



**CCEA Level 2
Certificate
in
Working in the Community**

SPECIFICATION

(issued September 2006)

QCA Qualification Accreditation Number (100/4381/0)

CCEA's Vision

CCEA places learners and those who have a concern for their educational, personal and social development at the forefront of its thinking. In particular it is committed to ensuring that learners with CCEA brand qualifications can contribute to the economic prosperity of Northern Ireland.

About CCEA

CCEA is Northern Ireland's own awarding body offering a range of qualifications for various educational sectors. CCEA works in partnership with others in education, particularly those in the school and further and higher education sectors, to develop locally tailored qualifications, examinations and assessments.

CCEA qualification and awards are widely available throughout the educational sectors in Northern Ireland. This specification is one of a number designed specifically for the Further and Higher Education sector, in which its flexibility is expected to appeal to a wide range of learners.

CCEA is committed to continuously improving its products and services and has achieved nationally and internationally recognised quality awards for business excellence and customer service.

Customer Service Agreement

A Statement of Service to Centres

CCEA continually strives to improve the service it provides to its customers. In order to achieve this CCEA will review and evaluate its service on an ongoing basis, responding to and acting upon customer feedback as appropriate. To achieve this CCEA needs to know what kind of service your centre needs and expects and how this compares with the service it currently provides. Your feedback is valued; please direct any comments and suggestions to the Business Assurance Manager, Council for the Curriculum, Examination & Assessment, 29 Clarendon Road, Clarendon Dock, Belfast, BT1 3BG.

A full version of the CCEA Customer Charter is available on the CCEA website (www.ccea.org.uk).

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1 QUALIFICATION OVERVIEW

Introduction

The CCEA Level 2 Certificate for Working in the Community has been accredited by the Qualifications and Curriculum Authority (QCA) and is part of the National Qualifications Framework as a vocationally-related qualification. Its Qualification Accreditation Number is 100/4381/0.

The development of this qualification has been informed by feedback from PAULO, the National Training Organisation for community based learning and development.

This qualification is intended to provide progression to, but not overlap with, NVQs and GNVQs in related areas.

The Level 2 Certificate for Working in the Community is an ideal qualification for individuals, both waged and unwaged, with an interest in working in their community, particularly those involved with children, elderly people, disabled people or people with mental health issues.

Guided learning hours (GLH):	60
Work placement hours (included within the overall GLH):	30
NQF Level:	2
Assessment requirement:	Internally assessed portfolio

The qualification consists of **five** mandatory units:

- Unit 01 Understanding community work
- Unit 02 Developing effective communication and teamwork skills
- Unit 03 Undertaking work in the community
- Unit 04 Understanding attitudes and the value of others
- Unit 05 Communicating and planning goals with clients

Learning outcomes for each unit are provided in Section 3.

Candidates must successfully complete all five mandatory units to be awarded the CCEA Level 2 Certificate for Working in the Community.

Language of Specification and Assessment Materials

The specification and associated assessment materials are provided in English. Requests for assessment materials in Irish will be addressed by CCEA, if requested by the Department of Education.

Aims and Objectives

The qualification aims to:

- provide individuals with the opportunity to develop their interpersonal skills in order to contribute to the development of, and to function as a member of, a community organisation, working towards a common identified purpose;
- provide individuals with the opportunity to examine their own attitudes, values and lifestyles;
- enable individuals to be treated with equal worth and value;
- provide a way forward for individuals to progress into a variety of work areas, in which they can employ the skills that they have acquired.

The objectives of the qualification are to enable candidates to:

- prepare for work in the community;
- undertake work in the community.

Target Group

The CCEA Level 2 Certificate for Working in the Community is designed for individuals, both waged and unwaged, with an interest in working in their community, particularly those involved with children, elderly people, disabled people or people with mental health issues.

Entry Guidance

There are no specific recommended prior learning requirements for this qualification. Candidates must have the minimum levels of literacy and numeracy necessary to comply with the Health and Safety aspects of the qualification and the completion of the evidence requirements.

Admittance onto a course of study remains at the discretion of the centre based upon the above criteria.

Progression Opportunities

The CCEA Level 2 Certificate for Working in the Community aims to provide progression towards:

- Other Level 3 qualifications in Community Work;
- and qualifications in the following sectors:
 - Youth Work;
 - Care;
 - Drug Awareness;
 - Childcare;
 - Sport and Recreation.

It also provides progression into a number of CCEA Level 2 and 3 qualifications.

Links to Key Skills and National Occupational Standards

Section 4 provides details of where evidence can realistically be generated for Key Skills units through this qualification. In general the aim has been to target Level 2 Key Skills although other work can be designed for Levels 1 or 3, depending on the needs of individual candidates or groups.

The CCEA Level 2 Certificate for Working in the Community has been mapped against the relevant National Occupational Standards in Community Work. More detailed mapping is provided in Section 5.

How to Gain Approval

Centres must apply for approval to offer this qualification prior to enrolling candidates. If approval is not sought in advance candidates should be advised that certification is not available. To gain approval to offer this qualification centres need to complete an application form and return two signed copies to the Assessment Administration Team at CCEA.

Further information regarding the approval criteria and procedure is contained in the Administration Handbook. If you have any queries regarding any part of the approval process, require assistance completing the application form or wish to know if your centre meets the approval criteria, please contact the Assessment Administration Team.

The appendices at the back of this document provide an overview of CCEA's administrative procedures from approval to certification.

- Information for candidates:

Portfolio tracking booklets can be downloaded from the ACETS microsite on the CCEA website (www.ccea.org.uk).

2 ASSESSMENT AND MODERATION

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The assessment for the CCEA Level 2 Certificate for Working in the Community consists of an internally assessed portfolio of evidence which is assessed by centre staff and moderated by CCEA.

Internal Assessment

Each candidate is required to create a portfolio of evidence which demonstrates achievement of all learning outcomes associated with each unit. Learning outcomes specify what each candidate has to achieve and are included with each unit.

The main pieces of evidence for the portfolio are:

- assignments;
- records of oral/written questioning;
- candidate reports;
- observation by Assessor;
- witness testimony,

all of which are appropriate to the qualification and to the needs of candidates.

Evidence may be drawn from actual or simulated situations, as appropriate.

Assessment guidance is provided for each unit although Assessors may use alternative methods which are equally valid, reliable and maintain the integrity of the assessment and of the standards required of the qualification.

