



# Learning Resource Network

## **QUALIFICATION SPECIFICATION:**

## **LRN LEVEL 3 AWARD IN EUROPEAN COMMUNITY DEVELOPMENT**

## **QUALIFICATION ACCREDITATION NUMBER: 601/8721/9**

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## BACKGROUND TO LRN

Learning Resource Network (LRN) is an awarding organisation that offers qualifications to candidates, educational institutes, training providers, schools and employers who can access qualifications through accredited educational institutions.

It was founded by a group of educators and business people and specialises in ESOL and management qualifications.

A full list of LRN qualifications can be found on the [register of regulated qualifications](#).

LRN London head office is supported by a team of representatives around the world.

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## COMMUNITY DEVELOPMENT QUALIFICATIONS

The LRN Level 3 Award in European Community Development is aimed at learners who are already working within their community, either in an employed or voluntary capacity. It is designed to be delivered alongside employment, work experience or volunteering and will enable learners to work effectively in a community development role. The qualification comprises 4 mandatory units.

## INTRODUCTION

This specification provides an overview to the LRN Level 3 Award in European Community Development for candidates, centres, administrators, employers, teachers and examiners.

The specification outlines the key features and administrative procedures required for this qualification.

## OBJECTIVE

The LRN Level 3 Award in European Community Development is designed to equip learners with the knowledge and skills to understand the key aspects of Community Development work and to be able to analyse how these are applied in practice. Course assignments require candidates to reflect upon how the concepts covered within the classroom-based element of the course are put into practice in their job, work experience or volunteering role.

## CANDIDATE CATEGORY

Candidates for the Level 3 Award in Community Development may include those who are:

1. already working in a community development context;
2. volunteering or gaining work experience in a community development context;
3. taking action within their own communities by participating in the activities of a local community group or organisation.

## ENTRY REQUIREMENTS

Candidates should meet at least 1 of the criteria below:

- have a minimum of 5 GCSEs at A-C grades, including English and Maths
- have a full Level 2 qualification in a related area, such as youth work
- have completed a Level 2 qualification in Community Development

Where potential candidates have extensive prior experience as a community development worker – either in a paid or voluntary basis – but lack academic or relevant vocational qualifications, centres may offer a place on the course subject to Functional Skills assessment.

In addition, in order to facilitate the work experience element of the course, candidates should also have access to a community development job, work experience placement or volunteering role comprising at least 120 hours' relevant work experience over a minimum 6-week period. Candidates will be required to provide evidence that either their employer or the community development group/organisation hosting their work experience or volunteering placement has agreed to their participation in the course and will be willing to certify that they have completed the work experience element of their course.

## MODE OF DELIVERY

This qualification has been designed to be delivered within centres or via distance learning. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver through either method. Centres may apply to offer through both means if so desired. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre. **Through either method, centres must ensure that practical teaching will be observed and assessed.**

## PROGRESSION

The way in which the LRN Level 3 Award in European Community Development is integrated with work experience means that it is especially suitable for people seeking to progress into employment and learners will also be able to progress on to further or higher education in related fields, such as development studies and youth work

## RECOGNITION OF PRIOR LEARNING

Please refer to LRN's policy on the Recognition of Prior Learning to determine whether previously achieved qualifications meet LRN's policy on possible exemptions.

## LANGUAGE OF ASSESSMENT

LRN aims to use English that is plain, clear, free from bias and appropriate to all candidates. LRN will ensure the assessment materials, stimuli and the assessment itself is carried out in English.

## QUALIFICATION OVERVIEW

The qualification covers the knowledge and skills required by community development practitioners working within a community group or organisation.

There are four mandatory units for this qualification; as follows:

Unit	Title	Level	Credit	GLH	Exam format
1	Community Development Values and Processes	3	3	15	Assessment is by externally set and marked by the LRN.
2	Working within Community Groups and Organisations	3	3	15	Assessment is by externally set and marked by the LRN.
3	Social Justice, Equality and Diversity in Communities	3	3	15	Assessment is by externally set and marked by the LRN.
4	Community Development in Europe	3	4	20	Assessment is by externally set and marked by the LRN.

