Community Development NOS 2023 – combined files

NOS Ref	Relevant NOS title
CLDSCCD01	Integrate and use the values and process of community development
CLDSCCD02	Work with the tensions inherent in community development practice
CLDSCCD03	Relate to different communities
CLDSCCD04	Develop yourself as a community development practitioner
CLDSCCD05	Maintain community development practice
CLDSCCD06	Support inclusive and collective working
**INSML045	Manage programmes of work or projects
**INSML008	Promote equality of opportunity, diversity and inclusion in your organisation
CLDSCCD07	Get to know a community
CLDSCCD08	Facilitate, analyse and disseminate results of community research and consultations
CLDSCCD09	Organise community events and activities
CLDSCCD10	Support communities to manage and address conflict within and between communities or community groups
CLDSCCD11	Support communities who want to bring about positive social change
CLDSCCD12	Facilitate community leadership
CLDSCCD13	Promote and support relationships between communities and public bodies and other agencies
CLDSCCD14	Encourage and support public bodies to build relationships with communities
CLDSCCD15	Support collaborative and partnership work
CLDSCCD16	Strategically co-ordinate networks and partnerships
CLDSCCD17	Advocate with and on behalf of individuals and communities so that their interests are represented
CLDSCCD18	Promote opportunities for community development learning
CLDSCCD19	Facilitate community learning for social and political development
CLDSCCD20	Support communities to become aware, collectively explore and act on the impacts of climate change in pursuit of climate justice
CLDSCCD21	Advise on organisational structures to support community development
CLDSCCD22	Plan and gain resources and funding for sustainability
CLDSCCD23	Strengthen the organisational development of groups
CLDSCCD24	Monitor and evaluate community development activities
CLDSCCD25	Manage internal organisational development and external relationships
CLDSCCD26	Supervise and support community development practitioners
**INSHOU53	Recruit and manage volunteers

** Signpost NOS

Overview

This standard is about the community development practitioner's role to interpret, use and explain the process and values of community development.

It involves working with others to show what is distinctive about the nature of community development and encourage people, groups and agencies to recognise the contribution community development makes in the process of change.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area One.

Performance criteria

You must be able to:

1. apply the values and process of community development to own role
2. promote the values of community development to individuals, organisations and communities
3. support communities to use the values and process of community development
4. support communities to challenge local and national policies and decisions that have a negative impact on local communities
5. promote inclusive and empowering collective action in deciding and working on the changes identified by communities
6. support communities to make links between structural factors and their impact on well-being
7. promote the learning and developmental aspects of working with communities
8. enable the evaluation of community development practice's impact on communities
9. support communities and others to understand how policies at different levels impact on communities

Knowledge and understanding

You need to know and understand:

1. key purpose, values and process of community development
2. how to explain community development concepts in different contexts, to different audiences and for different purposes
3. value based, solution focussed techniques for reflection and problem solving
4. methods for community engagement and empowerment
5. methods for community led action and change
6. how to work with community conflicts (between groups and between communities)
7. how to evaluate the impact of policies on communities
8. the range of definitions of the concept 'community' reflecting interest, identity and geography
9. perspectives used to explain structural factors and their interconnections
10. how structural factors affect communities
11. ways to challenge inequality, social injustice and discrimination
12. different perspectives on the workings of power
13. techniques for recognising and using power
14. rights to set own agendas and remain independent
15. the contribution that community development can make to current local and national government policies and initiatives
16. how the policy making process works
17. how to use participatory and democratic decision-making processes for community action and change
18. support communities to actively and critically engage in policy formation

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are:

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. community development practice contributes to a more equal society where civil and human rights are recognised and respected
2. practices that contribute to inequalities are identified and challenged whenever and wherever they arise
3. all planned interventions and activities within communities address the issues identified by community members and aim to realise their aspirations
4. collective action is actively promoted as effective ways to bring about positive social change
5. reflection on experiences is an integral part of all activity and informs future actions

Glossary

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community action

Community-based campaigns and networks concentrating on issues of concern to that community, eg a campaign to develop a safe and creative play space for children, a campaign against the planned closure of a library, a campaign for empty houses to be made available at affordable rents, the public demonstrations against deportations.

Community conflict

Refers to those differences, competitions, arguments, outbursts and violence that may erupt in community groups, between community groups, in communities and between communities.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action on the needs or issues that communities experience.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Evaluation

Entails an overall assessment of the achievements, effectiveness and impact of work carried out.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Structural factors

Powerful social processes that impact on people's lives, even before birth, and include: cultural, economic, ecological, social, political and demographic factors that manifest at community, national, international levels; and which are often inter-connected to affect the poorest and most vulnerable in society.

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement,

researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

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Relevant Occupations	Community activatorCommunity Voluntary Workers
Suite	Community Development
Keywords	community development; community development practitioner; community development practice; community development values; community development research; community development consultation; community development groups; community development methods

Overview

This standard concerns the tensions that arise in community development practice. Community development is a value driven activity which may bring practitioners into conflict with other's values eg people in communities; other professionals; the goals and priorities of other organisations, community groups, and leaders; and that of the cultures surrounding procurement and contracts.

Community development practitioners may also feel that their own values might clash in some contexts with those of community development.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area One.

Performance criteria

You must be able to:

1. evaluate the tensions between own, others and community development approaches and values
2. resolve contradictions between community development values and day-today practice in your area of responsibility
3. explore ways to resolve conflicts between own community development role and the requirements of employers or organisational policies; or funders or the law
4. promote the right of communities and groups to set their own agendas in own organisations and with partners in your area of responsibility
5. plan and take action without undermining the rights of communities
6. promote different ways to resolve community conflicts to community groups
7. plan how to respond to potential opportunities for and obstacles to collective action
8. involve community members to examine the impact of decision-making on their communities
9. provide information and support on influencing and challenging political decisions
10. support communities to make use of their legal rights

Work with the tensions inherent in community development practice

Knowledge and understanding

You need to know and understand:

1. key purpose, values and process of community development,
2. how to explain community development concepts in different contexts, to different audiences and for different purposes
3. value based, solution focussed techniques for reflection and problem solving
4. methods for community engagement and empowerment
5. methods for community led action and change
6. how to work with community conflicts between groups and between communities
7. perspectives used to explain structural factors and their interconnections
8. how structural factors affect communities
9. ways to challenge inequality, social injustice and discrimination
10. different perspectives on the workings of power
11. techniques for recognising and using power
12. rights to set own agendas and remain independent
13. how to use participatory and democratic decision-making processes for community action and change
14. how to engage and influence local policies, politics and decisions
15. how to support communities and community groups to challenge decision making
16. how to support communities to develop their knowledge of relevant law and legal remedies

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are:

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. power imbalances in decision making are acknowledged and addressed
2. differences and diversity between communities are explored and valued

3. there is recognition that different communities are both independent and interdependent
4. in the process of agreeing collective action, tensions and contradictions are acknowledged and dealt with
5. the challenges of balancing different accountabilities are regularly discussed and acknowledged |
| **Glossary** | Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest. |

Community action

Community-based campaigns and networks concentrating on issues of concern to that community, eg a campaign to develop a safe and creative play space for children, a campaign against the planned closure of a library, a campaign for empty houses to be made available at affordable rents, the public demonstrations against deportations.

Community conflict

Refers to those differences, competitions, arguments, outbursts and violence that may erupt in community groups, between community groups, in communities and between communities.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Structural factors

Powerful social processes that impact on people's lives, even before birth, and include: cultural, economic, ecological, social, political and demographic factors that manifest at community, national, international levels; and which are often inter-connected to affect the poorest and most vulnerable in society.

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

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Suite	Community Development
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Relate to different communities

Overview

This standard is about recognising that communities are diverse and complex. It is important that community development practitioners work with the whole range of different individuals and organisations within a community. This requires different approaches with different communities and the recognition of current and past relationships and realities of different communities. Community development practitioners need to establish how they are going to work with these organisations and how they will offer support to enable organisations from different communities to work with each other to achieve the changes they want.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change

6. Governance and organisational development

   This standard is within Key Area One.

Relate to different communities

Performance criteria

You must be able to:

1. analyse the nature, composition, power relationships and structural factors impacting on communities
2. build relationships that acknowledge communities' perspectives on their lived experiences
3. include excluded and marginalised communities in community activity
4. recognise the rights of communities not to engage in community activity
5. encourage established and newer communities to work together
6. facilitate communities and organisations to identifying their shared issues when working together
7. support collaborative working relationships between communities and organisations in your area of responsibility
8. support diverse communities over the long term to bring about change
9. use the learning from communities' experiences to campaign for social or policy change

10. support communities to understand local and national policies

11. support communities to decide if and when it is appropriate to challenge local and national policies

12. support communities to make use of their legal rights

13. maintain the currency of own knowledge of and practice in community development

Relate to different communities

Knowledge and understanding

You need to know and understand:

1. the importance of using and promoting the values and process of community development
2. how to motivate people and overcome barriers to involvement
3. how to facilitate people and groups to come together within and across communities around common issues
4. how to use community development approaches to challenge inequalities, social injustice and discrimination
5. how to keep up to date with changes in communities and community development practice
6. the different kinds of communities that exist
7. social and structural factors which exclude and marginalise communities
8. sources of information about the communities worked with
9. perspectives used to explain structural factors and their linkages
10. how structural factors affect communities
11. rights to set own agendas and remain independent
12. ways to support community empowerment and facilitate community engagement
13. ways to build respect and dialogue between communities through examining histories and perspectives of oppression
14. how beliefs, values and prejudices towards different backgrounds, cultures, faiths and traditions, can affect working relationship

15. how to support communities to decide when it is appropriate to challenge local and national policies and how to do this

16. how to support communities to develop their knowledge of relevant law and legal remedies

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. practitioners keep up to date with changes in the local population and consider how best to respond to newly identified needs
2. practitioners take responsibility to reach out to marginalised and excluded communities so that their voices can be heard
3. communities have sufficient information to make decisions about when and how to engage with other communities, groups and statutory bodies
4. the expressed needs, interests and concerns of the different communities inform planning by statutory bodies
5. different ways of responding to the development, support and training needs of diverse communities are acknowledged

Glossary

Collective action

Working together with others to achieve a common aim.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Structural factors

Powerful social processes that impact on people's lives, even before birth, and include: cultural, economic, ecological, social, political and demographic factors that manifest at community, national, international levels; and which are often inter-connected to affect the poorest and most vulnerable in society.
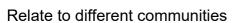
Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor,

critical friend.

Relate to different communities

Relate to different communities

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Develop yourself as a community development practitioner

Overview

This standard concerns the way community development practitioners relate to others, being clear about their role, their contribution and their boundaries. It is about reflecting on their own day-to-day practice against the values, skills and knowledge of community development and seeking to improve their practice through continuing professional development.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change

6. Governance and organisational development

   This standard is within Key Area One.