Assessors must be satisfied that candidates have achieved all learning outcomes related to the unit being assessed prior to deciding whether candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Assessment Administration Team at CCEA.

Work Placement

Candidates should have an understanding of Health and Safety issues prior to their placement.

Negotiation with suitable placements is the responsibility of the centre and should include providing placement Supervisors with a copy of the qualification requirements and examples of assessment guidance. Candidates working with children and young people must be supervised at all times whilst on placement. Placements may also require candidates to check and comply with all legal requirements regarding working with children, eg police clearance checks, in accordance with the Children Act (1989). Where necessary, candidates need to provide evidence that they have taken appropriate steps.

Confidentiality

In the interests of confidentiality, candidates should not use the personal details of any client in work placement records. Confidentiality must be maintained at all times. The Tutor, Assessor or work placement Supervisor must ensure that candidates are aware of this issue and do not produce any materials that might identify an individual or their family. Candidates (and, where necessary, centres) should also obtain the permission of any organisations involved in their work placements before identifying them in any material produced.

Internal Moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It is the responsibility of Internal Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

External Moderation

External moderation of internal assessments is carried out to ensure that assessment decisions are in line with required standards. External moderation is carried out by Moderators who are appointed, trained and monitored by CCEA. External Moderators are responsible for monitoring and sampling candidates' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Moderator's contact details on approval.

For further information on the responsibilities of Assessors, Internal and External Moderators, please refer to the Administration Handbook.

3 STRUCTURE AND CONTENT OF THE QUALIFICATION

This section provides the structure and content of the qualification.

The unit summary provides an overview of each unit including:

- the element title(s);
- the unit aim;
- guided learning hours;
- an indication of whether the unit is mandatory or optional.

Following the unit summary there is detailed information for each unit containing:

- the unit number and title;
- the elements and learning outcomes;
- assessment guidance.

Further information and/or guidance on the qualification can be obtained by contacting the Assessment Administration Team at CCEA.

Unit Summaries

Unit 01 (A/102/6333)

Understanding community work

This unit provides candidates with an understanding of ‘community’ and an awareness of the key organisations and resources available within their own local community.

Candidates will also gain an understanding of the mission and objectives of the employing community organisation and how their own role within the organisation contributes towards these.

The unit has **two** elements:

- Element 1.1 Understand community
- Element 1.2 Understand the role of the individual within a community organisation

This unit is **mandatory** and accounts for 12 hours of the total recommended guided learning hours.

Unit 02 (F/102/6334)

Developing effective communication and teamwork skills

This unit will allow candidates to develop effective communication and teamwork skills. Candidates will gain an awareness of different communication techniques and their uses and an understanding of team working and leadership styles.

The unit has **two** elements:

- Element 2.1 Develop effective communication skills
- Element 2.2 Develop effective teamwork skills

This unit is **mandatory** and accounts for 12 hours of the total recommended guided learning hours.

Unit 03 (J/102/6335)

Undertaking work in the community

This unit will enable candidates to develop the data collection and reporting skills required to undertake community project work. Candidates will also gain an understanding of health and social issues and the relevance of local operational policies for the employing agency.

The unit has **two** elements:

- Element 3.1 Undertake project work within a community organisation
- Element 3.2 Undertake an enabler’s role within a community organisation

This unit is **mandatory** and accounts for 12 hours of the total recommended guided learning hours.

Unit 04 (L/102/6336)

Understanding attitudes and the value of others

This unit will provide candidates with an awareness of attitudinal barriers and prejudice and their consequences. Candidates will also gain an understanding of the value of others in the community.

The unit has **two** elements:

- Element 4.1 Understand attitudes of others
- Element 4.2 Understand the value of self and others

This unit is **mandatory** and accounts for 12 hours of the total recommended guided learning hours.

Unit 05 (R/102/6337)

Communicating and planning goals with clients

This unit will enable candidates to communicate effectively with individual clients, plan goals with clients whilst maintaining their rights, and record their progress.

The unit has two elements:

- Element 5.1 Communicate with individual clients
- Element 5.2 Plan goals with clients

This unit is **mandatory** and accounts for 12 hours of the total recommended guided learning hours.

Unit 01 (A/102/6333) Understanding Community Work

Element 1.1: Understand Community	
Learning Outcomes	
<p>What the candidate must do:</p> <p>1.1.1 Identify the key organisations in their own local community</p> <p>1.1.2 Gather general information on these organisations about their staff, services, facilities and other resources.</p>	<p>What the candidate must know:</p> <p>1.1.3 The term ‘community’ as it applies to the individual</p> <p>1.1.4 Factors which constitute a community</p> <p>1.1.5 <i>Key resources available to the individual’s own community</i></p> <p>1.1.6 <i>Networks detailing the key resources in the community</i></p> <p>1.1.7 Methods for strengthening community networks</p> <p>1.1.8 Methods used to strengthen awareness-raising, advocacy and networking</p> <p>1.1.9 Formal community resources</p> <p>1.1.10 Informal community resources</p>

Range (explanation):

Formal community resources: services; leisure and community; statutory; private; voluntary; charity

Informal community resources: family; friends; neighbours

Knowledge outcomes in italics are those that will be specific to the context in which the qualification is delivered. For this reason, outcomes in italics will not be externally assessed.

Unit 01 (A/102/6333) Understanding Community Work

Element 1.2: Understand the role of the individual within a community organisation	
Learning Outcomes	
<p>What the candidate must do:</p> <p>1.2.1 Identify clear objectives for own role.</p>	<p>What the candidate must know:</p> <p>1.2.2 <i>Mission and objectives of the employing community</i></p> <p>1.2.3 <i>Own role in contributing to the organisation's objectives</i></p> <p>1.2.4 The impact of organisational objectives and client needs on own work patterns</p> <p>1.2.5 Methods used to formulate objectives</p> <p>1.2.6 Indications of success and measures of performance</p> <p>2.2.7 Role of others</p>

Range (explanation):	
Objectives:	long term; short term; organisational (mission; aims; key tasks; area of authority/responsibility)
Others:	community agencies; social and health agencies; private; voluntary; formal; informal

Knowledge outcomes in italics are those that will be specific to the context in which the qualification is delivered. For this reason, outcomes in italics will not be externally assessed.