## QUALIFICATION FEATURES

<b>1</b>	<b>Community Development Values and Processes</b>		
<b>Unit Aim</b>			
This unit will provide learners with an understanding of a value based approach to community development through their ability to articulate and evaluate activities against the original values, principles and processes. It will also enable learner to develop their understanding of Community Development practitioner roles and explore the role of professional development and reflective practice within Community Development.			
<b>Unit Level</b>	3	<b>Credit Value</b>	3
<b>GLH</b>	15	<b>Unit Grading Structure</b>	Pass
<b>Unit Reference Number</b>		R/508/3730	
<b>Assessment Guidance</b>		Assessment is set and marked by the LRN.	
<b>Learning Outcomes - The learner will:</b>		<b>Assessment Criteria - The learner can:</b>	
1	Understand value based Community Development	1.1	Explain community development values and processes
		1.2	Analyse how community development values and processes are applied within community groups and organisations
		1.3	Quantitative and qualitative evaluation of community development activities
2	Understand Community Development practitioner roles	2.1	Explain the knowledge, skills and understanding required by community development practitioners
		2.2	Show how different skills can be applied within aspects of community development work
		2.3	Analyse the impact of skills and qualities of community development practitioners
3	Understanding Professional Development and Reflective Practice within Community Development	3.1	Explain the role of learning and development within community development practice
		3.2	Evaluate one's own professional and personal development as a community development practitioner
		3.3	Describe ways in which to support the development of others within a community development context

<b>2</b>	<b>Working within Community Groups and Organisations</b>		
<b>Unit Aim</b>			
The aim of this unit is to provide learners with an understanding of how to work with community groups, enable them to analyse and evaluate interpersonal and workplace dynamics and understand key factors that affect the operation of community based organisations.			
<b>Unit Level</b>	3	<b>Credit Value</b>	3
<b>GLH</b>	15	<b>Unit Grading Structure</b>	Pass
<b>Unit Reference Number</b>		Y/508/3731	
<b>Assessment Guidance</b>		Assessment is set and marked by the LRN and complete 120 hours of work experience.	
<b>Learning Outcomes - The learner will:</b>		<b>Assessment Criteria - The learner can:</b>	
1	Understand the impact of people's involvement in community organisations	1.1	Analyse how the reasons for people's involvement affects the dynamics of community organisations
		1.2	Evaluate community engagement methodologies
2	Understand roles and relationships within community organisations	2.1	Analyse roles and responsibilities within community organisations
		2.2	Understand approaches to collective working within community organisations
		2.3	Evaluate the skills required to develop and maintain community organisations
3	Understand factors affecting inclusiveness and autonomy within community organisations	3.1	Analyse factors affecting decision-making within community organisations
		3.2	Analyse factors affecting the inclusiveness of community organisations



<b>3</b>	<b>Social Justice, Equality and Diversity in Communities</b>		
<b>Unit Aim</b>			
The aim of this unit is to provide learners with an understanding of the factors that shape and define communities and to explore issues of social justice within communities.			
<b>Unit Level</b>	3	<b>Credit Value</b>	3
<b>GLH</b>	15	<b>Unit Grading Structure</b>	Pass
<b>Unit Reference Number</b>		D/508/3732	
<b>Assessment Guidance</b>		Assessment is set and marked by the LRN.	
<b>Learning Outcomes - The learner will:</b>		<b>Assessment Criteria - The learner can:</b>	
1	Understand the diverse nature of communities	1.1	Explain the concept of communities; identifying factors that can define specific communities
		1.2	Analyse issues that shape communities
2	Understand issues of social justice, equality and diversity within communities	2.1	Analyse the impact of issues relating to social justice, equality and diversity within communities
		2.2	Evaluate the role of the public sector within communities
		2.3	Explain how the private sector can affect social justice within communities
3	Understand how communities can organise to tackle injustice	3.1	Analyse the effects power and influence upon communities
		3.2	Explain ways in which communities can organise to tackle injustice
		3.3	Evaluate the power that communities have to influence

<b>4</b>	<b>Community Development in Europe</b>		
<b>Unit Aim</b>			
The unit is designed for learners interested in community development work in an international context and aims to provide learners with a knowledge and understanding of the different history, culture, funding mechanisms and environments in which the community groups and organisations operate in a different national context. The Learning Outcomes and Assessment Criteria will be applied to a specific country identified by the Centre, which can be chosen according to the interests and aspirations of learners.			
<b>Unit Level</b>	3	<b>Credit Value</b>	4
<b>GLH</b>	20	<b>Unit Grading</b>	Pass
<b>Unit Reference Number</b>		H/508/3733	
<b>Assessment Guidance</b>		Assessment is set and marked by the LRN.	
<b>Learning Outcomes - The learner will:</b>		<b>Assessment Criteria - The learner can:</b>	
1	Understand the history and tradition of Community Development in an international context	1.1	Review the history and tradition of Community Development in the country identified by the Centre for the purposes of this unit.
2	Understand legal structures for community development organisations in an international context	2.1	Analyse different types of legal structure for community development organisations in the identified country
3	Understand funding for community development organisations in an international context	3.1	Analyse the impact of changes to funding for the community development sector in the identified country
4	Understand how community organisations address the needs of the communities they serve in an international context	4.1	Evaluate how community organisations tackle issues of social justice in the identified country
		4.2	Evaluate how community organisations address equality and diversity in the identified country
		4.3	Evaluate how community organisations facilitate community empowerment in the identified country
		4.4	Analyse the relationships between communities and the public/private sector in the identified country

## ASSESSMENT

For all units assessment consists of a total of 6 externally set assignments.