Develop yourself as a community development practitioner

Performance criteria

You must be able to:

1. use community development values in own practice
2. maintain consistent behaviour, presentation and perspectives to develop effective working relationships in your area of responsibility
3. prevent personal differences impacting negatively on own practice
4. communicate what is realistically possible against expectations and own limitations to the community groups and organisations you work with
5. develop strong, independent community groups in your area of responsibility
6. develop plans of work that reflect community needs and priorities
7. promote understanding of diversity and equality of opportunity in own organisation
8. use feedback from communities or others to improve own practice
9. maintain the currency of own skills, knowledge and understanding through learning opportunities
10. review the impact of own practice on others in your area of responsibility

Develop yourself as a community development practitioner

Knowledge and understanding

You need to know and understand:

1. the key purpose, values and process of community development in practice
2. how to put community development process, methods and values into practice to support collective action and social change
3. how to recognise the basis of your own power and influence while working with communities
4. historical and contextual knowledge of national and local approaches and strategies for community development
5. ways to use the Community Development National Occupational Standards while engaging with communities
6. value based, solution focussed techniques for reflection and problem solving
7. how to use feedback from community members, colleagues and partners
8. reviews and improvement plans for own and organisational practice
9. awareness of own limitations in giving legal advice and when to seek specialist support
10. the significance of divided or conflicting loyalties and how this can affect working relationships
11. how one's own values and beliefs can affect practice and relationships

Values

Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. commitment to social and environmental justice is demonstrated in practice
2. practitioners use their power and influence to challenge discrimination
3. day to day practice contributes to the empowerment of communities
4. the skills, knowledge, experience and expertise of others is acknowledged and valued
5. practitioners continually seek out ways to improve practice and increase knowledge to meet changing needs and challenges

Glossary

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community development process

Underpinned by the five key community development values. It is cyclical rather than linear, it takes place in a planned way but also progresses organically, and it involves all or some of the following stages.

*   Get to know the community, key people and organisations
*   Help communities to identify and prioritise their needs
*   Support collective approaches to bringing about change
*   Support sharing and learning from experience
*   Support the strengthening of groups
*   Support evaluation and reflection on practice for groups and self.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Develop yourself as a community development practitioner

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Suite	Community Development
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Maintain community development practice

Overview

This standard relates to the need for all organisations involved in community development to integrate the values and processes of community development within their own work.

This standard is relevant to all community development practitioners who support communities in this process.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area One.

Maintain community development practice

Performance criteria

You must be able to:

1. explain the purpose, values and benefits of community development to others
2. discuss the relevance of community development processes and approaches to the work of the organisation with colleagues and others
3. support organisation to ensure that marginalised communities are reached
4. provide information about different communities
5. audit development needs in relation to supporting community development practice
6. provide opportunities to increase knowledge and skills in community development

Knowledge and understanding

You need to know and understand:

1. the benefits of using community development concepts in practice
2. how to challenge inappropriate, non-inclusive and tokenistic approaches to community engagement
3. how inequality and injustice impact on the lives of individuals and communities
4. different perspectives on community empowerment and community engagement
5. ways to agree organisational needs and priorities
6. how to tailor organisational priorities to meet community needs
7. the range of own organisational policies that may impact on communities
8. how communities are complex and dynamic
9. how to use the learning from communities' experiences for organisational approaches to work
10. the significance of divided or conflicting loyalties to community development and organisational practice

Maintain community development practice

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are:

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. community development values explicitly inform organisational decision making
2. all policies and procedures are proofed against the community development values
3. all approaches to community engagement and involvement are designed to be inclusive and empower those involved
4. the values and process of community development are regularly explored in order to ensure a common and collective understanding within the organisation
5. the skills and knowledge required within the organisation to undertake effective community development are acknowledged and creatively addressed.

Glossary

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community development process

Underpinned by the five key community development values. It is cyclical rather than linear, it takes place in a planned way but also progresses organically, and it involves all or some of the following stages.

* Get to know the community, key people and organisations
* Help communities to identify and prioritise their needs
* Support collective approaches to bringing about change
* Support sharing and learning from experience
* Support the strengthening of groups
* Support evaluation and reflection on practice for groups and self.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Learning

Can be informal, formal and non-formal:

* Informal refers to experiential and personal learning

* Formal learning refers to what we gain from courses, academic studies and continual professional development

* Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Maintain community development practice

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Suite	Community Development
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Support inclusive and collective working

Overview

This standard is about the community development practitioner's role in supporting people and groups to come together to identify common issues, set aims and objectives and achieve their common goals. Most community groups, at some point, face the issue of attracting and retaining new members; and the challenge of recognising that they need to find new ways of involving a wider range of people. The standard involves working across settled, new and marginalised communities, acknowledging different skills sets and approaches that need to be employed in an inclusive community development practice.

This standard is relevant to all community development practitioners who support communities in this process.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area One.

Support inclusive and collective working

Performance criteria

You must be able to:

1. work with individuals and groups to raise awareness of issues that may affect their community
2. work in inclusive ways across diverse and marginalised communities
3. support groups to develop the skills and confidence to involve marginalised communities
4. engage people concerned about their community in activities and groups
5. develop activities to identify the potential for collective action
6. support people to participate fully and equally in activities and groups
7. evaluate existing resources to meet expressed community priorities
8. support groups to agree aims, tasks, and organisational structures for collective action
9. support groups to overcome barriers to achieving their aims
10. build on the strengths, skills and expertise of group members through a range of collective learning approaches
11. suggest recruitment methods to meet identified gaps in skills and representation
12. support groups to cope with the turnover in active members caused by external factors

Support inclusive and collective working

Knowledge and understanding

You need to know and understand:

1. how to engage with all sections of communities
2. the impact of power and power relationships upon individuals and communities taking collective action
3. the benefits of recognising and valuing diversity
4. how structural factors impact on different sections of the community
5. ways to overcome barriers to involvement
6. the importance of groups deciding on their own development
7. the role of research and information to determine common concerns
8. techniques and approaches for the collective identification of common issues, aims, tasks, needs and capacity
9. how to work inclusively across marginalised and mainstream groups
10. how to facilitate collective approaches to working with groups
11. how to use the values of community development within groups
12. the impact of transient and changing populations on groups
13. working with groups to create transparency and accountability
14. support needed for the roles that people take in groups

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are:

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. individuals from different backgrounds are actively welcomed and encouraged to take part
2. steps are taken to ensure people from different backgrounds and with different needs can fully participate in community activities
3. individuals apply the confidence and skills gained from participating ingroups to take on new roles
4. creative and new ideas for bringing people together are encouraged
5. groups participate in networks with other groups and provide peer support for each other

Glossary

Accountability

Involves being responsible within and to communities for the actions taken and decisions made; and the opportunities for members of communities to hold to account representatives, decision-makers, groups and individuals working on behalf of communities

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but

occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Structural factors

Powerful social processes that impact on people's lives, even before birth, and include: cultural, economic, ecological, social, political and demographic factors that manifest at community, national, international levels; and which are often inter-connected to affect the poorest and most vulnerable in society.

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in

practice and communication (including social media).

Support inclusive and collective working

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Suite	Community Development
Keywords	community development; community development practitioner; community development practice; community development values; community development research; community development consultation; community development groups; community development methods

Manage programmes of work or projects

Overview

This standard is about managing programmes of work or projects for which you have been given responsibility to achieve strategic goals. You meet with sponsors or stakeholders to confirm the key programme or project objectives and identify the links with organisational needs. You confirm resource requirements and deploy these, monitoring programme or project progress and taking action to respond to changes. The standard also includes communicating progress and results. The standard includes delivering projects on time, within budget, to the satisfaction of project sponsors and stakeholders.

This standard is for all managers and leaders.

Performance criteria

You must be able to:

1. establish overall programme or project objectives and link these to strategic goals
2. discuss and agree the objectives and scope of programme or project with sponsors and stakeholders
3. confirm the available resources with the sponsors and stakeholders
4. identify how the proposed programme or the project fit with the overall vision, objectives and plans of your organisation
5. develop a programme or a project plan in consultation with project team members
6. agree the programme or the project plan with sponsors and stakeholders, making changes, where necessary
7. brief project team members on the final programme or project plan and their roles and responsibilities
8. provide ongoing support, encouragement and information to project team members
9. deploy resources in line with the requirements and priorities of the programme or a project
10. implement processes and resources to manage potential risks arising from the project and deal with contingencies
11. implement the programme or project plan, selecting and applying project management tools and techniques to monitor, control and review progress
12. establish the contribution different stages of the programme or the project to achieve the overall objectives
13. assess and manage risks for different milestones of the programme or the project
14. ensure your colleagues fulfil their responsibilities for the achievement of different stages of the programme or the project
15. monitor the programme or the project to ensure it achieves its objectives on time and within budget
16. communicate progress and results of the programme or the project and its different stages to colleagues and stakeholders
17. change the programme or project plan to respond to problems encountered or changes to organisational objectives
18. obtain agreement to programme or project plan changes from project sponsors and other stakeholders, where necessary
19. deliver programme or project objectives on time and within budget
20. confirm satisfactory completion of the project with the project sponsor and any key stakeholders
21. make recommendations which identify good practice and areas for improvement

22. evaluate the success of the project, identifying what lessons can be learned and shared
23. celebrate the completion of the project, recognising the contributions of project team members
24. follow the legal, organisational, codes of practice and policies relevant to your role and the activities being carried out to manage programmes or projects

Manage programmes of work or projects

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

1.   the characteristics of programme or projects as opposed to routine management functions, activities and their key stages

2.   the role and key responsibilities of a project manager, including the importance of the relationship between the project manager, sponsors and stakeholders

3.   why it is important to discuss and agree the key objectives and scope of a proposed programme or a project with sponsors and stakeholders before detailed planning commences

4.   why it is important to be able to identify and understand how a programme or a project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken

5.   why it is important to consult with employees to develop a project plan and the type of information needed for effective project planning

6.   what should be included in a programme or a project plan, particularly activities, required resources and timescales and why the plan needs to be discussed and agreed with the project sponsors and any key stakeholders

7.   how to brief programme or project team members on the plan, confirm their roles and responsibilities and provide ongoing support, encouragement and information

8.   how to identify and manage potential risks and the importance of contingency planning

9.   the type of changes that might need to be made to a programme or a project plan during implementation and the importance of agreeing these with the sponsors and stakeholders

10.   why it is important to confirm satisfactory completion of the programme or the project with the sponsors and stakeholders

11.   how to establish effective systems for evaluating the success of the programme or the project to identify lessons for the future and recognise the contributions of the team members

Industry and sector specific knowledge and understanding

12.   the project management tools and techniques commonly used in the industry and sector

13.   the legal, organisational, codes of practice and policies relevant to your role and the activities being carried out to manage programme or projects

Context specific knowledge and understanding

14.   the sponsors, stakeholders, agreed key objectives and scope of the plan and the resources available for the programme or the project

15.   the overall vision, objectives and plans of the organisation and any other relevant programmes of work or other projects being undertaken

16.   your organisation's project management methodology, tools and techniques used to monitor, control and review progress

17.   the mechanisms for consulting on the development of the programme or project plan and the feedback received from relevant employees

18.   the roles and responsibilities of programme or project team members and the methods used for briefing, supporting, encouraging and providing information to them

Skills	
	1. Acting assertively
	2. Analysing
	3. Balancing competing needs and interests
	4. Communicating
	5. Decision-making
	6. Delegating
	7. Influencing
	8. Information management
	9. Involving employees
	10. Leadership
	11. Managing conflict
	12. Managing programmes
	13. Managing projects
	14. Monitoring
	15. Motivating
	16. Negotiating
	17. Planning
	18. Presenting information
	19. Prioritising
	20. Problem solving
	21. Providing feedback
	22. Questioning
	23. Reporting
	24. Risk management
	25. Setting objectives
	26. Stress management
	27. Team building
	28. Thinking strategically
	29. Thinking systematically
	30. Time management

Manage programmes of work or projects

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Relevant Occupations	Managers and Senior Officials
Suite	Management and Leadership
Keywords	Management & leadership; manage programmes

Overview

This standard is about promoting equality of opportunity, diversity and inclusion in your organisation. You identify your own and your organisation's responsibilities and liabilities related to equality, diversity and inclusion. You actively promote diversity and inclusion in the way that you behave and the language that you use. You review the diversity needs of colleagues and customers and identify improvements that can be made, taking action to uphold individuals' rights. You maintain systems to monitor, review and report on progress related to equality, diversity and inclusion and seek specialist expertise when required.