Unit 01 (A/102/6333) Understanding Community Work

Internal Assessment Guidance – Unit 01:

Other methods of internal assessment are acceptable, if full coverage of all learning outcomes is achieved, and if the evidence generated can be internally and externally moderated.

Evidence Requirements	Learning Outcome	Additional Information
Assignment	<p>1.1.1 1.1.2 1.1.3 1.1.4</p> <p><i>1.1.6</i> 1.1.7 1.1.8 1.1.9 1.1.10</p> <p>1.2.5 1.2.6</p>	<p>This assignment should contain, as a minimum, sections on the following:</p> <ul style="list-style-type: none"> – a short piece giving an analysis of the local community and candidates’ individual roles within the community network of resources – production of ‘network’ detailing interaction of resources including own role. This could take the form of an annotated diagram – outline of evaluation process used to measure performance and indicators of success, also stating how these inform the objectives of the organisation
Record of oral/written questioning	<p><i>1.1.5</i></p> <p><i>1.2.3</i> 1.2.4</p>	<p>To include:</p> <ul style="list-style-type: none"> – analysis of resources within own or client community – an account of performance evaluation of how the candidate contributes to the organisation’s objectives and the way this impacts on work patterns

Internal Assessment Guidance – Unit 01 continued:

Evidence Requirements	Learning Outcome	Additional Information
Candidate report	<p><i>1.2.2</i></p> <p>1.2.1</p> <p>1.2.7</p>	<p>To include:</p> <ul style="list-style-type: none"> – outline of employing organisation’s aims/objectives – job descriptions inform of roles and responsibilities of the candidate and key staff
<p>In addition, records of oral/written questioning may be used for any outcome, as required.</p> <p>A random sample of those knowledge outcomes not given in italics will be assessed through an externally set and marked multiple-choice question paper.</p>		

Unit 02 (F/102/6334) Developing effective communication and teamwork skills

Element 2.1: Develop effective communication skills	
Learning Outcomes	
<p>What the candidate must do:</p> <p>2.1.1 Select methods of communication suitable for the needs of others</p> <p>2.1.2 Convey positive value of others through communication methods and styles</p> <p>2.1.3 Use communication techniques to convey effective support skills</p> <p>2.1.4 Actively encourage individuals to express feelings and attitudes</p> <p>2.1.5 Avoid factors inhibiting interpersonal interaction</p> <p>2.1.6 Use effective non-verbal communication</p> <p>2.1.7 Use appropriate forms of questioning</p> <p>2.1.8 Provide constructive feedback</p>	<p>What the candidate must know:</p> <p>2.1.9 Effective methods of communication</p> <p>2.1.10 Supportive skills</p> <p>2.1.11 Individual needs</p> <p>2.1.12 Factors inhibiting interpersonal interaction</p> <p>2.1.13 Forms of questioning</p>

Range (explanation):	
Methods of communication:	voice, tone; non-verbal; reflection; active listening
Supportive skills:	conveying: warmth; understanding; sincerity; empathy
Factors:	distracting; dominating, manipulating; blocking
Questioning:	open questions; questioning without interrogation; timing of responses
Individual needs:	physical; social; cognitive; emotional; behavioural

Unit 02 (F/102/6334) Developing effective communication and teamwork skills

Element 2.2: Develop effective teamwork skills	
Learning Outcomes	
<p>What the candidate must do:</p> <p>2.2.1 Use effective methods of communication to promote group cohesion</p> <p>2.2.2 Identify and describe characteristics of effective team working</p> <p>2.2.3 Identify and describe successful aspects of group formation and maintenance</p> <p>2.2.4 Evaluate the effectiveness of different leadership styles</p> <p>2.2.5 Identify and avoid barriers to team effectiveness</p>	<p>What the candidate must know:</p> <p>2.2.6 Effective methods of communication</p> <p>2.2.7 Characteristics of effective team working</p> <p>2.2.8 Aspects of group formation and maintenance</p> <p>2.2.9 Leadership styles</p> <p>2.2.10 Barriers to team effectiveness</p>

Range (explanation):	
Methods of communications:	non-verbal; reflection; active listening
Characteristics:	understanding own role; roles of others; needs of self and others; being supportive; being co-operative
Aspects:	dependence; inter-group conflict; cohesiveness; co-operation
Leadership styles:	open; autonomous; closed; authoritarian; democratic; laissez-faire
Barriers:	poor communication; low morale; lack of involvement; lack of motivation; discrimination; conflict

Unit 02 (F/102/6334) Developing effective communication and teamwork skills

Internal Assessment Guidance – Unit 02:

Other methods of internal assessment are acceptable, if full coverage of all learning outcomes is achieved, and if the evidence generated can be internally and externally moderated.

Evidence Requirements	Learning Outcome	Additional Information
Witness testimony/observation by Assessor	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.2.1	Observation of actual or simulated activity requiring interaction/communication
Assignment	2.1.9 2.1.10 2.1.11 2.1.12 2.1.13	An analysis of communication methods and effective support skills detailing how they relate to interaction and individual needs.
Record or oral/written questioning	2.2.2 2.2.3 2.2.4	Discussion about team working, group formation and maintenance and leadership styles
Candidate report	2.2.5 2.2.6 2.2.7 2.2.8 2.2.9 2.2.10	Notes on effective team work skills
<p>In addition, records of oral/written questioning may be used for any outcome, as required.</p> <p>A random sample of those knowledge outcomes not given in italics will be assessed through an externally set and marked multiple-choice question paper.</p>		

Unit 03 (J/102/6335) Undertaking work in the community

Element 3.1:	
Learning Outcomes	
<p>What the candidate must do:</p> <p>3.1.1 Identify and clearly define potential community products</p> <p>3.1.2 Gather information using data collection methods</p> <p>3.1.3 Evaluate and analyse data</p> <p>3.1.4 Formulate appropriate recommendations</p> <p>3.1.5 Implement suitable solutions to identified problem(s)</p> <p>3.1.6 Monitor and evaluate solutions and interventions</p> <p>3.1.7 Present project report to course members.</p>	<p>What the candidate must know:</p> <p>3.1.8 Methods used to collect data</p> <p>3.1.9 Data sources</p> <p>3.1.10 Methods for presentation of project reports</p> <p>3.1.11 Format of reports including use of tables, graphs and text.</p>

