as giving a focus on areas which apply to all communities, the Level 5 units provide opportunities for learners to begin developing the knowledge and understanding required to become competent in specific areas including culture, social enterprises and managing community projects. These units will build on the Level 4 learning (or equivalent workplace learning) and will explore more complex and more focused disciplines.

The ABMA Education Level 5 Diploma in Community Development (RQF) consists of 5 mandatory units, as follows:

- Unit 1: Human Rights, Politics and Legislation
- Unit 2: Managing Health in Communities
- Unit 3: Social Enterprises
- Unit 4: Managing Culture in Communities
- Unit 5: Managing Community Projects

The Level 5 unit specifications can be found in Appendix B to this specification.

Upon successful completion of Level 5, learners can progress to Level 6 or exit the qualification with a Level 5 qualification in Community Development (RQF).

Level 6

At Level 6 learners are expected to think critically and engage with the learning material. The Level 6 qualification has greater emphasis on policy initiatives and leading and managing in community development and projects, and as such, the units have a strategic bias. The knowledge and understanding gained through the units should enable learners to work with communities to create and vastly improve sustainable communities.

The ABMA Education Level 6 Diploma in Community Development (RQF) consists of 5 mandatory units, as follows:

- Unit 1: Critical Engagement with Social Policy
- Unit 2: Leadership and Management in Community Development
- Unit 3: Social Inequality, Change and Transformation
- Unit 4: Reflective Practice
- Unit 5: Project Management

The Level 6 unit specifications can be found in Appendix C to this specification.

Upon successful completion of Level 6, learners will be awarded a Level 6 qualification in Community Development (RQF).

Key Features

The ABMA qualifications in Community Development (RQF) have been developed following consultation with a range of stakeholders. These include employers, learning providers, industry experts and nationally recognised qualification and subject experts. As such, learners can be assured that the qualification is robust and fit for purpose and can therefore have confidence in its strong position within the regulated environment in which it is located.

Following consultations with stakeholders and on completion of the design and development of the qualification, the following six key features have been identified:

- A qualification which has its foundations in academic rigour which also has a strong emphasis on vocational learning.
- An opportunity for learners to use the knowledge and understanding gained from this qualification to progress onto further study.
- A qualification designed to meet the current needs of employers whilst also providing skills which will enable learners to adapt to a changing world.
- A transparent approach to quality assurance which will instil confidence in all stakeholders who will be satisfied that those awarded the qualification have met the required standards.
- An approach to teaching, learning and assessment which is engaging, dynamic, flexible and contemporary.
- A demand-led approach to curriculum design and assessment which provides the best opportunity possible for learners to gain meaningful employment in a community-based discipline.

Relationship to Regulatory Frameworks and FHEQ Level Descriptors

Throughout the United Kingdom and Europe there are different regulatory frameworks which determine, amongst other matters, the level within a framework in which a qualification and its levels are located. Each area and region within Europe can determine its own level descriptors and therefore where, within its framework, any qualification is located. It is important, therefore, that comparisons are made within this document so that centres and learners appreciate where the ABMA qualifications in Community Development (RQF) are located, and which regulators and frameworks apply.

The ABMA qualifications in Community Development (RQF) are regulated by the Office of Qualifications and Examinations Regulation (Ofqual) and is benchmarked to Ofqual's Regulated Qualification Framework (RQF). Ofqual regulate qualifications which are delivered, primarily, in England and Northern Ireland.

To establish parity with other frameworks and qualifications which are located within them, the ABMA qualifications in Community Development (RQF) have also been benchmarked to the Scottish Credit and Qualifications Framework (SCQF), the Framework for Higher Education Qualifications (FHEQ) and the European Qualifications Framework (EQF).

The following table indicates where each level of the ABMA qualification is located in the RQF, SCQF, FHEQ and EQF.

ABMA	RQF	SCQF	FHEQ	EQF
4	4	7	4	5
5	5	8	5	5
6	6	9	6	6

Relationship to Occupational and Educational Standards

One of the main reasons for achieving a qualification is so that a graduate of a programme of study can demonstrate they have reached a level of knowledge and understanding based on a specific and stated set of content.

To help ensure that the knowledge, skills and understanding which a learner acquires from achieving an ABMA qualification in Community Development (RQF) are relevant to industry requirements and meet employer expectations, the content of this qualification has been mapped to the following standards:

- The National Occupational Standards (NOS) for Management and Leadership developed by Skills CFA
- The Quality Code for Higher Education developed by the Quality Assurance Agency (QAA)

A detailed indication of the relationship between each unit and the applicable NOS can be requested from ABMA.

Teaching and Learning

Teaching and Learning Strategy Statement

ABMA recognises the relationship between strategy development, policy creation and how these are effectively implemented through workplace practice and procedures. ABMA's teaching and learning strategy will enable it to meet the current educational and commercial

challenges, as well as positioning itself to deliver a flexible and emergent response to the changing demands of the education sector.