This standard is for all managers and leaders.

Performance criteria

You must be able to:

1. identify your organisation's and your own responsibilities and liabilities under equality, diversity and inclusion legislation and any relevant codes of practice
2. identify your own responsibilities and liabilities under equality, diversity and inclusion legislation and any relevant codes of practice
3. check that your organisation's written equality, diversity and inclusion policy and action plan enables you to carry out your own responsibilities
4. agree revisions to your organisation's written equality, diversity and inclusion policy and action plan with decision makers, if required
5. check that the equality, diversity and inclusion policy and action plan has been communicated to all colleagues and other relevant stakeholders
6. challenge the status quo and seek better alternatives when required
7. promote equality of opportunity, diversity and inclusion by engaging colleagues and other key stakeholders
8. agree management commitment to promoting equality of opportunity, diversity and inclusion
9. check that commitment to promoting equality of opportunity, diversity and inclusion underpins your organisation's vision, values, objectives and plans
10. use language and behaviours that role-models your organisation's commitment to equality of opportunity, diversity and inclusion
11. monitor the language and behaviours used by colleagues to ensure it supports your organisation's commitment to equality of opportunity, diversity and inclusion
12. review the diversity and needs of your organisation's current and potential customers
13. select communication media and styles that meet the needs of different colleagues, customers and situations
14. identify areas where needs are not being satisfied or where the diversity of customers should be improved
15. review the diversity of the workforce, at all levels, in comparison to the population and your organisation's current and potential customers and
16. consider the views and actions of colleagues, team members and other stakeholders when making decisions
17. support colleagues, team members and other stakeholders to encourage use of their knowledge, skills and expertise
18. take action to uphold individuals' rights following your organisation's guidelines for decision-making and building allyship

19. identify areas for improvement in the diversity of the workforce
20. seek specialist expertise in relation to equality, diversity and inclusion issues, where required
21. maintain systems to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within your organisation
22. use the findings of your reviews to identify required actions and changes to practice
23. comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

1. your organisation's and your personal responsibilities and liabilities under equality, diversity and inclusion legislation and the relevant codes of practice

2. the different definitions of equality, diversity and inclusion

3. the different forms which discrimination and harassment might take in the workplace

4. the business case for ensuring equality of opportunity and promoting diversity and inclusion

5. the importance of senior management commitment to promoting equality of opportunity, diversity and inclusion and how this can be achieved

6. why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity, diversity and inclusion

7. how to recognise when the behaviour, words and actions of colleagues and customers does, and does not, support a commitment to equality of opportunity, diversity and inclusion and the actions that can be taken to correct behaviours

8. the importance of reviewing the diversity and needs of an organisation's current and potential customers to identify areas for improvement and how to review

9. the importance of reviewing the diversity of an organisation's workforce, at all levels, to identify areas for improvement and how to review

10. how to develop a written equality, diversity and inclusion policy and

what it should cover

11.   how to communicate the organisation's equality, diversity and inclusion policy to all people who work for the organisation and other relevant parties

12.   the sources of specialist expertise in relation to equality, diversity and inclusion

13.   how to establish systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion within an organisation

Industry and sector specific knowledge and understanding

14.   the industry and sector-specific legislation, regulations, guidelines and codes of practice relating to equality, diversity and inclusion

15.   the range of equality, diversity and inclusion issues and developments that are particular to your industry and sector

Context specific knowledge and understanding

16.   the overall vision, values, objectives, plans and culture of your organisation

17.   why allyship in the workplace is important

18.   the planning and decision-making processes within your organisation including the guidelines related to fairness and consistency

19.   your organisation's current and potential customers and their needs

20.   the current diversity of your organisation's workforce

21.   the key stakeholders with an interest in equality, diversity and

inclusion in your organisation

22. your organisation's written equality, diversity and inclusion policy and action plan and how they are communicated to colleagues and to other relevant stakeholders

23. the mechanisms for consulting with colleagues or their representatives on equality, diversity and inclusion issues, and why consideration of their views and actions is important

24. the sources of specialist expertise in relation to equality, diversity and inclusion used by your organisation (internal and external)

25. your organisation's systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion

Skills

1. Building allyship
2. Communicating
3. Consulting
4. Empathising
5. Evaluating
6. Influencing
7. Involving others
8. Leadership
9. Leading by example
10. Monitoring
11. Persuading
12. Planning
13. Reporting
14. Reviewing
15. Valuing and supporting others

Promote equality of opportunity, diversity and inclusion in your organisation

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Suite	Management and Leadership
Keywords	Management & leadership; strategic; business plan

Overview

This standard is about making contact and initiating relationships with key people and organisations in a community to find out about its issues and concerns. It involves gathering existing information and supporting communities to generate new information, in order to better understand the needs, strengths and circumstances of communities.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Two.

Get to know a community

Performance criteria

You must be able to:

1. make contact with different groups within a community
2. explain own and organisation's role to people within the community
3. record details of the people and groups contacted for future community engagement
4. review the record of contacts to identify and fill gaps
5. establish contacts and links across all sections of the community
6. use a variety of research methods and participatory strategies to produce a community audit
7. establish processes for periodically reviewing and revising the community audit
8. adapt own role in response to community audits

Get to know a community

Knowledge and understanding

You need to know and understand:

1. the effects of structural factors on communities
2. the impact of diversity on community development within and between communities
3. how legislation and policies affect communities
4. the role and the contribution of community development practitioners who work with communities
5. how to identify community priorities and concerns through participatory approaches
6. different methods and styles of engaging with a range of individuals and communities
7. how informal networks can be used to increase the number and quality of contacts that can be used for the benefit of communities
8. the importance of taking time to build relationships and foster trust and respect

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are:

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. environmental, political, cultural, economic and social contexts are built into community audits
2. contact with people from diverse and marginalised communities is actively pursued
3. the views of community members and groups are clearly articulated and represented
4. community members are involved in the gathering and interpretation of information
5. working relationships based upon respect are developed and maintained

Glossary

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community audit

A technique of using participatory approaches to research communities to inform actions, strategies or policies.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets
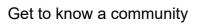
Structural factors

Powerful social processes that impact on people's lives, even before birth, and include: cultural, economic, ecological, social, political and demographic factors that manifest at community, national, international levels; and which are often inter-connected to affect the poorest and most vulnerable in society.

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

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Suite	Community Development
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Facilitate, analyse and disseminate results of community research and consultations

Overview

This standard is about supporting community groups to carry out their own consultations to determine the concerns and/or priorities within their communities, the feasibility of proposed activities, and gathering the views of community members and groups for organisations about proposed actions or changes to the services they provide. The standard assumes community research is used for positive changes in communities.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

1. Understand and practise community development

2. Understand and engage with communities

3. Group work and collective action

4. Collaboration and cross-sectoral working

5. Community learning for social change

6. Governance and organisational development

This standard is within Key Area Two.

Performance criteria

You must be able to:

1. support the contribution of community members to proposals for community research and consultations
2. support individuals and communities to identify and agree the purpose and outcomes of the research/consultation activity
3. facilitate participatory approaches to agree realistic, evidence-based priorities
4. use inclusive and participatory methods to overcome barriers to participation within the research activity
5. plan community research with all relevant people to include roles, actions, resources and review dates
6. use data and information that is valid, accurate, reliable and sufficient to meet the intended purpose of the research
7. develop the skills of community members in community based research through learning activities
8. include the voice and views of marginalised communities in the analysis and dissemination of community research
9. support community researchers to analyse and interpret the gathered information
10. work with groups to review the quality and quantity of the information gathered and identify any gaps
11. inform community researchers about ethical, professional and safe community research, including the legal requirements and procedures for dealing with sensitive and confidential information
12. gather proposals for presenting the findings to different audiences
13. support the communication of the initial findings to the wider community and all relevant organisations for comment
14. review the findings and revise in light of feedback
15. facilitate the development of recommendations from the community and others

Knowledge and understanding

You need to know and understand:

1. the effects of structural factors on communities
2. participative planning techniques
3. participatory methods and approaches for use with community members across the research process
4. how to support community members to develop community research skills
5. how to access sources of existing data about communities
6. where to obtain the resources for community led approaches to profiling, consultation and research involving people and organisations
7. how to identify possible partners and assess their potential for collaboration in community consultations and research
8. accepted ways of checking data for accuracy, reliability and validity
9. ethical, safe and legal frameworks for the collection and handling of confidential and sensitive information
10. processes for making recommendations and setting priorities
11. methods for recording and reviewing information
12. techniques for collating and interpreting data and information
13. techniques for encouraging the sensitive exploration of diversity
14. how to involve community members and researchers in dissemination activities
15. methods of feeding back consultation and research results to the wider community and relevant organisations
16. how to facilitate discussions around the choice of relevant dissemination methods and techniques for different audiences and purposes
17. ways to present information for different purposes and audiences
18. approaches and methods to use in evaluating research or consultative processes

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Values

Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community.

These values are at the core of community development and underpin each of the standards. The values are:

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. community research and consultation results highlight inequalities that exist within the community
2. differing views and opinions are acknowledged and shown equal respect within the research/consultation
3. the expertise and knowledge within a community is valued by all agencies
4. community members have collective control and ownership over community research and consultation processes
5. research and consultation processes are monitored and reviewed and the learning is used to inform future planning

Glossary

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Consultation

Activities which seek the views of individuals and communities to gauge opinion, involvement or ideas about issues in order to shape decisions and actions.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic

studies and continual professional development

* Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Structural factors

Powerful social processes that impact on people's lives, even before birth, and include: cultural, economic, ecological, social, political and demographic factors that manifest at community, national, international levels; and which are often inter-connected to affect the poorest and most vulnerable in society.

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Facilitate, analyse and disseminate results of community research and consultations

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Organise community events and activities

Overview

This standard relates to the roles of community development practitioners in supporting the organisation of events and activities within communities. These events may include public meetings, workshops, open days, consultation displays and neighbourhood forums amongst others.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

1. Understand and practise community development

2. Understand and engage with communities

3. Group work and collective action

4. Collaboration and cross-sectoral working

5. Community learning for social change

6. Governance and organisational development

This standard is within Key Area Three.

Performance criteria

You must be able to:

1. negotiate to establish the purpose of the event or activity
2. agree the plan for the event or activity with all those involved
3. plan the event or activity so it is accessible, inclusive, legal and safe to all in the community
4. support members of the community to obtain the required resources for the event or activity
5. provide information to those involved in organising the event so they can carry out allocated tasks
6. select types of publicity to attract target participants
7. support community members to review and update plans to achieve required objective
8. obtain consent from individuals about the use of their information and images for different purposes
9. evaluate the event or activity to inform future actions
10. support communities to make use of their legal rights

Knowledge and understanding

You need to know and understand:

1. the factors involved in organising community events and activities
2. what accessible, inclusive and safe community events and activities look like
3. ways to involve and develop people
4. collective approaches to decision-making
5. how to develop equality and anti-discriminatory practice within groups

6. how to support the roles people take in groups

7. how to access resources and support for community events or activities

8. how to meet legal requirements for organising and running community events and activities
9. how to use quality improvement techniques for organising events and activities
10. how to support communities to develop their knowledge of relevant law and legal remedies

Organise community events and activities

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. environmental considerations are taken into account in the planning and use of resources
2. venues are chosen that meet the differing needs and circumstances of individuals attending
3. the knowledge, expertise and skills of community members are used to their full in planning and running the event
4. opportunities are taken for collaborating with other groups in planning events/activities
5. reflective evaluation is carried out so that future events and activities can benefit

Glossary

Anti-discriminatory practice

Actively removes barriers to involvement, promotes diversity and challenges stereotyping, inequality and injustice amongst individuals and organisations.