Range (explanation):	
Information:	primary and secondary sources
Data collection methods:	questionnaires; interviews; observations
Data:	qualitative data; basic statistics (mean; mode; median; frequency counts)
Report:	written; verbal
Data sources:	primary; secondary; interviewing; direct observation

Unit 03 (J/102/6335) Undertaking work in the community

Element 3.2: Undertake an enabler’s role within a community organisation	
Learning Outcomes	
<p>What the candidate must do:</p> <p>3.2.1 Identify roles of self and other key personnel in supporting and caring for individual clients in the community</p>	<p>What the candidate must know:</p> <p>3.2.2 Factors influencing priorities and practices within the current health and social care framework.</p> <p>3.2.3 <i>Local operational policies and frameworks governing the policy and practices of the employing agencies</i></p> <p>3.2.4 Implications of priorities and policies on the role of the enabler</p> <p>3.2.5 Key personnel</p>

Range (explanation):	
Key personnel:	from health and social care agencies; social workers; doctors; social care workers; hospitals and community nurses
Factors:	economy; political priorities; legislation or policy, eg: community care; external sources of funding
Local operational policies:	current local government or agency legislation or policy, eg care management framework or child protection.

Knowledge outcomes in italics are those that will be specific to the context in which the qualification is delivered. For this reason, outcomes in italics will not be externally assessed.

Unit 03 (J/102/6335) Undertaking work in the community

Internal Assessment Guidance – Unit 03:

Other methods of internal assessment are acceptable, if full coverage of all learning outcomes is achieved, and if the evidence generated can be internally and externally moderated.

Evidence Requirements	Learning Outcome	Additional Information
Candidate report	<p>3.1.1 3.1.2 3.1.3 3.1.4 3.1.5 3.1.6 3.1.8 3.1.9</p> <p>3.2.1 3.2.4</p> <p>3.2.2 3.2.3 3.2.5</p>	<p>This candidate report should contain, as a minimum, sections on the following:</p> <ul style="list-style-type: none"> – report detailing how the candidate has assisted in the identification and implementation of the project within the community – job description of own role as an enabler with notes on how priorities and policies impact on own role – this could be in the form of a collection of documentary evidence of health/social care/child protection provision leading to need for enablers in the community with annotations by the candidate
Observation by Assessor	<p>3.1.7 3.1.10 3.1.11</p>	Presentation of results to course members
<p>In addition, records of oral/written questioning may be used for any outcome, as required.</p> <p>A random sample of those knowledge outcomes not given in italics will be assessed through an externally set and marked multiple-choice question paper.</p>		

Unit 04 (R/102/6336) Understanding attitudes and the value of others

Element 4.1: Understand attitudes of others	
Learning Outcomes	
<p>What the candidate must do:</p> <p>4.1.1 Identify potential attitude barriers to maximising client potential</p> <p>4.1.2 Outline strategies for addressing potential attitude barriers</p>	<p>What the candidate must know:</p> <p>4.1.3 The definition of the terms ‘attitudes’, ‘prejudice’, ‘norms’ and ‘values’</p> <p>4.1.4 Methods used to address potential attitude barriers</p> <p>4.1.5 Factors influencing the formation of attitudes and prejudices</p> <p>4.1.6 Potential attitude barriers</p>

Range (explanation):	
Potential attitude barriers:	stereotyping; prejudice; discrimination; perceptual errors/distortions eg Halo Horns effect; labelling; self-fulfilling prophecy (at the level of: self; client; key individuals in client’s life; society)
Methods:	awareness-raising; modelling; reinforcement
Formation of attitudes and prejudices:	socialisation, modelling, direct reinforcement and learning

Unit 04 (R/102/6336) Understanding attitudes and the value of others

Element 4.2: Understand the value of self and others

Learning Outcomes

What the candidate must do:

- 4.2.1 Define the term 'moralisation'
- 4.2.2 Identify barriers to normalisation for own clients
- 4.2.3 Identify changes required at level of individual behaviour
- 4.2.4 identify changes required at service and community level
- 4.2.5 Identify opportunities for creating values social roles for own clients

What the candidate must know:

- 4.2.6 Individual level of change
- 4.2.7 Service level of change
- 4.2.8 Barriers to opportunities for normalisation

Range (explanation):

Barriers to opportunities for normalisation:

presence; choice and autonomy; competence; status and participation

Unit 04 (R/102/6336) Understanding attitudes and the value of others

Internal Assessment Guidance – Unit 04:

Other methods of internal assessment are acceptable, if full coverage of all learning outcomes is achieved, and if the evidence generated can be internally and externally moderated.

Evidence Requirements	Learning Outcome	Additional Information
Assignment	4.1.1 4.1.2 4.1.3 4.1.4 4.1.5 4.1.6 4.2.1 4.2.2 4.2.3 4.2.4 4.2.5 4.2.6 4.2.7 4.2.8	This assignment should contain, as a minimum, sections on the following: <ul style="list-style-type: none"> – an outline of the potential or actual impact of attitudes/ values of others on the life of an individual or group and how this could be addressed. This should also outline the terms ‘attitudes’, ‘prejudice’, ‘norms’ and ‘values’ explaining how attitudes and prejudice are formed – an outline of the concept of normalisation
<p>In addition, records of oral/written questioning may be used for any outcome, as required.</p> <p>A random sample of those knowledge outcomes not given in italics will be assessed through an externally set and marked multiple-choice question paper.</p>		

Unit 05 (R/102/6337) Communicating and planning goals with clients

Element 5.1: Communicate with individual clients	
Learning Outcomes	
<p>What the candidate must do:</p> <p>5.1.1 Select methods of communication suitable for the needs of others</p> <p>5.1.2 Use communication techniques to convey effective supportive skills</p> <p>5.1.3 Convey positive value of others through appropriate communication methods</p> <p>5.1.4 Identify and avoid factors which inhibit interpersonal interaction</p>	<p>What the candidate must know:</p> <p>5.1.5 Methods of communication</p> <p>5.1.6 Supportive skills</p> <p>5.1.7 Individual needs</p> <p>5.1.8 Positive value of others</p> <p>5.1.9 Factors inhibiting effective communication</p>