The strategy is informed by, and developed in response to, a range of internal and external requirements. Externally, this strategy seeks to meet the expectations of the RQF, Ofqual and the specific expectations of ABMA recognised centres.

The overarching aim of ABMA's Teaching and Learning Strategy is to provide direction and support to centres to better enable them to engage learners in a dynamic, interactive and reflective experience thereby effectively preparing learners to successfully engage in assessment. This experience will stimulate academic engagement, develop challenging yet constructive discourse and encourage learners to reflect on their own performance in preparation for a professional career. ABMA will encourage and support centres to expose learners to autonomous and independent learning which will help learners to develop those academic skills, experiences and techniques required as they progress from one level of study to another.

With a distinctive focus on employability, the strategy will deliver curricula which embeds employability, have a strong commitment to ethics and diversity, and will encourage the use of contemporary as well as seminal research as part of learning and teaching. ABMA will identify with the expectations of employers and society. ABMA will be informed by external benchmarks such as National Occupational Standards and relevant professional and statutory bodies. In so doing, graduates of ABMA will have the attributes, skills, principles and behaviours which will enable them to make a valuable contribution to local, national and international commerce.

ABMA recognises and values the contribution learners make to their own experiences alongside the experience of their peers. Learner engagement and the learner voice form a significant aspect of a learner's life. ABMA will encourage recognised centres to counsel learner opinions on a range of teaching and learning matters which will be used to inform and enhance future practice within a centre as the primary source of learning, and within ABMA as the awarding organisation.

To help ensure the Teaching and Learning Strategy is delivered effectively, efficiently and based on strong academic foundations, the strategy is committed to supporting and developing those who are at the primary interface with ABMA's registered learners – the teaching teams. Through effective monitoring, observations and feedback, centre appraisal will focus on supporting individual lecturers to deliver a challenging, vibrant, informative and enjoyable teaching and learning experience.

A recognised centre's lecturers will be required to engage in their own professional development to encourage research and informed teaching. This will help ensure contemporary, as well as seminal, knowledge is shared with learners. Lecturers will be encouraged to reflect on their performance and engage in continuing professional development giving consideration to how this will improve and enhance future practice.

Unit Structure

All units, irrespective of level, have the same structure. This provides a consistent approach to teaching delivery, learning and assessment. Below is an outline of the main sections of a unit specification with an explanation for each.

- Credit Value
 - This indicates the number of credits which a learner will be awarded on successful completion of a unit. All units at all levels have a credit value of 24.
- Total Unit Time
 - Each unit, irrespective of the level, requires 240 hours Total Unit Time (TUT) which consists of a number of elements (including Guided Learning). These elements include:
 - direct contact with learners such as classroom-based activities,
 - directed and independent study such as research and reading,
 - time to prepare for assessment, and
 - time taken to undertake the assessment.
 - Schemes of Work and Lesson Plans are available to centres. These provide guidance on how to structure a programme of study and how to build into that programme opportunities for directed and independent study.
- Guided Learning
 - This is the recommended number of hours which should be lecturer led and is likely to be directly related to classroom contact/live teaching delivery. For this suite of qualifications, 96 Guided Learning Hours (GLH) per unit are recommended. It is, however, acceptable to reduce the number of direct contact hours but only where teaching is delivered by another, appropriate method. Teaching could, for example, be delivered via a virtual learning environment, but this must be interactive (live) and not pre-recorded and must be designed and presented in such a way that learning takes place. Guided Learning forms part of the Total Unit Time and therefore the Total Qualification Time.
- Unit Aim
 - This is a summary of what the unit is expected to achieve and what knowledge and understanding a learner is expected to gain after studying the unit.
- Learning Outcomes
 - All units, at all levels, have four learning outcomes. Each learning outcome uses a command verb appropriate to the level of the unit in which it is located within the qualification. The use of command verbs, at an appropriate level,

will direct centres to deliver teaching to the required depth and to design assessments which can be consistently graded.