Collective action

Working together with others to achieve a common aim.

Community

Organise community events and activities

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Consultation

Activities which seek the views of individuals and communities to gauge opinion, involvement or ideas about issues in order to shape decisions and actions.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Evaluation

Entails an overall assessment of the achievements, effectiveness and impact of work carried out.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning

*   Formal learning refers to what we gain from courses, academic studies and continual professional development

*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Organise community events and activities

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CLDSCCD10

Support communities to effectively manage and address conflict within
and between communities or community groups

Overview

This standard is about dealing with conflict:

- within communities
- between communities
- within community groups
- between community groups

This standard recognises the similarities in dealing with all conflicts and the skills required to analyse the context and respond in ways which are inclusive, solution focussed and working for positive social change. The standard also recognises that conflict may create costs and benefits, acknowledges the causes and effects of conflict and notes there are different strategies to deal with conflicts in communities and those within and between organisations.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Three.

Performance criteria

You must be able to:

1. identify the nature, causes and effects of conflict within and between communities and community groups
2. respond to conflicts to de-escalate tensions within or between communities in ways which are sensitive
3. work to reduce the fear and upset generated by community conflict
4. support people to identify areas of potential conflict, common ground and shared interest

5. support community members to develop knowledge, skills and confidence to deal with conflict

6. identify and find ways to remove blocks to communication and mutual understanding within or between communities

7. promote the values, perspectives, rights and responsibilities of all involved in the conflict when seeking resolution
8. identify the potential for and sources of mediation to address conflict in communities or community groups
9. mediate within and between groups to overcome conflict where possible
10. document areas of agreement and disagreement for future reference
11. support collective-led strategies to deal with continuing conflict
12. support communities to make use of their legal rights

CLDSCCD10

Support communities to effectively manage and address conflict within and between communities or community groups

Knowledge and understanding

You need to know and understand:

1. the impact of power relationships upon individuals and communities
2. the benefits of recognising and valuing diversity, inclusive and anti-discriminatory practice
3. barriers to involvement in collective activities and ways to overcome them
4. the negative and positive aspects of conflict
5. the causes, effects and consequences of community based conflicts
6. different, timely and creative approaches to conflict analysis and resolution
7. how to facilitate collective approaches to conflict resolution
8. sources of mediation support available to individuals, communities and practitioners
9. methods of responding sensitively to de-escalate tensions and overcome communities' fears
10. how to develop the knowledge, skills, understanding and attitudes of others to deal with conflict
11. how to support communities to develop their knowledge of relevant law and legal remedies

CLDSCCD10

Support communities to effectively manage and address conflict within
and between communities or community groups

Values

Community development is underpinned by a set of values which
distinguish it from other, sometimes related, activities in the community.
These values are at the core of community development and underpin
each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community
development values might inform practice in this standard. These
statements are not part of assessment requirements.

1. power relationships and their effects are openly acknowledged within
conflict situations
2. conflict is addressed from a position of mutual respect between all
parties
3. constructive ways of challenging ensure sources of conflict are
'depersonalised'
4. all those affected by the conflict are encouraged to contribute to the
generation of ideas and solutions
5. individuals and groups reflect on, learn from and progress from
conflict situations

Glossary

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and
patterns of behaviour that can develop among those who share a
geographic area or identity or interest.

Community conflict

Refers to those differences, competitions, arguments, outbursts and violence that may erupt in community groups, between community groups, in communities and between communities.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning

*   Formal learning refers to what we gain from courses, academic studies and continual professional development

*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Support communities to effectively manage and address conflict within and between communities or community groups

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Keywords	community development; community development practitioner; community development practice; community development values; community development research; community development consultation; community development groups; community development methods

Overview

The purpose of community development is to support communities to organise collectively to effect change. This involves making sure that community groups and communities have information about opportunities to express their views, how to find allies, and how to plan for and implement collective actions and campaigns to tackle their identified concerns.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Three.

Support communities who want to bring about positive social change

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Performance criteria

You must be able to:

1. support groups to agree what challenges need addressing in a community
2. facilitate groups to research, plan, and seek support, allies and resources to help in bringing about social change
3. advise on the use of participative methods to allocate roles and responsibilities and review plans
4. support communities to make use of their legal rights
5. advise on ways of resolving skills gaps in planning for action
6. support groups to collectively resolve any conflicts that develop during a campaign
7. support groups to use media to publicise their campaign
8. facilitate awareness of the information and communication needs of those involved in a successful campaign
9. encourage participatory evaluation to review plans and the campaign's impact on decision-makers

Support communities who want to bring about positive social change

Knowledge and understanding

You need to know and understand:

1. the contribution of social movements and community action in bringing about change
2. the impact of power relationships upon individuals and communities
3. participative ways to challenge local and national policy decisions
4. the benefits of recognising and valuing diversity; inclusive and anti-discriminatory practice
5. how to overcome barriers to involvement in collective activities
6. positive and negative effects of conflict
7. how to develop community-based strategies which build the confidence, skills and independence of community groups
8. the importance of independence in bringing about positive social change
9. collective and participative approaches to agreeing common issues, goals, plans, capacity, reviews and evaluations
10. equality and anti-discriminatory practice within groups
11. transparent and accountable practice and structures
12. how to support the roles people take in groups
13. how to build support through strategic alliances and different media
14. media and publicity strategies to get a campaign's voice heard
15. how to support communities to develop their knowledge of relevant law and legal remedies

Values

Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are:

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this Standard. These statements are not part of assessment requirements.

1. people's skills, knowledge and diverse experience are recognised and used in planning a campaign
2. open and consensual community decision-making structures are valued and adopted
3. simple and clear mechanisms are put in place to demonstrate accountability to the community for all decisions and actions
4. collaborative working relationships with other groups, networks, voluntary sector organisations, and public bodies are developed
5. the approach used in the campaign is analysed for future actions

Glossary

Accountability

Involves being responsible within and to communities for the actions taken and decisions made; and the opportunities for members of communities to hold to account representatives, decision-makers, groups and individuals working on behalf of communities

Anti-discriminatory practice

Actively removes barriers to involvement, promotes diversity and challenges stereotyping, inequality and injustice amongst individuals and organisations.

Support communities who want to bring about positive social change

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community action

Community-based campaigns and networks concentrating on issues of concern to that community, eg a campaign to develop a safe and creative play space for children, a campaign against the planned closure of a library, a campaign for empty houses to be made available at affordable rents, the public demonstrations against deportations.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Evaluation

Entails an overall assessment of the achievements, effectiveness and impact of work carried out.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

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Facilitate community leadership

This standard is about encouraging and, when necessary, demonstrating leadership in communities. It is about nurturing inclusive and effective community leadership which will motivate and support individuals and communities to become involved and work together to achieve collective objectives.

In this standard the community development practitioner facilitates the development of community leadership skills. This may include demonstrating and role modelling certain behaviours and styles, giving advice, feedback and identifying areas for development and learning. This standard is relevant to all community development practitioners who encourage, motivate and support others to lead community activity.

The community development standards are arranged in six key areas:

1. Understand and practise community development

2. Understand and engage with communities

3. Group work and collective action

4. Collaboration and cross-sectoral working

5. Community learning for social change

6. Governance and organisational development

This standard is within Key Area Three.

Facilitate community leadership

Performance criteria

You must be able to:

1. promote styles of leadership appropriate to community development organisation
2. use different leadership styles in developing, supporting and nurturing community leadership
3. lead by example to win the trust and support of others in own community
4. support others to work together, take the initiative and demonstrate leadership when appropriate within the organisation
5. manage the tensions that arise from different understandings of the term 'leadership'
6. involve others in developing and communicating agreed vision, purpose, objectives and plans for the community
7. use participative decision-making methods which are open, transparent and accountable to the communities involved
8. establish understanding of roles in relation to achieving goals agreed for the community
9. support all involved to perform their roles to achieve agreed aims for the community
10. motivate others to present their ideas; to listen to ideas, overcome obstacles and deal with setbacks and change in own organisation
11. recognise people's achievements, effort and creativity in achieving community goals

Facilitate community leadership

Knowledge and understanding

You need to know and understand:

1. how to use different theories, models and styles of leadership to empower, motivate, support and influence others
2. the tensions associated with the term 'leadership' in a community context
3. how to recognise and develop the leadership capability of others
4. how to create a culture which encourages and recognises creativity and innovation
5. the positive and negative impacts of different leadership styles
6. how to use leadership skills to involve people in open and transparent decision making
7. own strengths and weaknesses in a leadership role and how to address these
8. the importance and ways of encouraging others to take the lead
9. different ways of communicating effectively with different audiences
10. how to work with others to plan, set objectives, recognise achievement and monitor progress
11. the importance of ensuring that there are clear lines of public accountability for decisions made and actions taken
12. how to show others the contribution of their individual role to the achievement of collective objectives
13. methods for motivating, supporting and encouraging people; and recognising their achievements

Facilitate community leadership

| **Values** | Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are; |

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. community strengths, skills and assets are regularly celebrated
2. a culture of respect, trust and valuing of diversity is promoted and nurtured
3. community members are supported to develop their own community leadership skills
4. participatory decision-making is fostered at all levels
5. community members are encouraged to reflect on and learn from their own leadership experiences

Glossary

Accountability

Involves being responsible within and to communities for the actions taken and decisions made; and the opportunities for members of communities to hold to account representatives, decision-makers, groups and individuals working on behalf of communities

Assets

The strengths and aspirations in a community and can refer to cultural, economic (including occupational and financial), environmental, interconnections and relationships, physical, social, spiritual and political factors.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Collective action

Working together with others to achieve a common aim.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Facilitate community leadership

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Suite	Community Development
Keywords	community development; community development practitioner; community development practice; community development values; community development research; community development consultation; community development groups; community development methods

Overview

This standard sets out how community development practitioners support communities to better understand:

- how public bodies and other agencies work and make decisions

- how to influence decision-making processes

- how to determine whether they should work with public bodies and other organisations

- how to develop effective relationships

There are many benefits to be gained from effective relationships between communities, public bodies and other organisations. However, to fully benefit communities need to understand the remits, powers and duties that public bodies and other organisations hold and, how they can influence decision-making processes. Public bodies and other organisations want to work with communities for a variety of reasons. It is important that communities are clear about how it will also benefit them.

This standard is relevant to all community development practitioners who support communities in this process.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Four.