Range (explanation):	
Methods of communication:	verbal; non-verbal; active listening; body language
Supportive skills:	conveying warmth; understanding; sincerity; empathy
Positive value of others:	respect for others; personal preferences; choice; independence
Factors:	self-concept; values; attitudes; settings; distractions; eliminating; manipulating; blocking
Individual needs:	physical; cognitive; social; emotional; behavioural

Unit 05 (R/102/6337) Communicating and planning goals with clients

Element 5.2: Plan goals with clients	
Learning Outcomes	
<p>What the candidate must do:</p> <p>5.2.1 Establish potential goals based on clients' personal needs</p> <p>5.2.2 Involve clients throughout the goal planning process</p> <p>5.2.3 Formulate positive statements of clients' goals</p> <p>5.2.4 Create detailed plans for goal attainment</p> <p>5.2.5 Maintain clients' rights throughout the goal planning process and progression</p> <p>5.2.6 Provide constructive feedback on individual progress</p> <p>5.2.8 Adapt and modify goals according to client need and progress</p>	<p>What the candidate must know:</p> <p>5.2.9 Methods used to record progress and achievement</p> <p>5.2.10 Personal needs</p> <p>5.2.11 Goal planning process and progression</p> <p>5.2.12 Clients' rights</p>

Range (explanation):	
Personal needs:	physical ability; cognitive ability; cultural needs; identity needs; risk; progression
Goal planning process:	steps; methods; role of reinforcement
Methods:	documentation procedures
Clients' rights:	confidentiality; choice; independence; freedom from discrimination

Unit 05 (R/102/6337) Communicating and planning goals with clients

Internal Assessment Guidance – Unit 05:

Other methods of internal assessment are acceptable, if full coverage of all learning outcomes is achieved, and if the evidence generated can be internally and externally moderated.

Evidence Requirements	Learning Outcome	Additional Information
Candidate report and witness testimony	5.1.1 5.1.2 5.1.3 5.1.4 5.1.5 5.1.6 5.1.7 5.1.8 5.1.9 5.2.1 5.2.2 5.2.3 5.2.4 5.2.5 5.2.6 5.2.7 5.2.8 5.2.9 5.2.10 5.2.11 5.2.12	This report should contain, as a minimum, sections on the following: – report of interaction(s) with clients – report of goal planning session (this may form part of an actual or simulated case study).
<p>In addition, records of oral/written questioning may be used for any outcome, as required.</p> <p>A random sample of those knowledge outcomes not given in italics will be assessed through an externally set and marked multiple-choice question paper.</p>		

4 LINKS TO KEY SKILLS

As far as possible, CCEA's policy is to indicate to centres which Key Skills units may realistically be achieved through this qualification and indicate strategies through which the whole unit can be completed. Once a whole Key Skills unit has been assessed and achieved it will be possible to apply to CCEA for accreditation. The grids below show the chosen unit(s) and levels. There is an indication whether each piece of evidence is intrinsic or requires some further activity.

In general the aim has been to target Level 2, although other work can be designed for Levels 1 or 3, depending on the needs of individual candidates or groups.

NB The tables below indicate where evidence is likely to occur. It is the Assessor's role to assess the Key Skills evidence against the criteria.

Communication (Level 2)

Key Skill Ref	Description	Cross-reference
C2.1a	<p>Contribute to a discussion about a straightforward subject.</p> <p>Make clear and relevant contributions in a way that suits your purpose and situation. Listen and respond appropriately to what others say. Help to move the discussion forward.</p>	<p>1.1.4 Contribute to a discussion about the factors which constitute a community</p>
C2.1b	<p>Give a short talk about a straightforward subject, using an image.</p> <p>Speak clearly in a way that suits your subject, purpose and situation. Keep to the subject and structure your talk to help listeners follow what you are saying. Use an image to clearly illustrate your main points.</p>	<p>1.2.2 Give a short talk about the missions and objectives of the employing community organisation using images to illustrate the main points.</p>
C2.2	<p>Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.</p> <p>Select and read relevant material. Identify accurately the lines of reasoning and main points from text and images. Summarise the information to suit your purpose.</p>	<p>3.2.2 Read two documents about the factors which influence current priorities and practices within the current health and social care framework and summarise the information</p>
C2.3	<p>Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.</p> <p>Present relevant information in an appropriate form. Use structure and style of writing to suit your purpose. Ensure text is legible and that spelling, punctuation and grammar are accurate, so your meaning is clear.</p>	<p>2.2.1 Write a guide about how to promote group cohesion through the use of effective methods of communication</p> <p>4.1.2 Write a report outlining strategies for addressing potential attitude barriers, including at least one image.</p>

Application of Number (Level 2)

Carry through at least **one** substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3

Key Skill Ref	Description	Cross-reference
N2.1	<p>Interpret information from two different sources, including material containing a graph.</p> <p>Choose how to obtain the information needed to meet the purpose of your activity. Obtain the relevant information. Select appropriate methods to get the results you need.</p>	<p>3.1.1; 3.1.2; 3.1.3; 3.1.8; 3.1.9; 3.1.10; 3.1.11</p> <p>Interpret information gathered using data collection methods for two potential community projects</p>
N2.2	<p>Carry out straightforward calculations to do with:</p> <ul style="list-style-type: none"> a amounts and sizes b scales and proportion c handling statistics d using formulae <p>Carry out calculations, clearly showing your methods and levels of accuracy. Check your methods to identify and correct any errors, and make sure your results make sense.</p>	<p>3.1</p> <p>When undertaking project work within a community organisation, carry out calculations when gathering information and evaluating and analysing data</p>
N2.3	<p>Interpret the results of your calculations and present your findings. You must use at least one graph, one chart and one diagram.</p> <p>Select effective ways to present your findings. Present your findings clearly and describe your methods. Explain how the results of your calculations meet the purpose of your activity.</p>	<p>3.1.3; 3.1.4; 3.1.5; 3.1.6; 3.1.7; 3.1.10; 3.1.11</p> <p>When undertaking project work within a community organisation, interpret the results of your calculations and present your findings.</p>

Information Technology (Level 2)