- Grading Criteria
 - The grading criteria is informed by the benchmark statements contained within the published RQF which has been established by Ofqual.
 - The grading criteria provides a holistic description of behaviours which a learner must demonstrate to achieve a pass, merit or distinction at a given level of study.
 - The achievement of a pass, merit or distinction for all units at all levels will be based on the marks allocated for each element of assessment for each unit. The grade boundaries are shown, in percentage terms, in each unit specification.
- Indicative Content
 - The indicative content is shown in relation to each of the learning outcomes. As the title of this section suggests, the content is indicative not comprehensive. It is expected that centres will introduce learners to other topics which relate to the learning outcome.
 - When developing assessments for a unit, it is important that the learning outcomes are assessed based on the content which is taught for that learning outcome.
- Teaching and Learning
 - In all units, this section provides some broader guidance on what is expected of centres when delivering teaching and engaging with learners. Individual units have specific guidance which centres can use to enhance teaching and learning activities and develop a bespoke learning experience for that unit.
- Recommended Reading
 - This section of the unit specification is sub-divided into three parts:
 - Textbooks,
 - Journals, and
 - Websites.
 - All recommended textbooks and journals are available through centre and learner access to the online hosting service EBSCO. Access is available to recognised centres and registered learners at no additional cost to the centre or learner. These free resources are only the minimum recommended readings which learners should engage with. Centres are encouraged to identify further readings and/or direct learners to the vast range of alternative resource material available.
 - Further learning material can be accessed through the indicated websites. Again, these are only the minimum recommend ones. Learners should research other online sources of reference material to support their studies.

- **Assessment**
 - Assessments are specifically designed to fit the purpose and objective of each unit within the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector.
 - Specific assessment method details are stated in the unit details
 - Each assessment is taken under specified conditions, then marked, quality assured by ABMA, and a grade awarded. Learners must achieve all 5 mandatory units at pass grade or above. Learners are permitted to re-sit only failed assessments.

Supporting Teaching and Learning

As indicated in the Teaching and Learning Strategy statement, there is an expectation that lecturers delivering the ABMA qualifications in Community Development (RQF) will engage in their own professional development. This will require support from the centre which is expected to facilitate internal development opportunities in addition to supporting lecturers in research activities and external engagement in continuing professional development (CPD) opportunities. The minimum expectation is that lecturers delivering this qualification will be able to evidence 30 hours of CPD per academic year.

Both lecturers and learners will benefit from a centre's initial and continual investment in appropriate teaching and learning environments which could include access to on-site IT facilities. These facilities would provide access to online reference material and augment traditional sources of information held in libraries.

Centres are encouraged to localise teaching and learning. This means that centres should endeavour to require learners to apply their knowledge and understanding to local organisations which are readily accessible and situations which can easily be explored, analysed and evaluated. This presents an opportunity for learning to be made relevant to local issues and factors which are within a wider national or global context.

Programme Design

Planning an effective programme of study is necessary if teaching and learning is to be challenging yet rewarding, dynamic and contemporary. Programme design should consider the requirements and expectations of each cohort of learners where learning styles, level of study and resource availability are key factors in the units which learners study and the order that units are sequenced.

All units which form the ABMA Community Development (RQF) qualifications are to be delivered through synchronous delivery. It is expected, however, that this approach to teaching and learning is augmented through the use of online material available through a virtual learning environment.

In addition, the learner voice and the knowledge and experience of teaching teams are also factors which should be considered by those responsible for planning and designing a programme of study. This planning should also take into account unit assessments so that these are embedded into a programme where the aim is to avoid, wherever possible, excessive workloads for both learners and lecturers.

As such, centres could establish a forum where the views of various stakeholders are presented and considered. This example of best practice should help to ensure that teaching is rewarding for lecturers and learning is enjoyable for learners.

When planning and designing a programme of study, consideration should also be given to the holistic use of virtual learning environments, field trips, the use of guest speakers and real-world case studies. This should engender a contemporary learning environment where traditional education is enhanced through online, remotely accessible, learning.

Sequencing Unit Delivery

All units within a level have the same depth of demand and broadly the same depth of content and levels of expectations. This does not, however, mean that units within a level can be delivered in any order. It is advisable that the sequencing of units considers those units which provide fundamental knowledge and understanding to learners at the start of a programme of study. This should provide stronger foundations and foundation knowledge which learners can use in later units. As a result, success and achievement is likely to be high.

Level 4

- Unit 1: Introduction to Community Development, provides the basis for all learning for the ABMA qualifications in Community Development (RQF) and should be the first unit which all learners engage with.

Level 5

- No specific sequence recommended.

Level 6

- No specific sequence recommended.

Condensed or Expanded Teaching and Learning

The ABMA qualifications in Community Development (RQF) can be delivered through either, what is referred to as, a condensed programme of study or through an expanded programme. The former provides an opportunity for focused teaching and learning where single units are studied and assessed consecutively. The latter provides an opportunity for

learners to research and absorb knowledge over a protracted period of time. One key advantage to the condensed approach is that learners are able to gain early success and achievement and respond more rapidly to feedback. This will enhance their self-efficacy and self-confidence and enable lecturers to recognise the individual ability of all learners and provide additional support where required. The disadvantage is that it assumes that the availability of lecturers and other resources can accommodate this approach. Below is an example of this approach for the ABMA Level 4 qualification in Community Development (RQF).