Performance criteria

You must be able to:

1. assist communities to understand local, national and global democratic and political processes and where power and influence lie
2. gather information about the roles and responsibilities of public bodies and other organisations whose work impacts on communities which is up to date and relevant to current community action
3. assist communities to understand the legal powers, statutory responsibilities and resources held by public bodies and other organisations and how this may impact on joint decision-making
4. promote relationships between communities, public bodies and other organisations for the benefit of communities
5. support communities to understand the tensions that can arise between organisations with different structures and decision making processes in order to improve relationships
6. provide information to communities about how to engage and work collaboratively with public bodies and other organisations to achieve agreed aims
7. support communities to make use of their legal rights
8. assist communities to examine government initiatives and the opportunities they present for communities to influence decision-makers
9. assist communities to access information about existing multi-agency working arrangements to inform community action
10. support communities to identify the skills needed to engage with public bodies and other organisations
11. support communities to identify and establish relevant contacts within public bodies and other organisations to achieve agreed aims

Knowledge and understanding

You need to know and understand:

1. how representative and participatory democracy work in practice
2. concepts of political literacy, citizenship rights and responsibilities in relation to governance
3. relevant local, national and international government policies
4. the contribution that diverse communities and autonomous groups can make to decisions affecting communities
5. how injustice, discrimination and social exclusion impact on the lives of individuals and communities
6. how power relationships affect collaborative working
7. the social, political, cultural and economic context of own community
8. the potential links and disparities between concepts of community development and key ideas presented in government policies and initiatives
9. how public bodies and other organisations are regulated and managed
10. the duties and responsibilities public bodies and other organisations have to communities
11. how to support public bodies and other organisations to improve how they engage with communities
12. how to support communities and individuals to influence decision-making
13. how to develop the skills needed to influence decision-making
14. how to support communities to develop their knowledge of relevant law and legal remedies
15. inclusive and participatory techniques for relationship building
16. how to negotiate, plan, agree, review and evaluate relationships between communities and other organisations
17. techniques and approaches to increase accountability to communities
18. communication systems which promote understanding and open dialogue
19. methods which facilitate collective learning opportunities to ensure effective collaborative working

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are:

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. power imbalances between communities, public bodies and other agencies are recognised and addressed
2. opportunities to influence and challenge discriminatory practice is critically examined
3. the rights of communities to define themselves, their priorities and agendas for action are made explicit
4. actions are taken to build confidence within communities to engage in dialogue with public bodies
5. knowledge of how public bodies and other agencies work is shared with communities

Glossary

Accountability

Involves being responsible within and to communities for the actions taken and decisions made; and the opportunities for members of communities to hold to account representatives, decision-makers, groups and individuals working on behalf of communities

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community action

Community-based campaigns and networks concentrating on issues of concern to that community, eg a campaign to develop a safe and creative play space for children, a campaign against the planned closure of a library, a campaign for empty houses to be made available at affordable rents, the public demonstrations against deportations.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Learning

Can be informal, formal and non-formal:

* Informal refers to experiential and personal learning
* Formal learning refers to what we gain from courses, academic

studies and continual professional development

*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Political literacy

The use of critical reflective, visioning and planning techniques which encourage individual and group questioning of cultural, social, economic and political norms, and their interdependence, that maintain inequalities and oppressions.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

CLDSCCD13

Promote and support effective relationships between communities and
pubic bodies and other agencies

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Suite	Community Development
Keywords	community development; community development practitioner; community development practice; community development values; community development research; community development consultation; community development groups; community development methods

Overview

This standard is for community development practitioners who have responsibility for implementing local and national government policies and/or initiatives which require dialogue, working relationships and lines of accountability to be developed between public bodies, other organisations and communities or community groups.

The community development standards are arranged in six key areas:

1. Understand and practise community development

2. Understand and engage with communities

3. Group work and collective action

4. Collaboration and cross-sectoral working

5. Community learning for social change

6. Governance and organisational development

This standard is within Key Area Four.

Encourage and support public bodies to build relationships with communities

Performance criteria

You must be able to:

1. communicate the potential benefits, challenges and wider implications when public bodies seek to engage with communities
2. work with public bodies to enable them to respond to diverse communities seeking improved services based on community-identified needs
3. work with public bodies and other organisations to identify resources to support community representatives
4. support decision-makers to establish equitable and inclusive values, perspectives and approaches when working with communities
5. assess the extent to which government policies and initiatives promote the values of social justice, equality, anti-discrimination and inclusion for communities
6. communicate to public bodies the benefits and contribution of a community development approach to achieving policy objectives
7. support public bodies and other organisations to use inclusive and empowering approaches when engaging communities
8. promote the use of local, regional or nationally agreed frameworks as the basis for developing working relationships with communities

Knowledge and understanding

You need to know and understand:

1. how representative and participatory democracy work in practice
2. concepts of political literacy, citizenship rights and responsibilities in relation to governance
3. relevant local, national and international government policies,
4. the contribution that diverse communities and autonomous groups can make to decisions affecting communities
5. how injustice, discrimination and social exclusion impact on the lives of individuals and communities
6. how power relationships affect collaborative working
7. the social, political, cultural and economic context of communities
8. the links and disparities between concepts of community development and key ideas presented in government policies and initiatives
9. the powers of public bodies and the duties and obligations they have to communities
10. the different levels of representation and accountability involved and required for effective partnership working
11. barriers to involvement and a range of approaches and techniques for overcoming them
12. how to examine institutional practices and perspectives and their impact on communities
13. how to get others to reflect on institutional practices and perspectives and how they impact on communities
14. how to work together to obtain resources
15. inclusive and participatory techniques for relationship building
16. how to identify training and learning needs required to build effective relationships
17. different models of community advocacy
18. techniques and approaches to increase accountability to communities
19. communication systems and processes to inform and support collaborative work
20. the benefits of community development values and processes in building relationships

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are:

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. the complexity and diversity of communities is recognised and used to inform the planning of community engagement processes to ensure equality
2. practices that discriminate against individuals and communities are highlighted and addressed
3. the skills and knowledge needed to engage with and empower communities is recognised and learning opportunities created
4. meaningful commitment to collective action aimed at improving localities is demonstrated
5. reflection and evaluation techniques are used to review how organisations build relationships with communities

Glossary

Accountability

Involves being responsible within and to communities for the actions taken and decisions made; and the opportunities for members of communities to hold to account representatives, decision-makers, groups and individuals working on behalf of communities.

Advocacy

Entails enabling others to have a voice and get their views across. It is

about ways in which power relationships can be addressed and rigid systems challenged.

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Evaluation

Entails an overall assessment of the achievements, effectiveness and impact of work carried out.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Political literacy

The use of critical reflective, visioning and planning techniques which encourage individual and group questioning of cultural, social, economic and political norms, and their interdependence, that maintain inequalities and oppressions.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

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Suite	Community Development
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Support collaborative and partnership work

Overview

This standard relates to the role of community development practitioners in encouraging and supporting collaborative work. Community development practitioners enable communities and groups to work in partnership and collaboration with others in order to achieve common aims, access resources or increase influence.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change

6. Governance and organisational development

This standard is within Key Area Four.

Support collaborative and partnership work

Performance criteria

You must be able to:

1. facilitate communities to identify common needs and issues they share with other communities
2. identify other communities with similar interests to share ideas, experience and practice to potentially benefit both communities
3. support communities to clearly identify and agree aims, outcomes and short and long-term strategies for working collaboratively
4. support communities to assess the potential risks and benefits of engaging in partnership work
5. provide information about the remit, aims and work of existing partnerships and highlight opportunities for involvement to own community group
6. support communities to review the availability of resources for partnership working
7. support the establishment of transparent and accountable structures and systems for developing collaborative work between communities
8. promote collaborative working which recognises and addresses barriers to participation and promotes trust and understanding based on mutual respect between communities
9. support communities to make use of their legal rights
10. support monitoring and evaluation of partnership or collaborative working to improve future practice

Knowledge and understanding

You need to know and understand:

1. how representative and participatory democracy work in practice
2. concepts of political literacy, rights and responsibilities associated with governance
3. the contribution that diverse communities and autonomous groups can make to decisions affecting communities
4. how the nature of power relationships affects collaborative working
5. how decisions made by partnerships can impact on communities
6. the levels of representation and accountability required for effective partnership working
7. the motives, aims and remits of partnerships
8. barriers to involvement and approaches and techniques for overcoming them
9. the resource and support implications for engaging with a wide spectrum of potential stakeholders
10. the life cycle of partnerships, their limitations and the factors that can affect sustainability
11. inclusive and participatory techniques for involving people
12. how to negotiate, plan, agree, review and evaluate common goals and methods for partnership working
13. the pros and cons of working in a partnership
14. how to increase accountability to communities
15. how to support communities to develop their knowledge of relevant law and legal remedies
16. how to encourage diversity at all stages of collaborative/partnership working
17. how to deal with a lack of collaborative working in a partnership
18. how to monitor, evaluate and review the work of a partnership and its effectiveness

Support collaborative and partnership work

Values

Community development is underpinned by a set of values which

distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. barriers which prevent the involvement and participation of marginalised and excluded communities are identified and addressed
2. the autonomy and diversity of communities involved in partnerships is recognised, respected and encouraged
3. structures are developed to utilise the skills, knowledge and experience of community members and others
4. new and creative ways of working together are explored and encouraged
5. shared learning underpins all partnership activities

Glossary

Accountability

Involves being responsible within and to communities for the actions taken and decisions made; and the opportunities for members of communities to hold to account representatives, decision-makers, groups and individuals working on behalf of communities

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Evaluation

Entails an overall assessment of the achievements, effectiveness and impact of work carried out.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Monitoring

The systematic collection and recording of information to help an organisation know how it is doing; it helps to account for the work of the organisation.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Political literacy

The use of critical reflective, visioning and planning techniques which encourage individual and group questioning of cultural, social, economic and political norms, and their interdependence, that maintain inequalities and oppressions.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Support collaborative and partnership work

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Strategically co-ordinate networks and partnerships

Overview

This standard is for all community development practitioners who work across different communities and provide links and/or co-ordination between communities.

It involves relationship building between diverse communities, public bodies and other organisations. It includes creatively handling the tensions when working strategically across a wider area or with larger initiatives which impact on many different communities.

Note: Partnerships includes formal and informal partnerships and networks.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Four.

Strategically co-ordinate networks and partnerships

Performance criteria

You must be able to:

1. assess the changing political, social and economic environment affecting own community
2. communicate the benefits of networking within and between communities and sectors to communities, public agencies and other organisations
3. support partnerships to work together over competing as well as common issues
4. support the development of partnerships where none exist and it is advantageous to establish them
5. support informal networking which promotes dialogue and understanding between and across communities
6. promote collaborative working which challenges exclusive practices, assumptions and stereotypes
7. raise awareness of barriers to involvement for community groups
8. maintain fair and equitable organisational systems within own organisation
9. promote fair and equitable organisational policies within partner organisations
10. consult on planned activities and strategies that may impact on communities
11. promote ways of involving marginalised communities and small community groups in strategic networking, influencing and decision-making processes
12. enable partnerships to recognise how power and resource imbalances affect relationships between and across communities
13. use models for inter-community working which will support collective problem solving across communities
14. seek support and resources to facilitate inter-community learning, working and engagement with decision making

Strategically co-ordinate networks and partnerships

Knowledge and understanding

You need to know and understand:

1. how representative and participatory democracy work in practice
2. concepts of political literacy, citizenship rights and responsibilities in relation to governance
3. relevant local, national and international government policies
4. the contribution that diverse communities and autonomous groups can make to decisions affecting communities
5. how injustice, discrimination and social exclusion impact on the lives of individuals and communities
6. partnership organisations that make, or contribute to, decisions that affect communities
7. how decisions or recommendations can be influenced
8. the diversity of groups and communities
9. how injustice, discrimination and social exclusion can prevent involvement in partnership working
10. models of collaborative working and the implications for community involvement
11. resource and support implications for engaging with the wide spectrum of potential stakeholders
12. the life cycle of partnerships, their limitations and the factors that can reduce sustainability
13. inclusive and participatory techniques for strategy and action planning
14. inclusive and empowering models of advocacy
15. systems and procedures to ensure accountability to communities
16. exit strategies for initiatives or projects with a set life span

17. communication and organisational systems to support strategic collaborative work across networks and partnerships

18. techniques and frameworks for the monitoring, review and evaluation of collaborative work

Strategically co-ordinate networks and partnerships

Values

Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. the contribution of communities and groups is valued in terms of strengths, skills, knowledge and experience rather than monetary resources
2. mechanisms are put in place to support the involvement and representation of marginalised communities in networks and partnerships
3. the influence of communities is strengthened through collective and collaborative actions
4. processes and procedures reflect transparency and accountability to communities
5. learning from the diverse experiences of people within the network is encouraged and supported

Glossary

Accountability

Involves being responsible within and to communities for the actions taken and decisions made; and the opportunities for members of communities to hold to account representatives, decision-makers, groups and individuals working on behalf of communities

Advocacy

Entails enabling others to have a voice and get their views across. It is about ways in which power relationships can be addressed and rigid systems challenged.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Collective action

Working together with others to achieve a common aim.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Community involvement

Community members participating in community projects and programmes that often originate outside the community.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Evaluation

Entails an overall assessment of the achievements, effectiveness and impact of work carried out.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Monitoring

The systematic collection and recording of information to help an organisation know how it is doing; it helps to account for the work of the organisation.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Political literacy

The use of critical reflective, visioning and planning techniques which

encourage individual and group questioning of cultural, social, economic and political norms, and their interdependence, that maintain inequalities and oppressions.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Strategically co-ordinate networks and partnerships

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Advocate with and on behalf of individuals and/or communities so that their interests are represented

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Overview

This standard is about supporting people to develop their communication skills to represent their views and values and those of their peers, to others. It also includes identifying what the needs and interests of individuals or communities are and presenting their needs and interests accurately and fairly.