Key Skill Ref	Description	Cross-reference
IT2.1	<p>Search for and select information for two different purposes.</p> <p>Identify the information you need and suitable sources. Carry out effective searches. Select information that is relevant to your purpose.</p>	<p>2.1; 2.2</p> <p>An internet search could be used to select effective methods of communication in order to convey supportive skills and promote group cohesion</p>
IT2.2	<p>Explore and develop information, and derive new information, for two different purposes.</p> <p>Enter and bring together information using formats that help development. Explore information as needed for your purpose. Develop information and derive new information as appropriate.</p>	<p>2.1; 2.2</p> <p>Explore and develop information regarding the effective methods of communication which convey supportive skills and promote group cohesion</p>
IT2.3	<p>Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.</p> <p>Select and use appropriate layout for presenting combined information in a consistent way. Develop the presentation to suit your purpose and the types of information. Ensure your work is accurate, clear and saved appropriately.</p>	<p>2.1; 2.2</p> <p>Present information regarding the effective methods of communication which convey supportive skills and promote group cohesion</p>

Working with Others (Level 2)

Carry through at least:

One straightforward activity in a **one-to-one** situation. Each activity must include tasks for WO2.1, WO2.2 and WO2.3

Key Skill Ref	Description	Cross-reference
WO2.1	<p>Plan the activity with others, identifying objectives and helping to allocate responsibilities and confirm working arrangements.</p> <p>Identify the objectives of the activity and what needs to be done to achieve them. Provide relevant information to help allocate responsibilities. Confirm working arrangements with those involved.</p>	<p>Competence in this unit could be demonstrated by planning, implementing and evaluating activities in a one-to-one situation throughout the qualification. CCEA have produced a proforma for capturing this evidence.</p>
WO2.2	<p>Work with others towards achieving the identified objectives, organising tasks to meet your responsibilities, and support co-operative working.</p> <p>Organise your own tasks so you can be effective in meeting your responsibilities. Carry out tasks accurately and safely, using appropriate working methods. Support co-operative ways of working, seeking advice from an appropriate person when needed.</p>	
WO2.3	<p>Exchange information on progress and agree ways of improving work with others to help achieve objectives.</p> <p>Provide information on what has gone well and less well in carrying out the activity, including the quality of your work. Listen and respond appropriately to progress reports from others. Agree ways of improving work with others to help achieve objectives.</p>	

Working with Others (Level 2)

Carry through at least:

One straightforward activity in a **group** situation. Each activity must include tasks for WO2.1, WO2.2 and WO2.3

Key Skill Ref	Description	Cross-reference
WO2.1	<p>Plan the activity with others, identifying objectives and helping to allocate responsibilities and confirm working arrangements.</p> <p>Identify the objectives of the activity and what needs to be done to achieve them. Provide relevant information to help allocate responsibilities. Confirm working arrangements with those involved.</p>	<p>Competence in this unit could be demonstrated by planning, implementing and evaluating activities in a one-to-one situation throughout the qualification. CCEA have produced a proforma for capturing this evidence.</p>
WO2.2	<p>Work with others towards achieving the identified objectives, organising tasks to meet your responsibilities, and support co-operative working.</p> <p>Organise your own tasks so you can be effective in meeting your responsibilities. Carry out tasks accurately and safely, using appropriate working methods. Support co-operative ways of working, seeking advice from an appropriate person when needed.</p>	
WO2.3	<p>Exchange information on progress and agree ways of improving work with others to help achieve objectives.</p> <p>Provide information on what has gone well and less well in carrying out the activity, including the quality of your work. Listen and respond appropriately to progress reports from others. Agree ways of improving work with others to help achieve objectives.</p>	

Improving own Learning and Performance (Level 2)

Carry through tasks for LP2.1, LP2.2 and LP2.3 that include at least:

One example of **study-based** learning.

You must complete this whole process **twice** and include at least **one** example of working without close supervision and **one** example of using learning from one task to meet the demands of a new situation.

Key Skill Ref	Description	Cross-reference
LP2.1	<p>Help set targets with an appropriate person and plan how these will be met.</p> <p>Provide accurate information to help set realistic targets for achieving what you want to do. Identify appropriate action points for each target. Plan how you will use your time effectively to meet targets, including use of support, and a date for reviewing your progress.</p>	<p>Competence in this unit could be demonstrated by a learning log recorded by candidates which demonstrates planning, implementation and review in a study-based assignment throughout the qualification. CCEA have produced a proforma for capturing this evidence.</p>
LP2.2	<p>Using plans, identifying support from others to help meet your targets, and take responsibility for some decisions about your learning.</p> <p>Use your timetable and action points to help you manage your time well and complete tasks. Identify when you need support and use this effectively to help you meet targets. Take responsibility for some decisions about your learning, using suitable approaches and methods and make any change to your plans when needed.</p>	
LP2.3	<p>Review progress with an appropriate person and provide examples of evidence of your achievements.</p> <p>Provide information on what has gone well, problems you have met, what you learned and ways you learned. Identify targets you have met and give examples of your achievements. Identify ways to improve your performance.</p>	

Improving own Learning and Performance (Level 2)

Carry through tasks for LP2.1, LP2.2 and LP2.3 that include at least:

One example of **activity-based** learning.

You must complete this whole process **twice** and include at least **one** example of working without close supervision and **one** example of using learning from one task to meet the demands of a new situation.

Key Skill Ref	Description	Cross-reference
LP2.1	<p>Help set targets with an appropriate person and plan how these will be met.</p> <p>Provide accurate information to help set realistic targets for achieving what you want to do. Identify appropriate action points for each target. Plan how you will use your time effectively to meet targets, including use of support, and a date for reviewing your progress.</p>	<p>Competence in this unit could be demonstrated by a learning log recorded by candidates which demonstrates planning, implementation and review in an activity-based assignment throughout the qualification. CCEA have produced a proforma for capturing this evidence</p>
LP2.2	<p>Using plans, identifying support from others to help meet your targets, and take responsibility for some decisions about your learning.</p> <p>Use your timetable and action points to help you manage your time well and complete tasks. Identify when you need support and use this effectively to help you meet targets. Take responsibility for some decisions about your learning, using suitable approaches and methods and make any change to your plans when needed.</p>	
LP2.3	<p>Review progress with an appropriate person and provide examples of evidence of your achievements.</p> <p>Provide information on what has gone well, problems you have met, what you learned and ways you learned. Identify targets you have met and give examples of your achievements. Identify ways to improve your performance.</p>	

Problem Solving (Level 2)

Carry through a straightforward activity, which includes tasks for PS2.1, PS2.2 and PS2.3, for each of **two** given problems.

