



## **DRAFT QQI LEVEL 5 AND 6 COMMUNITY DEVELOPMENT AWARD STANDARDS**

The terms Community Work and Community Development are used interchangeably in these Broad Award Standards. Both terms are understood as developmental activity which is comprised of both a task and a process. The task is social change leading towards the achievement of equality, social justice and human rights, and the process is the application of principles of participation, empowerment and collective decision-making in a structured and co-ordinated way that contributes to social change.

Community workers, paid and voluntary, play a pivotal role in creating the conditions for transformative social change and the realising of rights. Community work/development practice is based on principles of participation, equality, social justice, human rights, sustainability and working collectively to analyse and act on social issues. The community work relationship is an empowering one, based on attention to both task and process, collectivity, challenging discrimination and prejudice and influencing policy to bring about transformative social change.

The revised QQI community development/work broad award standards are the result of a year-long engagement process, based on cooperation and collaboration between stakeholders including community work organisations, Further Education and Training (FET) providers and Higher Education (HE) community work educators, sectoral representatives and other subject experts. The Community Development Broad Award Standards Development Group was led by the All-Ireland Endorsement Body for Community Work (AIEB). AIEB is recognised by QQI as a 'peak body' i.e. the

relevant body to lead the standards development for the sector. The Broad Award Standards detailed here are among the first to be developed in further education and training and are designed to provide maximum flexibility to education providers to design and seek validation for community development/work programmes (minor, major, supplemental and special purpose) for their learner cohort.

Draft Award Standards for Community Work / Community Development		
<b>Purpose</b>	<p><b>National Framework of Qualifications (NFQ) Level 5</b></p> <p>The purpose of this broad award standard is to equip the learner with the knowledge, skills and competence to:</p> <ol style="list-style-type: none"> <li>1. understand the distinctive (transformational intent/social change) nature/focus of community development practice underpinned by specific values, principles and processes</li> <li>2. engage in and contribute effectively to community development (initiatives/actions), under direction (of a qualified community worker), in and with, a broad/diverse range of communities.</li> <li>3. progress to further and/or higher education.</li> </ol>	<p><b>NFQ Level 6</b></p> <p>The purpose of this broad award standard is to equip the learner with a comprehensive range of knowledge, skills, and competence to:</p> <ol style="list-style-type: none"> <li>4. understand the distinctive (transformational intent/social change) nature/focus of community development practice underpinned by theoretical concepts, specific values, principles and processes               <ol style="list-style-type: none"> <li>1. apply theoretical concepts, engage in and contribute effectively to community development (initiatives/actions), with direction (of a qualified community worker), in and with, a broad/diverse range of communities.</li> <li>2. progress to further and/or higher education.</li> </ol> </li> </ol>

### NFQ Level 5

The NFQ Level 5 enables learners to develop a broad range of skills, which are vocational specific and require a general theoretical understanding. They are enabled to work independently while subject to general direction. In a lot of sectors learners who achieve a major award take up positions of employment. They are also deemed to meet the minimum entry requirements for a range of higher education institutions/programmes, including some leading to professional qualifications. An example of FET awards at NFQ Level 5 would be the Health Care Support, which is a gateway award to employment as an HCA – Health Care Assistant.

## NFQ Level 6

The NFQ Level 6 enables learners to develop a comprehensive range of skills, which may be vocationally specific and/or of a general supervisory nature and require detailed theoretical understanding. Learning typically includes advanced vocational/occupational skills, enabling certificate holders to work independently or progress to higher education and training, including some leading to professional qualifications. The majority of certificate/module holders at NFQ Level 6 take up positions of employment, some of whom may be self-employed. Examples of FET awards at NFQ Level 6 would include Advanced Certificate Craft-Electrical (major).

**Note: The indicators at each level build on the skills from the previous one.**

The outcomes indicated at the lowest level of the NFQ, Level 1, are brought forward to the next NFQ levels. This means we assume learners acquire the knowledge, skills and competence at each level that they take with them as they progress up the levels.