The importance of participation and the involvement of communities is implicit in the values which practitioners are expected to know about and to apply in practice. Encouraging people to take part and become involved in advocacy supports the development of and confidence.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Four.

Performance criteria

You must be able to:

1. choose models of advocacy to use
2. agree the key issues individuals/communities wish to address through advocacy, the desired outcomes and the information requirements
3. assist individuals/communities to engage with appropriate people, including decision makers
4. discuss and agree with individuals/communities opportunities to participate and to represent themselves
5. assist individuals/communities to collect sufficient and valid information to enable them to support and present their views and interests
6. agree with individuals/communities how to tailor their presentation of their views and interests to different audiences
7. assist individuals/communities with planning what they want to communicate
8. encourage individuals/communities to represent themselves and help them to develop strategies to cope with any constraints or barriers they face in doing this
9. support communities to understand and secure their rights
10. support communities to make use of their legal rights
11. review available information about the needs of individuals/communities and collect additional information so that you can advocate on their behalf where necessary
12. present the interests of individuals/communities to the audience, listen to the response of others and offer constructive feedback
13. record and maintain records of the information presented and the actions taken
14. review the outcomes of the representations with individuals/communities, and agree appropriate consequent actions
15. comply with relevant codes of practice, guidelines and ethical requirements and work in line with values

Knowledge and understanding

You need to know and understand:

1. your role and responsibilities within the advocacy of individuals'/communities' views and interests
2. models, methods and techniques of advocacy
3. typical circumstances where individuals/communities may need advocacy
4. factors affecting the ability of individuals/communities to participate and represent themselves
5. methods of assessing the skills and confidence of individuals/communities relevant to presenting their views and interests
6. the importance of establishing realistic goals for the outcome of representations
7. how to agree the advocacy needed with and for individuals/communities including the goals, information needed and how to present the case
8. the range of situations where representation may take place, and the factors to consider in preparing for these
9. who to contact in order to pursue the interests of individuals/communities
10. the type of information needed and how to obtain additional information to ensure accurate and fair advocacy
11. the importance of preparation when presenting views and arguments, the needs and expectations of the audience, and methods of achieving this
12. the difference between decision makers and those who influence the decision-making process, and the importance of each
13. communication skills appropriate to presenting views and interests
14. typical issues and areas of concern raised though advocacy and ways to resolve them
15. how to provide feedback and review the outcomes of advocacy
16. how to take any required action following the advocacy representation
17. how to support communities to develop their knowledge of relevant law and legal remedies
18. legal frameworks and where to signpost communities for support
19. legal, organisational and ethical codes of practice, guidelines and requirements relevant to your practice and role
20. the values and principles in relation to the requirements of this standard

Advocate with and on behalf of individuals and/or communities so that their interests are represented

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Values

Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. the contribution of communities and groups is valued in terms of strengths, skills, knowledge and experience rather than monetary resources
2. mechanisms are put in place to support the involvement and representation of marginalised communities in networks and partnerships
3. the influence of communities is strengthened through collective and collaborative actions
4. processes and procedures reflect transparency and accountability to communities
5. learning from the diverse experiences of people within the network is encouraged and supported

Glossary

Advocacy

Entails enabling others to have a voice and get their views across. It is about ways in which power relationships can be addressed and rigid systems challenged.

Collective action

Working together with others to achieve a common aim.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Advocate with and on behalf of individuals and/or communities so that their interests are represented

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Promote opportunities for community development learning

Overview

This standard is about people learning through action and experience. It involves practitioners enabling people involved in community development to engage in different ways of learning through:

- reflecting on their own and others' experiences,
- learning from others, and
- promoting and creating informal and formal opportunities for people to learn together.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Five.

Promote opportunities for community development learning

Performance criteria

You must be able to:

1. promote the benefits of learning to community practitioners
2. promote the value of learning from communities to organisations and policymakers
3. empower people to have the self-belief to access learning opportunities
4. use learning opportunities that arise from community activity to share ideas, skills, knowledge and experience amongst practitioners
5. identify and promote examples of good practice to aid own and others' understanding of community development practice
6. reflect on own practice to inform own future ways of working
7. support communities and other organisations to develop learning plans for their organisation's staff and volunteers
8. identify resources to meet the learning needs of community development practitioners
9. use a range of methods to promote learning opportunities to different organisations and practitioners
10. engage in the co-production of learning with learning providers and communities

Promote opportunities for community development learning

Knowledge and understanding

You need to know and understand:

1. the role of learning in promoting trust, understanding and respect within and between communities
2. barriers to learning and ways to overcome them
3. anti-oppressive practice in the provision and delivery of learning
4. approaches and methods to facilitate learning
5. how to facilitate reflecting on experience and active participatory learning
6. methods for sharing learning from diverse experiences, perspectives and practice
7. how to identify current and future learning needs for people engaged in community activities
8. how the outcomes of learning in community development contribute to promoting change
9. the nature of community-based learning and resources available to support it
10. current community development learning frameworks and qualifications
11. formal and informal learning support networks and how to access them

Promote opportunities for community development learning

| Values | Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are; |

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. opportunities are created for people to learn about the social, political, cultural, environmental and economic issues that affect their communities
2. barriers to participation in learning are recognised and steps are taken to overcome them
3. different perspectives and experiences are recognised and valued when planning learning
4. opportunities for people to learn together and from others is incorporated into learning programmes
5. connections are made with the experiences of communities locally, nationally and globally to enhance learning

Glossary   Anti-oppressive practice and approaches

Challenge the structures of society, and the use of power, where they are being used to maintain the exclusion and marginalisation of some groups.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a

geographic area or identity or interest.

Collective action

Working together with others to achieve a common aim.

Community development learning

A developmental process that is both a collective and an individual activity, based on the sharing of skills, awareness, knowledge, and experience in order to bring about sustainable desired outcomes.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Co-production

Delivering products and services in an equal and reciprocal relationship between service providers, users and the communities in which they live.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Learning

Can be informal, formal and non-formal:

* Informal refers to experiential and personal learning
* Formal learning refers to what we gain from courses, academic studies and continual professional development
* Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Promote opportunities for community development learning

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Suite	Community Development
Keywords	community development; community development practitioner; community development practice; community development values; community development research; community development consultation; community development groups; community development methods

Overview

This standard is about the role that community development practitioners have in facilitating the learning of individuals and groups for collective community action. It examines community development practitioners' roles in providing learning opportunities to develop the expertise, skills, knowledge and creative ideas of people involved in community development. Its focus is learning that supports collective action and gives communities a more effective voice. This means learning activities could involve the development of critical understandings of cultural, social, political and economic processes and structures; how these are common experiences for people in general; and how they may be challenged.

This standard is relevant to community development practitioners organising and/or delivering community development learning opportunities.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Five.

Performance criteria

You must be able to:

1. build lasting trusting relationships with individuals from different backgrounds and experiences in the learning process
2. identify the learning needs of individuals and community groups
3. tailor learning activities to meet the expressed needs of individuals and community groups
4. use people's experiences as the starting point of participatory learning activities and methods for meeting different learning needs
5. create supportive environments for learning which explore values, perspectives, rights and responsibilities
6. use learning opportunities to promote deliberate actions for social change
7. utilise appropriate resources for community development information advice and guidance
8. utilise appropriate resources for community development learning
9. negotiate with training and learning providers to support community learning and professional development
10. monitor, review and report on the impact of different learning opportunities for individuals and communities
11. support communities to make use of their legal rights

Knowledge and understanding

You need to know and understand:

1. the role of learning in promoting trust, understanding and respect within and between communities
2. barriers to learning and ways to overcome them
3. anti-discriminatory practice in the provision and delivery of learning
4. approaches and methods to support learning
5. the impact of different learning needs and learning preferences
6. different ways to support action, learning and critical analyses of the nature of power, inequality and discrimination and democratic action
7. how to identify, adapt and create resources for community learning
8. relevant qualification frameworks
9. formal and informal learning support networks and how to access them
10. methods of evaluating learning activities and the outcomes of learning for communities and individuals
11. how the dissemination of evaluation results improve learning provision
12. how to support communities to develop their knowledge of relevant law and legal remedies

Values

Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. the role of learning in changing people's social, economic and political situation is recognised and explored
2. time is taken to build trust within the learning group so that people feel confident to share experiences and learn from those of others
3. learning methods are used to enable people to develop the confidence and skills to be able to represent themselves and their interests
4. participants are involved in sharing their views and experiences of learning and contributing ideas for improving the experience for the benefit of others
5. participants are encouraged and supported to identify further opportunities for their own development

Glossary

Anti-discriminatory practice

Actively removes barriers to involvement, promotes diversity and challenges stereotyping, inequality and injustice amongst individuals and organisations.

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community action

Community-based campaigns and networks concentrating on issues of concern to that community, eg a campaign to develop a safe and creative play space for children, a campaign against the planned closure of a library, a campaign for empty houses to be made available at affordable rents, the public demonstrations against deportations.

Community development learning

A developmental process that is both a collective and an individual activity, based on the sharing of skills, awareness, knowledge, and experience in order to bring about sustainable desired outcomes.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal

with no paid staff. They are often referred to collectively as the community sector.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Evaluation

Entails an overall assessment of the achievements, effectiveness and impact of work carried out.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

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Keywords	community development; community development practitioner; community development practice; community development values; community development research; community development consultation; community development groups; community development methods

Support communities to become aware, collectively explore and act on the impacts of climate change in pursuit of climate justice

Overview

This standard is about how community workers create the conditions for participation and empowerment of communities in pursuit of climate justice and/or take action which helps mitigate the climate emergency. This applies the existing values, knowledge-base and skill-set of community development to an issue which is a threat to all life on earth and especially those communities already disadvantaged in other ways.

This could include

- raising awareness of the extent to which climate change affects people, wildlife and places where they live e.g. food costs, changing weather patterns, sea level rise or inland flooding.
- taking effective actions to mitigate the effects of these e.g. flood prevention or other forms of climate adaption.
- taking preventative action to reduce the impact of climate change such as recycling, upcycling, or reducing food or energy waste to limit carbon emissions
- participating in wider networks and campaigns at scales necessary to effect change.
- promoting debate and collective action to create just transitions which prevent the impact of climate change falling disproportionately on those already disadvantaged in communities e.g. alternative work opportunities in places dependent on polluting industries, taking action on transport issues or air pollution.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Five.