Unit 1	ASMT ²	Unit 2	ASMT	Unit 3	ASMT	Unit 4	ASMT	Unit 5	ASMT
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The alternative to the condensed programme is the expanded programme. In this approach to programme design, lecturers would have more time to provide specific support which could result in high success and achievement. Two disadvantages are that learners have to wait longer for assessment results and, therefore, a delay in receiving assessment feedback which could be usefully employed in other units. Below are two examples of this approach for the ABMA Level 4 qualification in Community Development (RQF).

Example 1

Unit	Assessment set at the end of all teaching and learning.
1	
2	
3	
4	
5	

Example 2

Unit 1
Unit 2
Unit 3
Assessment units 1, 2 and 3
Unit 4
Unit 5
Assessments units 4 and 5

It is here where the introduction and use of a planning forum is most beneficial. Listening to the views of learners and lecturers, alongside other information such as lecturer availability, will enable programme designers and planners to decide on the most appropriate approach to utilise.

Assessment Strategy

Assessment Strategy Statement

² ASMT – Assessment

One of the purposes of assessment is to evaluate whether a learner has gained sufficient knowledge and understanding to satisfy the learning outcomes of each unit and the qualification as a whole. ABMA embraces the concept of assessment for learning which is valid and reliable. As such, ABMA's assessment strategy will require the curricula to engage with a variety of assessment tools which are accessible, appropriately challenging and support the development of learner self-efficacy and self-confidence. In addition, ABMA recognises that learners can enter their programme of study with prior learning which is related to the relevant curricula.³

To help ensure assessments and assessment grading are valid and reliable, ABMA will ensure robust quality assurance measures are implemented and monitored. This includes ensuring all learners engage in assessments positively and honestly. ABMA will not accept any attempt by a learner to gain an unfair advantage in any form of assessment. As with all successful institutions who award regulated qualifications, ABMA aims to exceed the expectations of the sector, the public and its accredited centres to ensure any assessment process, and its component parts, have been appropriately scrutinised, verified and approved.

This view extends to assessment feedback as a key part of a centre's and learner's holistic and specific development. Centre reports will be used to inform future learning which will be based on information gathered via the grading process. It will be timely, constructive and detailed such that all centre's learners have the same opportunity to benefit from the knowledge and expertise of those who grade and report on performance.

Approach to Assessment

All assessments are externally set, marked and quality assured by ABMA.

Grading

Qualification Level Grading

In order to be awarded a qualification a learner must complete all five units at each level and learners must secure a minimum of a pass grade in all units.

Unit Level Grading

Grading judgements will be made against specified characteristics that define the Pass, Merit and Distinction grades. A grade is not assigned to each and every learning outcome, instead strengths and weaknesses of responses are considered against the mark scheme, and marks allocated accordingly.

³ Learners and centres should refer to the ABMA Education Exemptions, Equivalences and Recognition of Prior Learning Policy which is available on our website.

Learner performance is judged against specified assessment criteria and awarded a grade of Fail, Pass, Merit or Distinction:

- 75% or above to achieve a Distinction
- 60% - 74% to achieve a Merit
- 40% - 59% to achieve a Pass
- 39% or below to be issued a Fail

Calculation of the Qualification Grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across all units in the qualification, where each unit bears equal weighting. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

A learner will not be issued the qualification if they have failed any units.

Sample Assessment Materials and associated grading are available from ABMA.

Entry Requirements

Minimum Level of Competence

ABMA do not prescribe a minimum level of competence for entry onto the Community Development (RQF) qualification at Level 4. It is the responsibility of each centre which delivers the qualification to satisfy itself that all learners who enrol on a programme of study have a reasonable chance for success.

Where prospective learners have recently completed compulsory education or formal training, it is reasonable for centres to expect they have, as a minimum, the following:

- Three A levels, or equivalent, at pass or above
- a Level 3 qualification in a related subject
- an internationally recognised equivalent qualification

Where prospective learners do not have recent education or training experience, or are defined as a mature learner, then centres could consider the career profile of each individual. Centres must be satisfied that prospective learners who match this profile have sufficient knowledge and understanding of the subject area so that success at Level 4 is likely.

English Language Requirements

ABMA takes a positive approach to accessing teaching and learning such that an ability to communicate in English, where this is not the first language of a learner, is not a barrier to enrolment on a programme of study. ABMA do expect, however, that learners have the ability to communicate using academic prose and have a high level of fluency. It is a centre's responsibility to determine whether a prospective learner has the necessary English language skills to succeed on the Community Development (RQF) qualification.

Where a programme of study for the ABMA qualifications in Community Development (RQF) are taught and assessed in English the minimum expectations relating to English language competency are stated below.

- Common European Framework of Reference (CEFR) level B2
- Pearson PTE score equivalent to CEFR level B2
- International English Language Test System (IELTS) score of 5.5

An internationally recognised equivalent measure of competence in English should be accepted where the evidence can be authenticated.