NFQ	Level 5 Community Development	Level 6 Community Development
<b>Knowledge breadth</b>	<b>The learner should be able to demonstrate a broad range of knowledge</b>	<b>The learner should be able to demonstrate specialised knowledge of a broad area</b>
<b>Knowledge kind</b>	<b>The learner should be able to demonstrate some theoretical concepts and abstract thinking, with significant depth in some areas</b>	<b>The learner should be able to demonstrate some theoretical concepts and abstract thinking, with significant underpinning theory</b>
<b>The Purpose, Values and Principles of Community Development/Work</b>	Knowledge of: <ul style="list-style-type: none"> <li>Community development/work as a distinct professional practice dedicated to transformative social change</li> <li>The definition and purpose of community development</li> </ul>	Knowledge of: <ul style="list-style-type: none"> <li>Community development/work as a distinct professional practice dedicated to transformative social change</li> <li>The definition and purpose of community development</li> <li>Underpinning values, standards, and principles of collectivity, community empowerment, social justice and</li> </ul>

	<ul style="list-style-type: none"> <li>• Underpinning values, standards, and principles of collectivity, community empowerment, social justice and sustainable development, human rights, equality and anti-discrimination, critical consciousness, etc.</li> <li>• Role, task and responsibility of community worker/community development worker</li> <li>• Key processes in community development including organising for social change and reflective practice</li> <li>• Concepts of power, power relations, disempowerment and their impact on communities.</li> </ul>	<p>sustainable development, human rights, equality and anti-discrimination, critical consciousness, etc.</p> <ul style="list-style-type: none"> <li>• The core role, task and responsibilities of community workers/community development workers</li> <li>• Core and some alternate processes in community development including organising for collective action for social change, empowering and participatory methods, reflective practice</li> <li>• Concepts of power, power relations, disempowerment and their impact on communities.</li> </ul>
<b>Communities and Society</b>	<p>Knowledge of:</p> <ul style="list-style-type: none"> <li>• Definitions of community and concepts of society</li> <li>• Key contemporary issues relevant to community development practice</li> <li>• Key social issues in Irish society e.g. Poverty, inequality, discrimination and social exclusion and the impacts on groups and communities</li> <li>• Public administration including local and national legislation, and decision-making structures</li> <li>• Structures for engaging with and supporting community development (groups, networks, forums etc.).</li> </ul>	<p>Knowledge of:</p> <ul style="list-style-type: none"> <li>• Key concepts and definitions of community and of society</li> <li>• Social analysis of contemporary social issues in Irish society e.g. Poverty, inequality, discrimination and social exclusion and the impacts on marginalised and minority groups and communities</li> <li>• Public administration including local and national legislation, social policy and decision-making structures</li> <li>• Structures for engaging with and supporting community development (groups, networks, forums etc.)</li> <li>• Social and solidarity movements and their contribution to social change.</li> </ul>
<b>Policy and Sectoral Context of Community Development/Work</b>	<p>Knowledge of:</p> <ul style="list-style-type: none"> <li>• History of community development</li> <li>• Community work theory and key influencers including politics, policies and funding strategies</li> </ul>	<p>Knowledge of:</p> <ul style="list-style-type: none"> <li>• History and origins of community development</li> </ul>

	<ul style="list-style-type: none"> <li>• State responses to community development – local and national</li> <li>• National and international Community Development structures, movements and organisations</li> <li>• Community Work Standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Social theory, key policies and legislation relevant to community work including inclusion, equality and human rights</li> <li>• Community work theory and key influencing factors including politics</li> <li>• State responses to community development – local and national, including funding strategies and mechanisms</li> <li>• National and international Community Development structures, movements and organisations</li> <li>• Community Work Standards and their application.</li> </ul>
<b>NFQ</b>	<b>Level 5</b>	<b>Level 6</b>
<b>Know-how and skill range</b>	<b>The learner should be able to demonstrate a broad range of specialised skills and tools</b>	<b>The learner should be able to demonstrate a comprehensive range of specialised skills and tools</b>
<b>Know-how and skill selectivity</b>	<b>The learner should be able to evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems</b>	<b>The learner should be able to formulate responses to well-defined abstract problems</b>
<b>Teamwork and communications</b>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Establish positive relationships with different groups of people</li> <li>• Use appropriate language and terminology</li> <li>• Contribute constructively to a team setting</li> <li>• Recognise diverse views and opinions.</li> </ul>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Establish and maintain positive relationships with different groups of people</li> <li>• Apply a range of interpersonal and communication skills effectively</li> <li>• Use appropriate and inclusive language and terminology</li> <li>• Contribute constructively in team and collective settings and support others to do so</li> <li>• Recognise diverse views and opinions and support constructive dialogue.</li> </ul>