Support communities to become aware, collectively explore and act on the impacts of climate change in pursuit of climate justice

Performance criteria

You must be able to:

1. raise awareness of the causes, impact of and solutions to the climate emergency including:

   1. understanding of what climate injustice is
   2. how it links to other inequality and oppression locally and globally
   3. how environmental injustice disproportionately impacts those already marginalised, disadvantaged communities/groups and wildlife.
   4. awareness of environmental human rights debates, and developments, including political and economic choices underpinning the crisis
   5. understanding the need for climate-related behavioural change by all, but especially those whose actions are most polluting

2. develop relevant knowledge of current local, national and international climate policy

3. identify, engage with and analyse climate justice issues in both practice and policy
4. access partnerships, alliances and coalitions in pursuit of wider structural change to achieve climate justice aims
5. help make just transition contribution locally to low carbon services in practical ways, which could include developing energy efficient services such as electric community transport; local green energy production or ways to reduce food waste by distribution of surplus food to those who need it.
6. communicate climate-related issues in a clear and accessible manner
7. prepare and implement climate justice policies, procedures and action plans in organisations and with communities.

CLDSCCD20

Support communities to become aware, collectively explore and act on the impacts of climate change in pursuit of climate justice

Knowledge and understanding

You need to know and understand:

1. how your values, attitudes and beliefs regarding ecology and sustainability inform your practice
2. the main climate policy issues and where to access more knowledge
3. how to promote critical engagement with key climate and environmental discourses and their implications for communities, with an emphasis on environmental justice
4. environmental justice as a foundational concept which links environmental issues with human rights, equality and anti-poverty
5. the key networks and alliances active in this area in your practice context who could help communities develop their understanding of the issues and any choices that might flow from this.
6. how to use core communication, engagement, and groupwork skills, tools and approaches to build capacity and support transition efforts in local communities

CLDSCCD20

Support communities to become aware, collectively explore and act on the impacts of climate change in pursuit of climate justice

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. the role of learning in changing people's social, economic and political situation is recognised and explored
2. time is taken to build trust within the learning group so that people feel confident to share experiences and learn from those of others
3. learning methods are used to enable people to develop the confidence and skills to be able to represent themselves and their interests
4. participants are involved in sharing their views and experiences of learning and contributing ideas for improving the experience for the benefit of others
5. participants are encouraged and supported to identify further opportunities for their own development

Glossary

Alliances

Bring allies together, for a common purpose, and particular objectives but have little in the way of formal or informal contractual arrangements between participants.

Collective action

CLDSCCD20

Support communities to become aware, collectively explore and act on the impacts of climate change in pursuit of climate justice

Working together with others to achieve a common aim.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Support communities to become aware, collectively explore and act on the impacts of climate change in pursuit of climate justice

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Advise on organisational structures to support community development

Overview

This standard relates to the support that community development practitioners provide when formal or informal groups develop their organisational structures. This can be for many different reasons; to meet funders' demands, the groups may have reached a certain stage in their development, or they may want to take on and manage significant resources, for example a building or staff.

This standard is relevant to all community development practitioners who work directly with community groups and provide advice on organisational structures.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Six.

Performance criteria

You must be able to:

1. support groups to review and agree their current purpose, aim, priorities, structure and membership in line with organisational requirements
2. assist groups to evaluate their reasons for considering new forms of organisational structure to determine the most appropriate option
3. signpost groups to relevant sources of information about the different organisational structures that exist
4. evaluate the implications of the different options available to advise community groups
5. facilitate groups to agree an organisational structure which will meet their future needs and be accountable to their members and the wider community
6. support groups to use community development values as the foundation to build an organisational structure suitable for meeting community needs
7. assist groups to access advice and guidance so that the organisational structure complies with governance legislation and current best practice
8. support communities to make use of their legal rights
9. facilitate groups to review and agree their decision making arrangements in line with organisational requirements

Knowledge and understanding

You need to know and understand:

1. the distinctiveness of the voluntary and community sectors and how this influences decisions on organisation structure
2. the contribution of autonomous and self-determining organisations to effective community action and engagement
3. models for democratic decision-making processes
4. equality issues to address in the development of participatory organisational structures
5. participatory techniques to assist organisations to review their aims, priorities and practice
6. participatory techniques to assist organisations to plan, allocate roles and develop and use the skills within the organisation
7. organisational systems and procedures
8. approaches to strategic and operational management
9. how to support the management of change and contingencies
10. how to support the long-term sustainability of organisations
11. how to support communities to develop their knowledge of relevant law and legal remedies
12. own limitations in giving legal advice and when to seek specialist support
13. the advantages and disadvantages of organisational and legal structures applicable to community organisations
14. accountability implications for trustees, managers and beneficiaries
15. organisations that provide detailed advice and support on legal requirements of running community groups and organisations; including starting, constituting and closing down
16. the range of plans including business, development, financial resources

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social Justice and Equality
2. Anti-discrimination
3. Community Empowerment
4. Collective Action
5. Working and Learning Together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. concepts of social justice and equality are reflected in the organisation's aims
2. decision making is based on democratic and participatory processes
3. proposed constitutional changes are consulted upon widely and supported by clear rationale
4. communities are supported to take a long term strategic view when exploring options for organisational structure
5. feedback is sought on the effectiveness of the organisational structure

Glossary

Accountability

Involves being responsible within and to communities for the actions taken and decisions made; and the opportunities for members of communities to hold to account representatives, decision-makers, groups and individuals working on behalf of communities

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community action

Community-based campaigns and networks concentrating on issues of concern to that community, eg a campaign to develop a safe and creative play space for children, a campaign against the planned closure of a library, a campaign for empty houses to be made available at affordable rents, the public demonstrations against deportations.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Advise on organisational structures to support community development

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Plan and gain resources and funding for sustainability

Overview

This standard relates to the support that community development practitioners provide to groups to identify and obtain the resources they need to ensure their longer-term sustainability.

Note: 'resources' does not just mean funding but refers to a wide range of assets including people's time, skills, knowledge, donations of equipment, materials and buildings.

This standard is relevant to community development practitioners who provide direct support to community groups.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Six.

Plan and gain resources and funding for sustainability

Performance criteria

You must be able to:

1. support groups to develop a strategic plan, business plan and funding strategy to achieve their aims and objectives
2. support groups to identify the resources required to achieve their aims and objectives
3. support groups to identify their members' expertise and the group's assets
4. facilitate groups to think creatively about meeting their resource needs
5. assist groups to calculate the value of different sorts of resources, including the contribution of people's time and skills to their activities
6. signpost groups to support agencies for help with developing strategies and identifying resources holders to achieve their aims and objectives
7. assist groups to assess the appropriateness of potential funding sources for their identified needs
8. support groups to evaluate the range of options for raising funds
9. raise awareness of the benefits of formal or informal partnerships in order to bid to funding bodies
10. support groups through the stages of preparing funding applications
11. support groups to develop and manage their own resources and financial monitoring systems to be accountable to funders, beneficiaries and the wider community
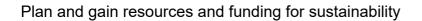
Knowledge and understanding

You need to know and understand:

1. techniques to assist organisations to determine, develop and review their aims and priorities, strengths and areas for improvement
2. statutory obligations for funding, and the general requirements of funding bodies
3. how to estimate the resource needs for organisations, specific projects and activities
4. basic financial systems for budgeting and account keeping
5. the range of business and development plans that community organisations may find useful
6. how to complete small, medium and large scale funding applications
7. how to apply the principles of project planning and management
8. plans for managing project contingencies
9. how to use monitoring and evaluation information to inform short, medium and long-term planning

Plan and gain resources and funding for sustainability

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. ethical and environmental issues relating to funding and resources are considered and differing views heard and respected
2. resources available from within the community are known, valued and shared, particularly to support marginalised communities
3. the responsibilities to communities, funders and other agencies in relation to managing resources is fully understood and met
4. policies and procedures are put in place to manage resources in a sustainable manner
5. support is in place to develop financial literacy and management skills

Glossary

Assets

The strengths and aspirations in a community and can refer to cultural, economic (including occupational and financial), environmental, interconnections and relationships, physical, social, spiritual and political factors.

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Evaluation

Entails an overall assessment of the achievements, effectiveness and impact of work carried out.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Monitoring

The systematic collection and recording of information to help an organisation know how it is doing; it helps to account for the work of the organisation.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Plan and gain resources and funding for sustainability

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Strengthen the organisational development of groups

Overview

This standard relates to the role community development practitioners have in supporting groups to review the way they operate so they can organise more effectively and efficiently to achieve their aims. It involves encouraging groups to think ahead and to gather information about their current situation, what might change in the future, and how they can plan for the longer term.

This standard is relevant to community development practitioners directly working with community groups.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Six.

Strengthen the organisational development of groups

Performance criteria

You must be able to:

1. support groups to take a strategic approach to planning for their future sustainability
2. support groups to examine their potential commitments against their capability to deliver
3. facilitate groups to review their current practice and organisational policies ensuring alignment with established good practice and compliance with relevant legislation and policies
4. support groups to gather and interpret information on internal and external opportunities and threats to their organisation
5. support groups to understand how to use relevant national indicators and evaluation frameworks in their review
6. facilitate groups to review their procedures for meetings and decision-making processes to ensure all voices are heard
7. support groups to review the effectiveness of their internal and external communication systems
8. assist groups to agree on the changes they need to make and how to manage the implementation of these changes
9. support communities to make use of their legal rights
10. provide support to access information about employment legislation and signpost to specialist employment advice organisations where appropriate

Strengthen the organisational development of groups

Knowledge and understanding

You need to know and understand:

1. participatory techniques to assist organisations to review their aims, priorities and practice
2. participatory techniques to assist organisations to plan and allocate roles while developing and utilising skills within the organisation
3. organisational systems, procedures and benchmarking frameworks
4. how to support the management of change and contingencies
5. how to support the long-term sustainability of organisations
6. organisational and legal structures appropriate to community organisations
7. basic legal and accountability obligations of different organisational structures and the associated responsibilities for board/committee members, trustees, staff and volunteers
8. how to support communities to develop their knowledge of relevant law and legal remedies
9. organisations that provide detailed advice and support on legal and organisational structures
10. legislation relevant to community organisations including that dealing with the role and function of policy development throughout an organisation
11. statutory requirements relating to establishing, constituting and closing down an organisation

Strengthen the organisational development of groups

Values

Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. policies and procedures are proofed against and comply with equalities legislation
2. communication strategies incorporate inclusive practices that reach and inform at all levels
3. time and space is created for effective long term planning, drawing on the knowledge and experiences of everyone within the organisation
4. planned goals and actions are informed by the voice of the community
5. commitment is demonstrated to creating a learning organisations and processes are put in place to support this

Glossary

Accountability

Involves being responsible within and to communities for the actions taken and decisions made; and the opportunities for members of communities to hold to account representatives, decision-makers, groups and individuals working on behalf of communities

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Evaluation

Entails an overall assessment of the achievements, effectiveness and impact of work carried out.

Learning

Can be informal, formal and non-formal:

*   Informal refers to experiential and personal learning
*   Formal learning refers to what we gain from courses, academic studies and continual professional development
*   Non-formal education is that which can be informal or formal but occurs in non-traditional settings e.g. in communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Strengthen the organisational development of groups

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Monitor and evaluate community development activities

Overview

This standard relates to the community development practitioner's role in undertaking and assisting others to monitor, review and evaluate their activities, projects, and ways of organising. It provides a framework for evaluating the outcomes and impact of community development practice.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Six.