For Unit 1 candidates are required to complete two written assignments of 500 - 750 words.

For Unit 2 candidates are required to complete a single written assignment of 1,000 - 1,500 words, as well as undertake 120 hours relevant work experience certified by a community development employer, group or organisation.

For Unit 3 candidates are required to complete a single written assignment of 1,000 - 1,500 words.

For Unit 4 candidates are required to complete two written assignments of 750 -1,000 words.

All assignments have clearly defined assessment criteria and candidates must meet all of the assessment criteria for each assignment in order to achieve a pass.

Assignments are not specifically time limited – candidates are expected to complete them during periods of self directed study. Submission deadlines are at the discretion of the centre as it is recognised that candidates will need to manage the work on their assignments alongside their job, work experience or volunteering role.

Candidates whose assignments do not meet all the assessment criteria are allowed to resubmit once only.

In order to successfully achieve the qualification, candidates must:

- Complete, and receive a grade of a pass for each of the 6 written assignments in all mandatory units.
- Successfully complete a minimum of 120 hours work experience in a community development job, work experience or volunteering role (to be certified by their employer or the community development group/organisation hosting their work experience or volunteering placement).

### Use of plagiarism software

LRN will subject each assessment submitted by candidates to its plagiarism software. The purpose of this software is to detect commonality in candidate work in terms of detecting where assessments are similar to that of other authors. Candidate will fail the assessment and unit where LRN discovered the assessment is plagiarised. LRN will advise centres and candidates as to the tolerance it will set on the similarity of content across each assessment.

## Knowledge, Skills and Understanding

Candidates should be familiar with the Community Development sector and have an interest in progressing a career in this field.

## **TOTAL QUALIFICATION TIME (TQT)**

LRN Level 3 Award in European Community Development

<b>Guided Learning Hours (GLH)</b>	<b>65 hours</b>
<b>Self Study (SS)</b>	<b>45 hours</b>
<b>Workplace Hours (WH)</b>	<b>120 hours</b>
<b>Total Qualification Time</b>	<b>230 Hours (GLH+SS+WH)</b>

Please note the timescales above are indicative and should not be considered representative for the duration each candidate will take to achieve the qualification.

## **GRADING**

Results are reported as pass or fail grades. Candidates need to achieve a pass on each of the four units.

## **RESULTS**

The timescales in which LRN will issue its results is between 4 to 6 weeks.

## **SAMPLE ASSESSMENTS**

LRN will provide a sample assessment for each unit to its approved centres through its centre's portal.

## RECOMMENDED BOOKS AND ARTICLES

Flora, C.B., Flora, J.L., Gasteyer, S.P., Rural Communities: Legacy & Change, 5th Edition, 2015, Westview Press

Freire, P. (Translation by Myra Bergman Ramos) 1970, Pedagogy of the Oppressed, Penguin Books, London, UK

Gilchrist, A. Community Development in the UK – Possibilities and Paradoxes, Community Development Journal, 25/01/2003, V38, n1, p16

Gilchrist, A. 2011, The Well-Connected Community. A Networking Approach to Community Development, The Policy Press, Bristol, UK

Horton, M., Freire, P. 1990, We Make the Road by Walking: Conversations on Education and Social Change, Temple Uni Press, Philadelphia, USA

Ledwith, M. 2005, Community Development – A Critical Approach, Policy Press, Uni of Bristol, UK

Ledwith, M. 2015, Community Development in Action; Putting Freire into Action, Policy Press, Uni of Bristol, UK

Phillips, R. 2014, An Introduction to Community Development, 2<sup>nd</sup> Edition, Routledge, London

Prof. Thompson, N. 2012, Anti-Discriminatory Practice, Equality, Diversity and Social Practice, Macmillan Publishers, UK

Hart, R. 2013, The Theory and practice of involving young citizens in community development and environmental care

## USEFUL WEBSITES

[ukcommunityfoundations.org/](http://ukcommunityfoundations.org/)

<https://www.gov.uk/government/publications/community-development-handbook/community-development-handbook>

<http://changesuk.net/themes/community-development>

<http://cdf.org.uk>

Community Development Foundation

<http://www.fcdl.org.uk/>  
Federation for Community Development Learning

<http://www.rwlnetwork.org/>  
Real World Learning Network

<http://www.neweconomics.org/publications/entry/a-guide-to-social-return-on-investment>

[http://www.theecologist.org/\\_tag/0/0/0/25/Society/](http://www.theecologist.org/_tag/0/0/0/25/Society/).

This website is useful as it has articles on issues in and surrounding community development that involve the environment.