Recognition of Prior Learning (RPL)

RPL provides the means for centres to recognise prior achievement and for learners to be exempt from the learning delivery related to a unit of study or to a complete level of study. Learners and centres should refer to the ABMA Education Exemptions, Equivalences and Recognition of Prior Learning Policy which is available on our website for further guidance.

Appeals

ABMA has an appeals policy, written for our customers, including learners. It has been written in line the regulatory arrangements in the Ofqual General Conditions of Recognition. Learners and centres should refer to the ABMA Education Appeals Policy which is available on our website for further guidance.

Appendix A: ABMA Education Level 4 Diploma in Community Development (RQF) Unit Specifications

The ABMA Education Level 4 Diploma in Community Development (RQF) is a 120 credit qualification and takes one year of full-time study to complete.

Learners must achieve 120 credits by passing the mandatory units.

Total Qualification Time:	1,200
Total Guided Learning Hours:	480
Total Credit Value:	120

Mandatory Units

Unit Title	Level	TUT	GLH	Credit
Unit 1: Introduction to Community Development	4	240	96	24
Unit 2: Local Challenges and Global Influences	4	240	96	24
Unit 3: Understanding Sociology, Community and Ideology	4	240	96	24
Unit 4: Working within the Community	4	240	96	24
Unit 5: Promoting Investment in the Community	4	240	96	24

Unit 1: Introduction to Community Development

Level

4

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to equip learners with an understanding of communities, from the diverse groups that make them up to the factors that shape their character. The unit explores the concept of community development (CD), examining its purpose, activities and the theoretical frameworks that guide it. The unit delves into the core values of CD, including social justice and empowerment and how these values can influence and be reflected in community development activities. Finally, the unit addresses the various approaches to supporting community development, focusing on identifying needs, strategizing interventions and promoting inclusive practices.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand community components
2. Understand community development activities
3. Understand community development values
4. Understand approaches to support community development

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop

autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Introduction to Community Development provides the foundations which will enable learners to develop practical as well as cognitive skills to encourage a meaningful yet challenging learning experience. The unit's content presents the opportunity for lecturers to develop the wider skills which their learners will require throughout their studies and when they begin their career in community development. Lecturers should encourage team working through the establishment of study groups as well as through a variety of paired or group-based tasks which form part of learning activities.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 2: Local Challenges and Global Influences

Level

4

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to equip learners with the knowledge to navigate the complex landscape of local community development challenges. The unit delves into how factors such as government policies, social inequalities and resource limitations can hinder progress before considering global influences on community development, including the role of the UN, international laws and environmental concerns. The unit then addresses the different approaches to community development and explores the importance of policy, advocacy and ethics in ensuring sustainable and equitable community development practices.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand local challenges in community development
2. Understand global influences on community development
3. Understand comparative approaches to community development
4. Understand policy, advocacy and ethics in community development

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

To encourage the depth of understanding required by a learner to succeed in this unit and in the workplace, Local Challenges and Global Influences should be taught in an environment where knowledge is applied in different contexts and to worldwide situations. These contexts could include the use of case studies in which to locate and apply knowledge, or through the use of guest speakers who are experienced in community development challenges and influences. Guest speakers will also be able to share their experiences of comparative approaches to community development and the impact of policies.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 3: Understanding Sociology, Community and Ideology

Level

4

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to provide insight into community working by fostering a sociological understanding of communities and the challenges they face. The unit explores how social theories like functionalism and Marxism can illuminate social structures, inequalities and power dynamics within communities. The unit aims to provide an understanding of the processes of socialisation, cultural competence and identity formation, all crucial for navigating diverse communities. By examining the impact of globalisation and contemporary debates, learners will develop a critical lens for understanding community development practices and their ethical implications. Ultimately, this unit will empower learners to utilise sociological knowledge to address complex community issues and promote social justice.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand sociology in community development
2. Understand social theory in relation to community
3. Understand socialisation, culture and identity
4. Understanding social theory in community development practice

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the

subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

In support of this ethos, Understanding Sociology, Community and Ideology should be taught in an environment where knowledge is applied in different contexts to encourage the depth of understanding required by a learner to succeed in this unit, developing a clear understanding of the importance of sociology and its application to community development practice. These contexts could include the use of case studies in which to locate and apply knowledge or through the use of guest speakers where successful community workers share their experiences.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 4: Working within the Community

Level

4

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit explores the diverse groups that make up communities and the importance of cultural sensitivity. The unit will give learners the understanding to be able to identify community needs and develop strategies to address them. The unit explores the roles of community development workers, social workers and various community organisations, highlighting the importance of collaboration. The unit also addresses historical interventions and their outcomes, allowing learners to learn from past successes and failures. Ultimately, learners will gain the knowledge to empower communities and promote sustainable development.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand communities and their stakeholders
2. Understand community needs and the importance of meeting them
3. Understand roles in community working
4. Understand the roles of community development organisations