Key Skill Ref	Description	Cross-reference
PS2.1	<p>Identify the problem and come up with at least two options for solving it.</p> <p>Identify with accuracy the main features of the problem and how you will show success in solving it. Come up with different ways of tackling the problem. Decide which options have a realistic chance of success, using help from others where appropriate.</p>	<p>Competence in this unit could be demonstrated through assignment/tasks across the qualification by a candidate diary. CCEA have produced a proforma for capturing this evidence</p>
PS2.2	<p>Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when necessary.</p> <p>Confirm with an appropriate person the option you will try for solving the problem, and plan how to carry it out. Follow your plan, organising the relevant tasks and making changes to your plan where necessary. Obtain and effectively use support to help you tackle the problem.</p>	
PS2.3	<p>Apply given methods to check whether the problem has been solved, describe results and explain your approach, including your approach to problem solving</p> <p>Apply accurately the methods you have been given to check whether the problem has been resolved successfully. Describe clearly the results, and explain the decisions you took at each stage of tackling the problem. Identify the strengths and weaknesses of your approach to problems solving and describe what you would do differently if you met a similar problem.</p>	

5 LINKS TO NATIONAL OCCUPATIONAL STANDARDS

This qualification has been mapped against the relevant National Occupational Standards in Community Work. This means that by studying this qualification candidates may be able to gather evidence which could be used for the accreditation of prior learning (APL) against a particular NVQ/SVQ.

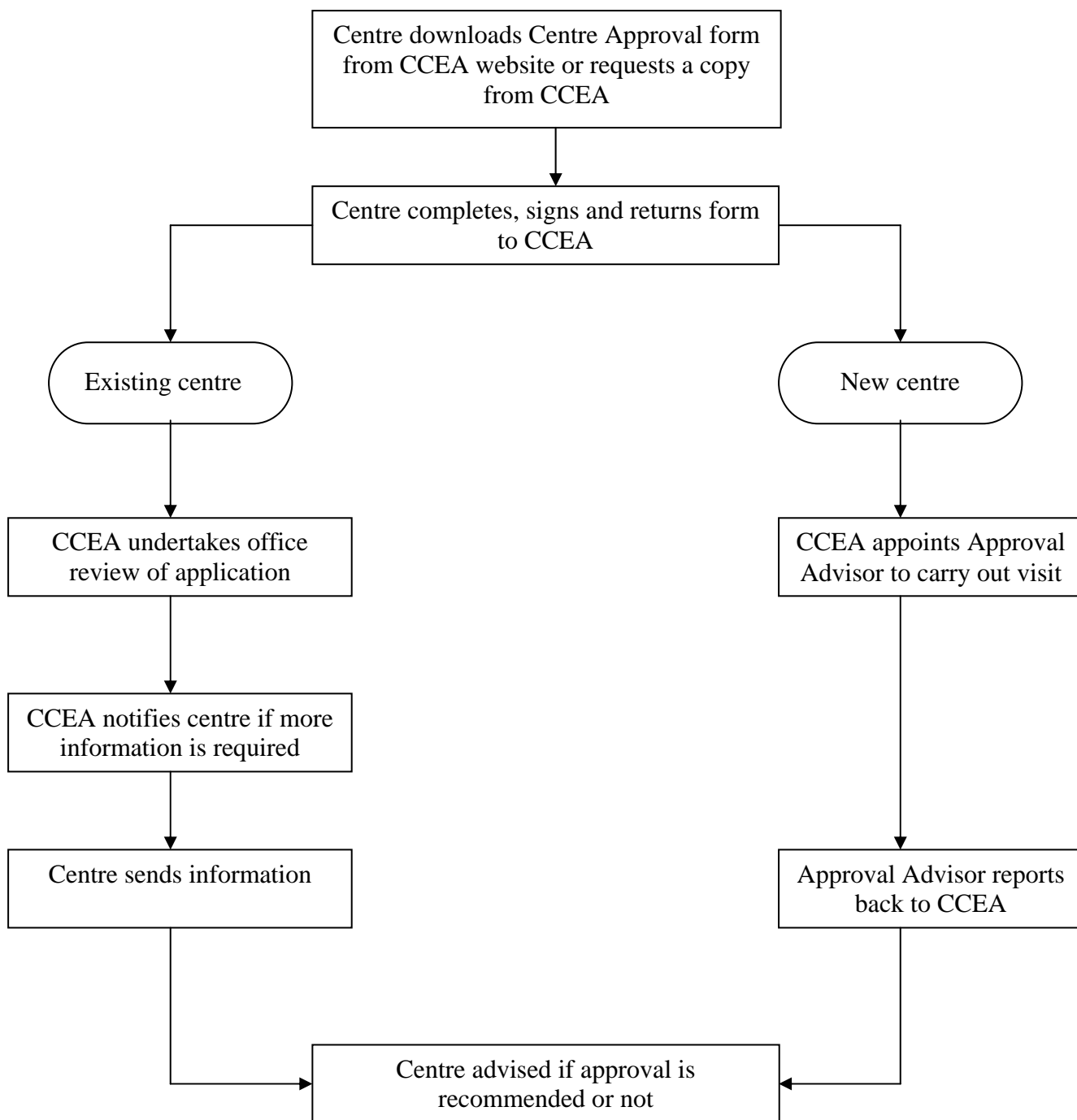
NB Accreditation of Prior Learning is entirely at the discretion of the NVQ/SVQ awarding centre which must be satisfied that the evidence meets the requirements of the NVQ/SVQ. Where APL is to be used extensively (ie for a whole unit or more) centres must ensure that advice is given by a qualified APL adviser.

The table below illustrates to which of the National Occupational Standards for Community Work the CCEA Level 2 Certificate for Working in the Community maps.

