

Quality Endorsed Unit

This unit does not form part of a regulated qualification.

Unit Title: Working with Community Groups

Unit Reference Number: PR3/3/WR/007

Level: 3

Credit Value: 3

Minimum Guided Learning Hours: 15

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand individuals' involvement in community groups	1.1 Give three reasons why individuals become involved in community groups
	1.2 Describe ways to involve individuals in community groups
2. Understand roles and relationships within community groups	2.1 Explain roles and responsibilities within community groups
	2.2 Identify skills required to develop relationships and maintain community groups
	2.3 Analyse the impact of individuals' behaviour on the development of community groups
3. Understand factors affecting autonomy and inclusiveness of community groups	3.1 Compare two methods of participation in community groups
	3.2 Analyse two factors that help maintain a group's autonomy
	3.3 Analyse two factors that affect the inclusiveness of groups
4. Understand how community groups develop effectively	4.1 Summarise a theory of group development
	4.2 Apply this theory to group development in own practice
	4.3 Give two examples of effective

	development within a community group project
	4.4 Evaluate positive and negative consequences of individual expression within groups
	4.5 Compare the effectiveness of different leadership models in enabling groups to complete tasks
5. Understand how own development can contribute to group effectiveness	5.1 Give examples of support used to develop own and other's skills and competence
	5.2 Evaluate positive and negative consequences of own expression within groups
	5.3 Identify how own development has helped to contribute to group effectiveness

Indicative Content

LO1	<p>Learners should be able to understand the different reasons why individuals become involved in community groups and be able to give three examples – such as: learn new skills; gain new experiences; give back to a cause you believe in; and make connections.</p> <p>They should describe different ways to involve individuals in these groups, for example:</p> <ul style="list-style-type: none"> • Through a community consultation event • As volunteers, which can include many roles: Mentor, Befriender, Skill sharer, Tutor • Engagement activities such as: Roadshow, Mural Wall, Park Event, Street Games • As part of a steering or working group.
LO2	<p>Roles and responsibilities within community groups could include chairing, budgeting, marketing, catering, networking, information gathering, problem solving, etc....</p> <p>Learners should be able to identify a range of different skills that are required to develop various relationships that support the maintenance of community groups. They should give examples of how skills are used effectively and the outcome / impact of positive behaviours in different ways, used to maintain the running of the groups.</p> <p>In analysing the impact of individuals' behaviour on the development of community groups, learners should give examples of both positive and negative behaviour, and how both types can have an effect in different ways. Examples of this could include autocratic vs democratic vs laissez faire leadership, joking, special interest, compromising, harmonising.</p>
LO3	Learners must compare two different methods for encouraging participation

	<p>within groups. e.g.:</p> <ul style="list-style-type: none"> • Ensuring interactive activities within sessions • People involved in planning and running sessions • People managing aspects of the provision e.g. canteen, information displays, chairing meetings • Community Forum - a framework for young, older or other groups of people to represent their views • People undertaking consultation/research of their peers. <p>They can give a range of different techniques used to do this and give real examples of their own practice here. This comparison needs to show analysis of the differences between each method and advantages & disadvantages of each.</p> <p>Learners must analyse two factors that help maintain a group's autonomy. This is focussing on positive examples in order to show how groups are able to have their own independence and the ability to choose their own actions and values.</p> <p>Learners must analyse two factors that affect the inclusiveness of groups. This could include having policies and procedures to address discriminatory language or behaviour; using positive and diverse images in marketing; creating opportunities to learn new skills; enabling people to act together; and wealth disparity, amongst others.</p> <p>They should address both the beneficial and detrimental effects these factors could have on the effective running of the group.</p>
LO4	<p>Learners are required to summarise a theory of group development – for example Tuckman's Theory – which must cover the five stages of Forming, Storming, Norming, Performing and Adjourning.</p> <p>Learners must show how they apply a theory of group development to own practice by summarising real examples within their practice. This could include how a specific group developed and delivered activities or the progress of the organisation as a whole.</p> <p>Learners must identify two examples of effective development within a community group project. This could include summarising the planning of a project, the implementation of the plans and then an outcome showing how the project has benefited the group and why.</p> <p>Learners should evaluate both positive and negative consequences of individual expression within groups. They should analyse the effects of individual expression and what should be taken into account when dealing with different behaviours.</p> <p>Learners should compare the effectiveness of given leadership models in enabling groups to complete tasks. Examples of leadership models include:</p> <ul style="list-style-type: none"> • Autocratic • Democratic • Consensual • Co-leading <p>They should relate these to tasks undertaken within their own community group.</p>
LO5	Learners should reflect on their own practice and give (real) examples of support

used to develop both their own (and other's) skills and competence. They should continue to reflect in evaluating both positive and negative consequences of their own expression within groups. Evidence for this could be in the form of a CPD (Continual Professional Development) record, or supervision/appraisal notes.

Learners should be able to give some specific examples of how their own development has helped to contribute to group effectiveness. This can be within a specific project, meeting, event etc and should only focus on their own contribution and how this has been effective.