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop

autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

In support of this approach, Working within the Community should be taught in an environment where knowledge is applied in different contexts to encourage the depth of understanding required by a learner to succeed in this unit and in the workplace. These contexts could include the use of real-life community case studies in which to locate and apply knowledge or through the use of field research where learners observe and analyse community development organisations and community development workers.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 5: Promoting Investment in the Community

Level

4

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to equip learners with the understanding to navigate the dynamic world of community investment. The unit explores how to identify community needs and translate them into impactful investment strategies. Learners will gain the knowledge necessary to engage diverse stakeholders, from residents to businesses, fostering a collaborative approach. The unit addresses the various investment options, including financial, social and infrastructural investments, considering their strengths and weaknesses for different community needs. The unit also explores the methods of attracts investment through compelling proposals, effective marketing and innovative social media engagement.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand the factors impacting community investment
2. Understand strategies for stakeholder engagement
3. Understand investment options for specific community needs
4. Understand strategies for attracting investment

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the

subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

To add vocational relevance and realism, centres need to seek the support of and engage with community organisations that require and/or have obtained investment and arrange for them to share their stories. Such relationships will serve as a good source of information which can contribute to the development of meaningful case study material to support learning and contemporary development for this unit.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Appendix B: ABMA Education Level 5 Diploma in Community Development (RQF) Unit Specifications

The ABMA Education Level 5 Diploma in Community Development (RQF) is a 120 credit qualification and takes one year of full-time study to complete.

Learners must achieve 120 credits by passing the mandatory units.

Total Qualification Time:	1,200
Total Guided Learning Hours:	480
Total Credit Value:	120

Mandatory Units

Unit Title	Level	TUT	GLH	Credit
Unit 1: Human Rights, Politics and Legislation	5	240	96	24
Unit 2: Managing Health in Communities	5	240	96	24
Unit 3: Social Enterprises	5	240	96	24
Unit 4: Managing Culture in Communities	5	240	96	24
Unit 5: Managing Community Projects	5	240	96	24

Unit 1: Human Rights, Politics and Legislation

Level

5

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to equip learners to navigate the complex landscape of community development, considering the interplay between political systems, human rights and legal frameworks. The unit explores how different political ideologies and governance structures shape community development opportunities and challenges. Learners will gain a thorough understanding of human rights legislation and its role in promoting social justice and empowering communities, and will gain an appreciation into the legal framework surrounding community development, including national legislation and international agreements. The unit also explores the principles and practices of humanitarian aid, examining its role in alleviating suffering during crises and disasters. Ultimately, learners will gain the knowledge to advocate for communities, navigate legal complexities, and contribute to sustainable development efforts.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand the role of political systems in shaping community development
2. Understand human rights legislation
3. Understand legislation affecting community development
4. Understand the principles and role of humanitarian aid
5. Understand sources of humanitarian aid funding

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Teaching and learning for the Human Rights, Politics and Legislation unit would benefit from the use of a series of case study-related tasks where different aspects of the unit's content are applied to a single and detailed case study. Including guest lecturers who share their views and experiences of implementing or being impacted by legislation in their community work would enable learners to engage in a dialogue about real-life examples with current community workers.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 2: Managing Health in Communities

Level

5

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to equip learners with the knowledge and skills to advocate for health equity within communities. Learners will explore the social determinants of health, such as income, education, and environment, and their impact on health outcomes. The unit covers global health trends, geographical disparities and the historical approaches to community health, highlighting the role of organisations like the WHO. The unit also explores the legislative framework for community health by examining national and international policies. By the end of the unit, learners will be able to assess local health provisions, identify solutions to community health challenges and effectively advocate for health equity for all.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand the health inequalities in society
2. Understand the developments and purposes of community health
3. Understand the importance of controlling communicable diseases nationally and internationally
4. Understand the legislative framework for the provision of community health
5. Understand the effectiveness of community health provision in own communities

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this,

centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Teaching and learning for the Managing Health in Communities unit would benefit from consistent references to real-life examples throughout the programme. This will enable learners to appreciate the extent to which health inequalities and community health provisions vary across and within regions. The use of case studies alongside visits from local healthcare providers will help learners to realise the contrasting range in their own region.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 3: Social Enterprises

Level

5

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to provide learners with a comprehensive understanding of social enterprises and their impact on communities. The unit covers various types and models of social enterprises, the relationship between social and community enterprises and the distinctions between charitable and socially responsible businesses. The unit explores the entrepreneurial motivations, planning steps and financial requirements for starting a social enterprise, and examines the social and economic factors affecting enterprise success, the role of co-operatives and the impact of globalisation. The unit highlights the importance of marketing and strategies for promoting social enterprises, as well as methods for measuring outcomes and impact.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand the nature of different types of social enterprises
2. Understand the stages of planning an enterprise start-up
3. Understand social and economic factors which affect the business success of enterprises
4. Understand the role of marketing in promoting social, community and business enterprises
5. Understand different measures of outcomes for, and impact on, social, community and business enterprises in context