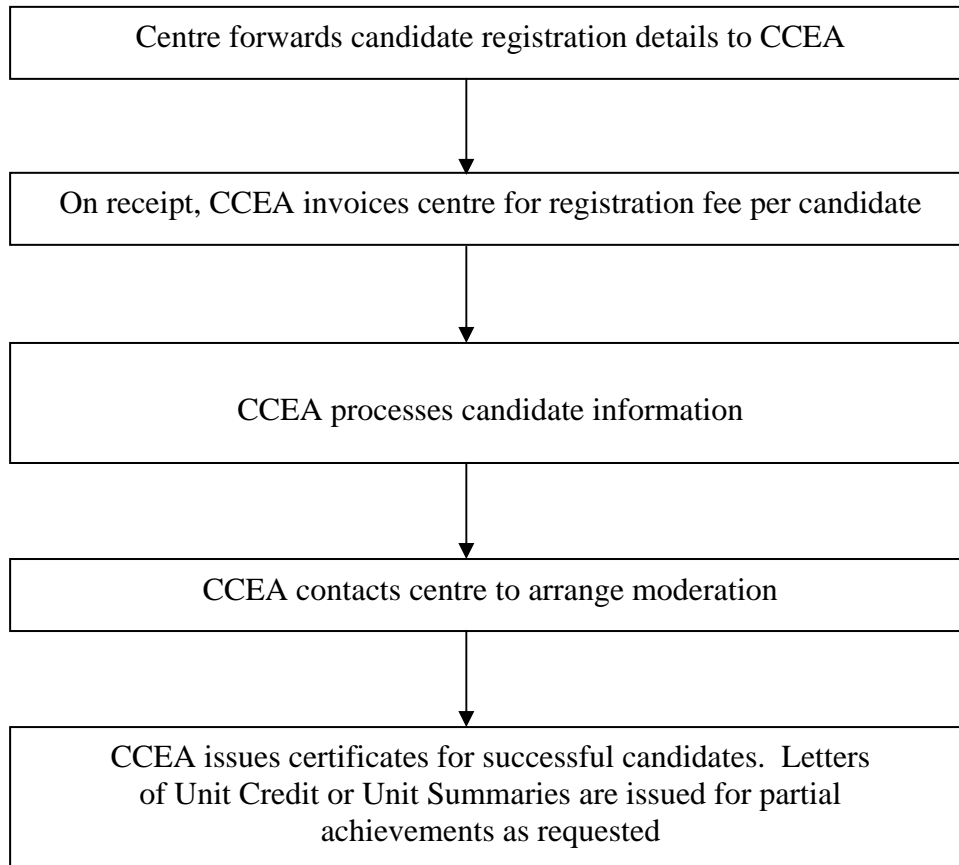
CCEA Unit No and Title	CCEA Element Title	Element of NVQ which refers
Unit 01 Understanding community work	1.1 Understand community	A4 Contribute to effective relationships in the community A.4.1
Unit 03 Undertaking work in the community	3.1 Undertake project work within a community organisation	ALB.3 Contribute to the effectiveness of the work flow ALB.3.1; ALB.3.2; ALB.3.3
Unit 04 Understanding attitudes and the value of others	4.1 Understand attitude of others	B3 Support social inclusion and equality for communities B.3.2
	4.2 Understand the value of self and others	B3 Support social inclusion and equality for communities B.3.3, B.3.4, B.3.5

CCEA Unit No and Title	CCEA Element Title	Element of NVQ which refers
Unit 05 Communicating and planning goals with clients	5.1 Communicate with individual clients	A4 Contribute to effective relationships in the community A.4.2
	5.2 Plan goals with clients	A4 Contribute to effective relationships in the community A.4.3 B1 Establish the basic for community action B1.1, B1.2 B3 Support social inclusion and equality for communities B3.1 C2 Assist community groups to prioritise needs, rights and objects C2.1, C2.2 C4 Assist community groups to plan collective action C4.1, C4.2 D2 Assist collective action D2.1, D2.2

Appendix A – Qualification Centre Approval Procedure



Appendix B – Candidate Registration and Certification Procedure



Appendix C – Glossary of Terms

Accreditation of Prior Learning (APL) is the name given to the process of recognising a candidate's previous achievement or learning experiences. This usually enables a candidate to move directly to the assessment stage of a qualification, or unit, without duplicating the learning process. .

Administration Handbook is the document produced by CCEA which contains all the information a centre requires regarding the procedures and policies necessary for the smooth operation of CCEA for Level 2 and Level 2 Qualifications

Assessors deliver CCEA qualifications and carry out assessment to ensure that candidates meet the requirements of the qualification.

Centres are organisations that are approved to offer one or more CCEA qualifications or other products.

External Assessment is a form of assessment set and marked by CCEA, as required by QCA.

External Moderators are appointed, trained and monitored by CCEA and are responsible for monitoring and sampling candidate evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards.

Internal Assessment is the process by which internal centre staff assess candidates' achievement of the learning outcomes of the qualification, normally based on a portfolio of evidence.

Internal Moderators monitor the Assessor's assessment practice and procedure by sampling assessments and also ensure that the Assessors carry out their roles appropriately and are appropriately trained.

Key Skills are a set of generic skills developed by the three regulatory authorities, QCA, ACCAC and CCEA, which are designed to help individuals improve their performance in a variety of contexts. The six Key Skills are Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving.

All CCEA qualifications provide opportunities for generating evidence towards achievement of some, or all, of the Key Skills.

National Occupational Standards are the identified skills and competences needed by UK industry and form the basis of National Vocational Qualifications (NVQs) and vocationally-related qualifications.

National Qualifications Framework (NQF) is a framework of levels and categories of qualifications, which have been accredited by the Regulatory Authorities, and which enable recognition of achievement and facilitate career progression.

National Training Organisations (NTO) are government-recognised employer-based organisations representing various industry sectors which, among other things, have responsibility to develop national occupational standards.

Range is the breadth of skills and knowledge a candidate must have and the situations in which he/she may display these skills or knowledge. The range statements are indicated in bold text within the learning outcomes.

Unit/Element/Learning Outcome: Each CCEA qualification is made up of a number of units. These are broken down into a number of elements which, in turn, have a number of learning outcomes. Learning outcomes consist of the skills and knowledge a candidate must successfully demonstrate in order to achieve the qualification.

ENQUIRIES

Any enquiries relating to this qualification should be addressed to:

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CCEA EQUALITY POLICY

Section 75: Northern Ireland Act 1998 – Equality Scheme

- The Equality Commission has approved the Northern Ireland Council for the Curriculum, Examinations and Assessments (CCEA) Equality Scheme.
- The Council intends not only to comply fully with the statutory requirements of Section 75 but also to mainstream these requirements when carrying out its statutory duties and functions. The policy is available on the CCEA website. Copies of the scheme in accessible formats are also available on request from the address above.

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All information contained in this publication is correct at the time of going to press.