<b>Accountability, Reflection and critical thinking skills</b>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Recognise the importance of community development values, responsibility &amp; accountability</li> <li>• Execute basic tasks effectively</li> <li>• Demonstrate understanding of basic terminology associated with evaluation processes.</li> <li>• Recognise connections between CD theory and practice</li> <li>• Identify problems/challenges/issues common in community work practice</li> <li>• Reflect on own practice and the role of self.</li> </ul>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a commitment to community development values, openness, honesty and accountability</li> <li>• Plan and undertake core tasks effectively</li> <li>• Demonstrate understanding of terminology associated with evaluation processes.</li> <li>• Make connections between key aspects of CD theory and practice</li> <li>• Use critical thinking skills to suggest ideas and solutions to problems/challenges/issues in community work practice</li> <li>• Critically reflect on practice and the role of self.</li> </ul>
<b>Inclusion, Equality and Human Rights</b>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Practice inclusive ways of working with groups</li> <li>• Recognise good practice in inclusive approaches.</li> <li>• Show respect for difference and diversity</li> <li>• Recognise a human rights-based approach.</li> </ul>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Work in and promote inclusive ways with groups.</li> <li>• Recognise and support good practice in inclusive approaches</li> <li>• Demonstrate solidarity and empathy</li> <li>• Demonstrate the valuing of, and the respect and support for diversity</li> <li>• Work from a human rights-based approach.</li> </ul>
<b>Administration and Information Organising</b>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Perform routine administrative tasks to support effective meetings</li> <li>• Use appropriate digital technologies to share information or data</li> <li>• Select a variety of appropriate digital ways to communicate in each situation</li> <li>• Gather and present information in appropriate and accessible ways</li> <li>• Recognise and apply standards regarding ethics, GDPR and other relevant statutory compliance.</li> </ul>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Undertake administration of meetings and some areas of project organising</li> <li>• Access and apply appropriate digital technologies to disseminate information or data</li> <li>• Identify and select appropriate digital tools to effectively communicate in different situations</li> <li>• Research, organise and present information and data in appropriate and accessible ways.</li> <li>• Recognise and apply standards regarding ethics, GDPR and other relevant statutory compliance.</li> </ul>

<b>Community Development Work</b>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Identify the processes involved in community profiles/needs assessments</li> <li>• Identify the processes involved in facilitating groups and discussions</li> <li>• Support engagement with relevant organisations and structures to support community development</li> <li>• Identify Community Development values to shape key areas of practice</li> <li>• Recognise policy guidelines that shape and influence practice.</li> </ul>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Support community profiles/needs assessments</li> <li>• Support facilitation of groups and discussions</li> <li>• Engage with relevant organisations and structures to support community development</li> <li>• Identify and work with others to address barriers to participation</li> <li>• Apply Community Development values to shape their practice</li> <li>• Identify and work within policy guidelines that shape and influence practice.</li> </ul>
<b>General Workplace Skills</b>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Distinguish boundaries between worker roles and roles of community members</li> <li>• Recognise and follow health and safety procedures</li> <li>• Present themselves and act in an appropriate manner</li> <li>• Embrace new opportunities that develop new skills/competencies</li> <li>• Contribute to general tasks within workplace environments.</li> </ul>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Distinguish and set boundaries between worker roles and roles of community members</li> <li>• Recognise, follow and support others to follow health and safety procedures</li> <li>• Present themselves and act in an appropriate manner with good judgement and sensitivity</li> <li>• Seek and embrace new opportunities that develop new skills/competencies</li> <li>• Contribute to general and specific tasks within workplace environments.</li> </ul>
<b>NFQ</b>	<b>Level 5</b>	<b>Level 6</b>
<b>Competence context</b>	<b>The learner should be able to act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts</b>	<b>The learner should be able to act in a range of varied and specific contexts, involving creative and nonroutine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts</b>
	Ability to:	Ability to:

	<ul style="list-style-type: none"> <li>• Take responsibility for self within groups and the wider community</li> <li>• Demonstrate general work-related competence e.g., timekeeping, reliability, integrity etc</li> <li>• Undertake administrative tasks that contribute to the effective planning, implementation and reporting of CD work programmes</li> <li>• Review and suggest adaption to activities in response to needs or circumstances</li> <li>• Identify and use basic approaches/methods suitable to general community development work contexts</li> <li>• Support group facilitation.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for self and appropriately relate to groups and the wider community in varied contexts</li> <li>• Demonstrate general and specific work-related competence e.g. timekeeping, reliability, reporting, integrity, confidentiality etc</li> <li>• Complete administrative and some organising tasks related to the effective planning, implementation and reporting of CD work programmes</li> <li>• Identify, review and flexibly respond to evolving needs or circumstances</li> <li>• Identify and apply a range of approaches/methods appropriate to specific community development work contexts</li> <li>• Demonstrate facilitation skills in routine, general contexts.</li> </ul>
<b>NFQ</b>	<b>Level 5</b>	<b>Level 6</b>
<b>Competence role</b>	<b>The learner should be able to exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups</b>	<b>The learner should be able to exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups</b>
	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Identify appropriate boundaries with groups, colleagues, management and wider community</li> <li>• Prepare plans and reports</li> <li>• Follow appropriate safeguarding policies and procedures</li> <li>• Engage with different groups and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to:</li> <li>• Demonstrate appropriate boundaries with groups, colleagues, management and wider community</li> <li>• Plan, contribute to and report on work undertaken</li> <li>• Follow appropriate safeguarding and other key policies, procedures and codes of practice</li> <li>• Engage with different communities, to support their participation in community development activity</li> </ul>



	<ul style="list-style-type: none"> <li>• Work with others to plan and support learning and development activities with groups/communities safely and effectively</li> <li>• Communicate effectively and appropriately with groups and others as context requires</li> <li>• Take guidance and direction from experienced community workers and management</li> <li>• Organise oneself e.g. time-management, reliability, prioritising, appropriate behaviour &amp; demeanour.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and assist with learning and development activities jointly with groups/communities safely and effectively</li> <li>• Communicate effectively and appropriately with groups and others as context requires</li> <li>• Take guidance and direction from experienced community workers and management</li> <li>• Manage oneself in workplace e.g. time-management, reliability, prioritising work, appropriate behaviour &amp; demeanour.</li> </ul>
<b>NFQ</b>	<b>Level 5</b>	<b>Level 6</b>
<b>Competence learning to learn</b>	<b>The learner should be able to learn to take responsibility for own learning within a managed environment</b>	<b>The learner should be able to learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs</b>
	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Recognise areas for personal development and practice learning</li> <li>• Identify the value of reflective practice in relation to learning</li> <li>• Use reflective learning tools such as a diary/journal</li> <li>• Seek out opportunities for development and learning</li> <li>• Identify progression opportunities.</li> </ul>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Identify areas for personal development and practice learning</li> <li>• Source opportunities to effectively meet learning and development needs/gaps</li> <li>• Appreciate and engage in reflective practice processes in relation to own knowledge and practice</li> <li>• Identify and plan progression opportunities</li> <li>• Use appropriate reflective learning tools on an ongoing basis</li> <li>• Seek and value constructive feedback.</li> </ul>

NFQ	Level 5	Level 6
<b>Competence insight</b>	<b>The learner should be able to assume full responsibility for consistency of self-understanding and behaviour</b>	<b>The learner should be able to express an internalised, personal world view, manifesting engagement with others</b>
	Ability to: <ul style="list-style-type: none"> <li>• Explore and reflect on own personal attitudes and behaviours</li> <li>• Share insights on values in action</li> <li>• Recognise and express appropriate boundaries</li> <li>• Engage with appropriate supervision processes.</li> </ul>	Ability to: <ul style="list-style-type: none"> <li>• Identify ethical challenges that arise in (their) community development activity</li> <li>• Recognise their own personal power, limitations and personal challenges in their relationships with others</li> <li>• Connect community work values to actions that support collective social change</li> <li>• Understand the dynamics between their own personal values, actions and behaviours and their ability to engage effectively in community work activity.</li> </ul>