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Teaching and learning for the Social Enterprises unit would benefit from a contextualised approach throughout the programme, looking at different types of social enterprises that can exist in communities. This will enable learners to appreciate the factors affecting business enterprises. Where possible, centres could arrange visits to businesses recently started by entrepreneurs and/or organisations which support intrapreneurial activities. Such an approach will help learners to enhance their depth of knowledge, understanding and critical awareness of the subject. In addition, simulations could be used to bring a greater sense of realism to the learning experience. The use of case studies will help contextualise and add value to a learner's experience.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 4: Managing Culture in Communities

Level

5

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to equip learners with the understanding to navigate community development through a culturally informed perspective. The unit explores the building blocks of culture and their impact on individual and collective identities, before delving into cultural humility, fostering respect and reducing bias in intercultural interactions. The unit examines how culture influences community participation, social cohesion and development efforts, and examines strategies for managing cultural differences, identifying challenges and developing approaches to overcome them. By fostering intercultural understanding and cooperation, learners will gain the ability to create inclusive, cohesive communities that celebrate diversity and leverage cultural strengths for sustainable development.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand culture, cultural diversity and cultural identity
2. Understand cultural humility and sensitivity
3. Understand the importance of culture and its impact on community development
4. Understand the complexities arising from cultural differences in community development practice

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this,

centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Teaching and learning for the Managing Culture in Communities unit would be enhanced through the use of guest lecturers who work in a community-based organisation in a hands-on capacity, so they can share real-life experiences of how culture has impacted communities. In addition, the application of knowledge would be developed through the inclusion of real case studies.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 5: Managing Community Projects

Level

5

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to equip learners with the knowledge and skills to navigate community project planning. The unit emphasises the importance of community engagement throughout the project lifecycle, from identifying needs to securing resources. The unit aims to provide learners with an understanding of assembling project teams with the right skills and effectively managing resources such as funding, equipment and technology. The unit covers the various stages of project planning, establishing clear goals and milestones, as well as how to identify and mitigate potential risks, ensuring projects stay on track and within budget. The unit also explores the benefits of project management software for tracking progress, team collaboration and stakeholder communication.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand project planning considerations necessary in a community development context
2. Understand appropriate resources required for community-based projects
3. Understand the stages in project planning
4. Understand project management software

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the

subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

This unit should be delivered using consistent references to case studies of real-life community projects, allowing learners to apply their learning from this unit and relate it back to the case studies. Moreover, there should be a practical focus which encourages learners to consider how they might change and improve activities. Such an approach will help learners to enhance their depth of knowledge, understanding and critical awareness of the subject. Directing learners to the free online resources associated with project management will enable them to practise the application of project management tools.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Appendix C: ABMA Education Level 6 Diploma in Community Development (RQF) Unit Specifications

The ABMA Education Level 6 Diploma in Community Development (RQF) is a 120 credit qualification and takes one year of full-time study to complete.

Learners must achieve 120 credits by passing the mandatory units.

Total Qualification Time:	1,200
Total Guided Learning Hours:	480
Total Credit Value:	120

Mandatory Units

Unit Title	Level	TUT	GLH	Credit
Unit 1: Critical Engagement with Social Policy	6	240	96	24
Unit 2: Leadership and Management in Community Development	6	240	96	24
Unit 3: Social Inequality, Change and Transformation	6	240	96	24
Unit 4: Reflective Practice	6	240	96	24
Unit 5: Project Management	6	240	96	24

Unit 1: Critical Engagement with Social Policy

Level

6

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to provide learners with a comprehensive understanding of the complex factors that shape social policy in both developed and developing countries. Through comparative study, learners will explore various policy initiatives, the roles of government and non-government sectors and the impacts of global economic trade and social networks on community development. The unit examines at the driving forces behind policy creation and at the welfare policies designed to support communities, the operational and delivery constraints of these policies and the different forms of networks and movements that contribute to international community development. By engaging with these topics, learners will develop the skills to assess and influence social policy initiatives aimed at promoting communal well-being and socio-economic sustainability.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand the key relationships and influences on policy in developed and developing countries
2. Understand the factors which inform the development of policy initiatives
3. Understand comparative policies on welfare in context
4. Understand different forms of networks and movements within international community development

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Teaching and learning for this unit would be enhanced through the use of case studies based on real examples of appropriate policies in both developed and developing countries. Learners should be encouraged to explore the subject autonomously, undertaking comparative analysis, which could result in independent, strategic level, ideas and suggestions based on a good depth of knowledge and understanding.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 2: Leadership and Management in Community Development

