

## Quality Endorsed Unit

This unit does not form part of a regulated qualification.

**Unit Title:** Asset-based Community Development Work

**Unit Reference Number:** PR3/3/WR/006

**Level:** 3

**Credit Value:** 3

**Minimum Guided Learning Hours:** 15

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand asset-based community development	1.1 Define what is meant by 'community development'
	1.2 Explain what community assets are
	1.3 Define what an asset-based approach to community development is
	1.4 Describe the values and practice principles of community development
	1.5 Analyse how an asset-based approach can help in the design and delivery of community activities
2. Understand the competencies required for asset-based community development practitioners	2.1 Identify the knowledge and skills required for community development practitioners
	2.2 Summarise the standards expected of community development practitioners
3. Be able to utilise community assets to develop communities	3.1 Identify community assets in a neighbourhood or community of identity / interest
	3.2 Describe how own work within this community has: identified need agreed aims and outcomes to be achieved

	<p>agreed assets to be utilised</p> <p>implemented a project or activity</p> <p>agreed evaluation methods</p>
	<p>3.3 Explain how own work in the community has utilised others' assets in the design and delivery of community activities</p>
	<p>3.4 Evaluate community activities against the practice principles of community development</p>
4. Understand learning and reflection in asset-based community development practice	<p>4.1 Explain the value of learning from community development practice</p>
	<p>4.2 Explain why reflective practice is key to own development as a community development practitioner</p>
	<p>4.3 Describe how to support others to reflect on their own community development practice</p>

## Indicative Content

LO1	<p>Learners should understand what community assets are and be able to give relevant examples, such as skills and capacities of local people; formal / informal networks; local community groups; local institutions (schools, places of faith, parks &amp; businesses); physical resources (green spaces, meeting places, under-used land, play areas); and economic resources.</p> <p>Learners should be familiar with what an 'asset based approach' means in the first instance and then how it is applied to community development work. For example knowing how to discover assets and connect people on the basis of their assets and how to help residents and their associations undertake asset mapping.</p> <p>They should be able to state what 'values and practice principles' are and what this means in the context of different community development work projects.</p> <p>Examples of values:</p> <ul style="list-style-type: none"> <li>• Equality and anti-discrimination</li> <li>• Social justice</li> <li>• Collective action</li> <li>• Community empowerment</li> <li>• Working and learning together</li> </ul> <p>Examples of practice principles:</p> <ul style="list-style-type: none"> <li>• Social justice</li> <li>• Self-determination</li> <li>• Working and learning together</li> <li>• Sustainable communities</li> <li>• Participation</li> </ul>
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	<ul style="list-style-type: none"> <li>• Reflective practice</li> </ul> <p>They should analyse how an asset-based approach can help in the design and delivery of community activities by describing what this approach is and then applying it to planning and delivery of different activities. They should also describe what the values of this are within their analysis.</p>
LO2	<p>Learners should identify the knowledge, skills and standards required for community development practitioners within the specific context of 'asset-based' development.</p> <p>Knowledge and skills required include how to map and build on identified assets; mobilise individuals, groups, organisations and institutions to come together; and focus on what's strong, not what's wrong.</p> <p>Examples of asset-based development include training peer community workers to engage and mobilise local residents to address a local issue, bringing together local people to improve and increase use of their local park, putting a school building to use for community provision in evenings and at weekends.</p> <p>Learners should summarise the performance standards expected within the development work, such as:</p> <ul style="list-style-type: none"> <li>• maintain consistent behaviour, presentation and perspectives to develop effective working relationships</li> <li>• prevent personal differences impacting negatively on own practice</li> <li>• communicate what is realistically possible against expectations and own limitations</li> <li>• develop plans of work that reflect community needs and priorities</li> <li>• promote understanding of diversity and equality of opportunity</li> <li>• use feedback from communities or others to improve own practice</li> </ul>
LO3	<p>Learners should identify community assets in a chosen neighbourhood or community of identity / interest, and they should then describe their own work within this, to meet the requirements of each of the items in AC3.2.</p> <p>AC3.3 Learners must explain how their own work in the community has utilised others' assets in the design and delivery of community activities within the NAOMIE planning framework. Learners must have a clear idea what this planning framework is and be able to describe it.</p> <p>AC3.4 Learners must evaluate the community activities against the practice principles of community development. This should be related to the examples they have already discussed for this unit but could also include other general examples of any community activities.</p>
LO4	<p>This should be approached for learning and reflection, within the specific context of 'asset-based' development, through examples given (such as creation and review of group and individual action plans, reflection logs from sessions, and collecting and reviewing feedback from participants). Learners can then also look at reflective practice in a general context, as an overall summary of this.</p>