Monitor and evaluate community development activities

Performance criteria

You must be able to:

1. explain the purpose of monitoring, reviewing and evaluating community development processes and activities on own organisation
2. determine the timescales and deadlines for monitoring, reviewing and evaluating activities for a project or process in own organisation
3. determine the criteria for monitoring, reviewing and evaluating activities including procedures for dealing with sensitive and confidential information
4. assess the time and resource implications of undertaking evaluations
5. support the use of open, inclusive and empowering methods for gathering and recording qualitative and quantitative information which illustrate outcomes
6. provide information on training and support available to groups so they can create and implement a framework for evaluation of services and organisational activities
7. advise groups on methods of data collection that can be verified for accuracy and relevance, and recorded to inform future projects
8. maintain regular contact between all those involved in the monitoring, review or evaluation processes
9. support groups to review the processes and methods used in the monitoring, review or evaluation to improve them for use in the future
10. facilitate groups to use their monitoring and evaluation data to review their activities and plan their future direction
11. assist groups to report their findings and recommendations to beneficiaries, funders and other relevant stakeholders
12. provide support and information to enable groups to implement recommendations resulting from monitoring and evaluation

Monitor and evaluate community development activities

Knowledge and understanding

You need to know and understand:

1. how to plan for monitoring and evaluation when project planning
2. monitoring and evaluation systems and methods which facilitate collection of accurate and relevant information about the progress of a project or process
3. the stages involved in monitoring and evaluation processes
4. participative methods of evaluating the effectiveness of activity
5. how to report the findings of monitoring and evaluation activities
6. dissemination strategies appropriate to community development activities
7. how to use the results of monitoring and evaluation activities to improve practice
8. where to obtain the resources and expertise to support monitoring and evaluation

Values

Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are:

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. monitoring and evaluation criteria include consideration of the extent to which the values have informed practice
2. monitoring and evaluation processes are inclusive, empowering and anti-discriminatory
3. communities understand how monitoring and evaluation activities help to demonstrate changes that take place
4. the views, opinions and experiences of the community are sought as part of the evaluation process
5. the results of evaluation findings are fed back to communities

Glossary

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Collective action

Working together with others to achieve a common aim.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community development process

Underpinned by the five key community development values. It is cyclical rather than linear, it takes place in a planned way but also progresses organically, and it involves all or some of the following stages.

*   Get to know the community, key people and organisations
*   Help communities to identify and prioritise their needs
*   Support collective approaches to bringing about change
*   Support sharing and learning from experience
*   Support the strengthening of groups
*   Support evaluation and reflection on practice for groups and self.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Evaluation

Entails an overall assessment of the achievements, effectiveness and impact of work carried out.

Monitoring

The systematic collection and recording of information to help an

organisation know how it is doing; it helps to account for the work of the organisation.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Monitor and evaluate community development activities

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Overview

This standard is about creating an environment in which organisations can carry out inclusive and effective community development work. The standard involves managing internal structures and systems to ensure effective community development work. At the same time, the standard encourages community development practitioners to be outward looking to respond to community issues and needs. This standard relates to the tasks that need to be undertaken to raise awareness of community development within own organisation and to managing the relationships between the organisation and the communities with which it works.

This standard is relevant to those who manage relationships in community development and to all managers of community development organisations.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
6. Governance and organisational development

This standard is within Key Area Six.

Performance criteria

You must be able to:

1. gather evidence to analyse political, social and economic changes to the working environment for their implications on own community development practice
2. manage change, uncertainty and conflict that is internal or external to the organisation
3. support joint problem solving within teams and between practitioners and other organisational staff to achieve organisational objectives
4. develop and implement practice to increase community empowerment and involvement in planning and decision-making processes
5. manage the tensions that may arise between professional and organisational values in own organisation
6. manage the impact of own organisation's decisions on communities
7. develop organisational policies to support the continuing professional development of community development practitioners
8. give guidance on models of devolved decision making and planning to others in the organisation
9. reflect on practice to inform management decisions relating to organisational development and change
10. assess the impact of community development practice on particular communities and share this with relevant others to support future planning
11. use different leadership styles for different situations in own organisation and external relationships

Knowledge and understanding

You need to know and understand:

1. key issues in managing and supporting community development
2. the context for own community development organisation within local, regional and national policy
3. the nature, composition and history of local communities
4. organisational ethos and procedures that will impact on communities
5. legislation affecting work with community groups and communities
6. how to advocate for community development practice at a strategic level in own organisation
7. how to measure the impact of community development on communities and organisations
8. how to facilitate individual and organisational change and development
9. approaches to managing conflict
10. the value community development practice experience brings to a management role
11. how to source and access specialist advice and information relevant to improving organisational practices and structures
12. models for devolved decision-making and their suitability in different situations
13. the importance of critically reflecting on internal organisational practice as part of professional and organisational development

Values	Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. creative thinking is applied to ensure inclusive approaches to problem solving
2. issues of discrimination raised by communities are listened to and acted upon
3. participatory decision-making processes are adopted which actively involve communities and organisations
4. the collective nature of community development is maintained in the face of targets relating to individuals
5. community members are motivated and supported to take the lead on building external relationships

Glossary

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Collective action

Working together with others to achieve a common aim.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Organisation

Any collection of people in the community, voluntary, public and private sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

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Suite	Community Development
Keywords	community development; community development practitioner; community development practice; community development values; community development research; community development consultation; community development groups; community development methods

Supervise and support community development practitioners

Overview

This standard relates to the role of supporting, guiding and managing paid and unpaid community development practitioners.

The community development values inform the approach to supervision, guidance and support that is expressed in this standard. Supervision should prepare practitioners for the issues they will have to address in their practice.

This standard is relevant to all community development practitioners in a supervisory or support role.

The community development standards are arranged in six key areas:

1. Understand and practise community development
2. Understand and engage with communities
3. Group work and collective action
4. Collaboration and cross-sectoral working
5. Community learning for social change
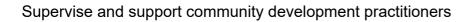6. Governance and organisational development

This standard is within Key Area Six.

Supervise and support community development practitioners

Performance criteria

You must be able to:

1. promote the use of the Community Development National Occupational Standards to support practice and professional development within own organisation
2. implement systems for supervision, appraisal, individual development planning and reporting within organisational requirements
3. facilitate team working and peer support mechanisms within own organisation
4. support and guide the continuous professional development of community development practitioners within own organisation
5. facilitate community development practitioners to reflect on their work practice
6. support community development practitioners to analyse their work and to implement agreed improvements in their role and practice
7. motivate community development practitioners to explore their own learning and support needs and identify how these can be met
8. guide community development practitioners to develop a detailed knowledge of the communities they work with
9. support community development practitioners to navigate tensions between communities' expectations and organisational remit and capability
10. signpost community development practitioners to information on local, regional and national policies which impact on their practice
11. support community development practitioners to record and document their work for reporting and evaluation purposes
12. support community development practitioners to update their knowledge and understanding of trends and developments in community development theory and practice and apply this to their everyday work

Supervise and support community development practitioners

Knowledge and understanding

You need to know and understand:

1. developmental processes integral to becoming a supervisor of community development practitioners
2. current and emerging issues in managing community development practitioners
3. the organisational context for community development within local, regional and national policy
4. the nature, composition and history of local communities
5. the ethos and procedures of own organisation that will impact on communities
6. legislation affecting work with community groups and communities
7. techniques for identifying the skills, knowledge and support needed by community development practitioners
8. how to encourage ownership of continual professional development for community development practitioners
9. sources of specialist advice and information relevant to community development practitioners
10. models for devolved decision-making and their suitability in different situations
11. models of individual, group and peer supervision of practitioners
12. policies and procedures to support the supervision, accountability and management of practitioners
13. time management and individual workload planning
14. how to manage tensions between professional and organisational values
15. the use of evaluative material in team and organisational work planning
16. the role of leader and models of leadership relevant to leading a team
17. the importance of critically reflecting on practice and using the results for professional and organisational development

Supervise and support community development practitioners

Values

Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

1. Social justice and equality
2. Anti-discrimination
3. Community empowerment
4. Collective action
5. Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

1. power differences between managers and practitioners are openly acknowledged and inform the building of effective working relationships
2. managers support practitioners to challenge inappropriate behaviour towards, and inappropriate attitudes and approaches to communities
3. practitioners negotiate their role and input within communities
4. practitioners are resourced and encouraged to attend networking events
5. community members and practitioners are supported to jointly produce case studies to celebrate their activities and show their impact

Glossary

Accountability

Involves being responsible within and to communities for the actions taken and decisions made; and the opportunities for members of communities to hold to account representatives, decision-makers, groups and individuals working on behalf of communities

Collective action

Working together with others to achieve a common aim.

Community

The web of personal relationships, groups, networks, traditions and patterns of behaviour that can develop among those who share a geographic area or identity or interest.

Community development practitioner

A person doing community development work as a paid worker, unpaid worker, group member, community activist or volunteer.

Community Engagement

A way to build and sustain relationships within and between communities, community groups or organisations, public sector, third sector and other agencies. It provides a foundation for collaboration helping them to understand and collectively take action.

Community groups and organisations

Located within communities of geography, identity or interest. These groups are controlled by their users and are usually small and informal with no paid staff. They are often referred to collectively as the community sector.

Empowerment

A process where people gain control (eg confidence, knowledge, skills, resources) to affect decisions impacting on their communities.

Evaluation

Entails an overall assessment of the achievements, effectiveness and impact of work carried out.

Organisation

Any collection of people in the community, voluntary, public and private

sectors and any hybrid configuration across these sectors. It refers to community groups, charities, community and social enterprises, statutory agencies, businesses.

Resources

This covers any physical or human resource that supports the community development process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets

Supervision

A process in which support, guidance, reassurance and feedback allows reflection and negotiation of agreements on the role, responsibilities and practice of community development practitioners

Support

The work a community development practitioner may undertake to ensure the group can pursue its aims. The types of activities may include: providing information, moral and motivational encouragement, researching particular topics, identifying sources of help, listening to group members' ideas and thought processes and reflecting them back, facilitating decision-making, acting as an advocate, coach, mentor, critical friend.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

Supervise and support community development practitioners

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Recruit and manage volunteers

Overview

This standard is about developing strategies, policies and procedures to recruit and manage volunteers.

Performance criteria

You must be able to:

1. identify opportunities to involve volunteers in a way which supports the aims of your organisation
2. make proposals to colleagues on the purpose and benefits of involving volunteers in your organisation
3. follow your organisation's procedures for recruiting and managing volunteers
4. agree with relevant colleagues and customers how the organisation will recruit and manage volunteers
5. develop and implement systems and procedures to recruit and manage volunteers in line with relevant statutory and organisational requirements
6. identify individuals and priority groups of participants for volunteering
7. identify opportunities to develop partnerships with voluntary organisations
8. identify the development requirements of current and potential volunteers
9. confirm that support and training is available for volunteers and potential volunteers
10. develop and maintain working relationships with volunteers in accordance with your organisation's procedures
11. review the volunteer arrangements with relevant colleagues
12. implement and manage improvements to how volunteers are recruited and managed

Recruit and manage volunteers

Knowledge and understanding

You need to know and understand:

1. the reasons for involving volunteers in your organisation
2. how to communicate the objectives of volunteer involvement in your organisation with customers and colleagues
3. the relevant statutory and organisational requirements to protect the volunteers, customers and your organisation
4. how best to recruit, involve and manage volunteers
5. the range of recruitment processes for volunteers
6. how to develop the relevant strategies, policies and procedures for recruiting and managing volunteers
7. how to set up new arrangements with partner organisations in accordance with your organisational procedures
8. the relevant principles and practice and legislation related to equality and diversity
9. how to identify the development requirements of volunteers
10. the range of development opportunities offered to volunteers
11. the relevant options and resources available for supporting volunteers
12. the relevant methods of reviewing the volunteer arrangements
13. how to implement and manage improvements to methods for recruiting and managing volunteers

Recruit and manage volunteers

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Suite	Housing
Keywords	property; investigating; dealing; breaches; accommodation; tenancy; licence; leaseholder; agreements; customers; documentation; safety; support; legislation; equality; diversity; safe; organise; developing; strategies; policies; procedures; recruit