Level

6

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to equip learners with essential leadership and management skills for effective community development. The unit explores the differences between leadership and management, various leadership styles and key responsibilities. The unit covers team development stages, fostering cooperation, collaboration and effective communication within both in-person and virtual teams. Additionally, the unit addresses leading across cultures, focusing on cultural intelligence and ethical considerations, and goes onto conflict causes and resolution strategies. By the end of this unit, learners will be prepared to lead community projects effectively, fostering inclusivity and resolving conflicts constructively.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand leadership and management skills and responsibilities
2. Understand the process of building and leading community teams
3. Understand leading across borders and cultures
4. Understand potential causes of conflict, implications and conflict resolution styles

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop

autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

In support of this ethos, Leadership and Management in Community Development should be taught in an environment where knowledge is applied in different contexts to encourage the depth of understanding required by a learner to succeed in this unit and in the workplace. These contexts could include the use of case studies spanning different locations and cultures in which to locate and apply knowledge or through the use of guest speakers where successful leaders and managers share their experiences.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 3: Social Inequality, Change and Transformation

Level

6

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to provide learners with an understanding of the social processes and interactions that lead to social inequalities and their impacts on society. The unit explores the dimensions of social, economic, cultural and environmental inequalities at various levels, methods for measuring them and the concept of intersectionality. The unit examines the effects of globalisation, social policies and media on inequalities and delves into models of social change and their relationship with community development. The unit also aims to give learners an understanding of the significance of capacity building and sustainability in communities, exploring key pathways to address these entrenched inequalities and strategies for promoting transformative change. The unit aims to equip learners with the skills to assess social inequalities and implement effective community development strategies for sustainable change.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand social inequalities and the ways in which they impact society
2. Understand different models of social change in context
3. Understand the significance of capacity building and sustainability in communities
4. Understand strategies for promoting change and transformation in communities

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Learners should already be familiar with social factors which impact society. Lecturers need to build on this by stretching and challenging a learner's critical thinking capacity by drawing on local, national and international examples of social inequalities. Appropriate case study examples illustrating change transformation in communities should be offered for review and analysis.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 4: Reflective Practice

Level

6

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to provide learners with an understanding of reflective practice and its significance in personal and professional development, particularly within the context of community development. Learners will explore the theories and methodologies of reflective practice, examining how reflective processes can be adapted to individual and collective experiences to enhance self-awareness, skills and workplace practices. The unit delves into various reflective learning strategies highlights the importance of reflective practice in continued professional development, emphasising its role in fostering growth and improving service delivery through collective wisdom and critical reflection. The unit also explores different methods and tools to support reflective practice and integrate reflection theory with practice. Finally, the unit aims to provide learners with an awareness of the cultural contexts of community development and how cultural perspectives and discourses influence professional practice and empower communities. Through this unit, learners will develop the ability to critically reflect on their actions, contributing to continuous learning and effective community development.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand the nature of reflective practice
2. Understand the importance of reflective practice within continued professional development
3. Understand different methods which support reflective practice
4. Understand the cultural contexts of community development that influence professional practice

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

It is important for teaching and learning related to this unit to be set in a real or realistic context, in order to develop knowledge and understanding of reflective practice that is meaningful to the learners undertaking this area of study. To achieve this, it is important for centres to engage the interest and support of organisations who have a strong experience in, and appreciation of, reflective practice, particularly in community development, and are able and willing to contribute to the learning process.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 5: Project Management

Level

6

Credit Value

24

Total Unit Time

240 hours

Guided Learning

96 hours

Unit Aim

This unit aims to equip learners with the comprehensive knowledge and skills necessary to effectively manage community-based projects, ensuring they contribute positively to community support and development. Learners will explore the critical aspects of project management, including planning, execution, budgeting and the use of various project management tools and software. The unit aims to emphasise the importance of teamwork, the role of the team manager and the theoretical models that support effective team management. The unit also addresses the challenges and changes inherent in project management, focusing on conflict resolution, ethical decision-making and the strategic approaches necessary for successful project delivery.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Understand the aspects of managing a community based project
2. Understand teamwork and the essential role it plays in achieving project goals
3. Understand project changes, challenges and conflict management within community-based projects
4. Understand a project managers' knowledge, skills and behavioural requirements

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Community Development (RQF) qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the

subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

This unit, Project Management, presents an opportunity for teaching and learning to have a strong applied aspect. Centres can use a number of project management case studies where each could be used by learners to apply their knowledge of different aspects of the subject to a variety of community-based scenarios.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA mark the assignment.
- ABMA will moderate the assignment.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment Grade

- This assessment is eligible for grades at pass, merit and distinction.



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