



Glasgow
Kelvin
College

Community Achievement Awards

at SCQF levels 4, 5, 6 and 7

about the awards framework

July 2016

The **Glasgow Kelvin College Community Achievement Awards** are designed to allow people **involved in, assisting in the delivery of, delivering or developing community activities** the opportunity to design and gain recognition for their own learning:

- **declaring** personal goals;
- **agreeing** personal milestones;
- **recording** activity; and
- **evaluating** the impact of their engagement in community activities:
 - what **learning** has taken place;
 - what other **gains** have been made; and
 - what **difference** has been made to others as a consequence of the engagement

Making a Difference to Self and Others

“I started to **learn how to communicate with people** and **it's helped me to overcome my shyness** a bit. Working with the other volunteers has given me a **real sense of being part of a team** and has given me **much more confidence in myself as a person...** I have also realised that **all of the skills I'm developing in my volunteer role here will be really useful to me** when it comes to building up my CV and getting ready to go back into employment - hopefully in the Social Care field”. (North East Recovery Community – Assisting in Delivery of Community activities)

“The **planning of the whole activity** and the big responsibility of taking a group out, looking after their own safety as well as my **own gave me a new skill and was a good sense of achievement** to me.” (North East Recovery Community – Delivery of Community Activities)

“I learned more about the daily running of Flourish House and the way it runs and the many levels Flourish House has which helps support other people and myself... I learned that all staff members and volunteers need to work hard and put so much effort in on a daily basis to make Flourish House important to everyone. **I got loads of different experience...**

I feel **that I made a difference firstly to others** in Flourish House by **volunteering my time and positively contributing** to the daily running of Flourish House...

I also **feel I made a difference to myself as I have built on my confidence and self-esteem** and gave me the chance to do a meaningful activity and worthwhile and that **my volunteering in Flourish House has made a difference to the other members as well as what it has done for me and that's what really matters.**” (Flourish House - Delivery of Community Activities)

“**I've got a lot more confidence now** - I know this because I'm more willing to speak up in groups and talk to new people. My peers and staff have commented that they see a difference in my confidence levels. I tell people now that they'll have to try and shut me up. **I'm more engaged in my local area** in knitting groups, gardening groups, developing different ideas. **I'm kept busy and I help others to get involved too.**

I encourage other people to get involved in the activities I'm involved in. For example, suggesting I meet with people for a coffee before going to a group, so they feel more confident going in as a group and not on their own. **By becoming more confident I'm able to support others to share their ideas.**” (Glasgow Homelessness Network – Assisting in Delivery of Community Activities)

“**I have learnt how to be more tolerant of situations... I appreciate how lucky I am when I see others less fortunate.** I have learnt how the homeless situation is managed in this area, and I am making more people aware of the homeless and the Lodging House Mission. I am involving my daughter in fund-raising for the Mission.

Without volunteers the Learning Centre would not be open, and there is a big demand from the service users for the service. There is a shortage of volunteers, so I know the staff are very grateful that I come back each week. **I have supported people who have a lot of issues, and have alleviated a lot of frustrations** when assisting with Facebook, printing, logging in and using different applications such as Word.” (Lodging House Mission – Assisting in Delivery of Community Activities)

About the Glasgow Kelvin College Community Achievement Awards

The Awards are context-independent and designed to support and recognise and accredit learning and achievement in a community setting.

The Awards framework has been developed to provide formal recognition and additional personal value to volunteering, community based and social justice based projects, recognising the impact of collective efforts in supporting community based organisations and groups and supporting people in development of their personal and group capacity.

The Awards are intended to provide people supporting their communities with the opportunity to progress with their own journey and also the space to encourage others around them into a learning or personal development capacity.

The Awards were originally developed in response to the Thriving Places priority of Glasgow's Single Outcome Agreement and are designed to support the capacity development required for co-production of public services.

The Awards provide an effective support and supervision framework for volunteers

The awards are designed to recognise and accredit learning in a community setting and are based around a 3 stage process:

- **Planning** – choosing an activity and setting milestones
- **Implementation** – carrying out activity as outlined in planning stage
- **Evaluation** – reviewing success, thinking about what could have been done differently, identifying learning and looking at the benefits to the self and others.

A Glasgow Kelvin College Community Learning and Development worker will support candidates and mentors throughout the process (depending on partnership arrangements).

The Awards framework is at its most effective when delivered by partner organisations in liaison with the College's CLD Workers, because support for candidates is most effective when delivered by those supervising or otherwise supporting the community activities involved.

About the Award Levels

There are four different levels of the Community Achievement Awards and each of these are credit-rated within the Scottish Credit Qualifications Framework.

The Scottish Credit and Qualifications Framework enables both providers and learners to understand the level and value of their learning.

The Awards support direct progression from one level to the next or other courses in colleges and each award has different requirements in terms of commitment and responsibility.

While some people undertake successive levels of Award, the entry level for the Awards is derived from the level of responsibility the candidates have with regards to their engagement in community activities. The level 7 Award for Development of Community Activities requires sufficient autonomy to be able to adjust service delivery in response to customer and partner feedback.

4 credit points at SCQF Level 4: <ul style="list-style-type: none">• 40 hours of <i>getting involved</i> in community activities	The same level as National 4 or Intermediate 1
4 credit points at SCQF Level 5: <ul style="list-style-type: none">• 40 hours of <i>assisting in the delivery</i> of community activities	The same level as National 5 or Intermediate 2
6 credit points at SCQF Level 6: <ul style="list-style-type: none">• 60 hours of <i>delivering</i> community activities	The same level as Highers
8 credit points at SCQF Level 7: <ul style="list-style-type: none">• 80 hours of <i>developing</i> community activities	The same level as Higher National Certificate

Full details of the requirements of each level will be provided with the qualification booklet.

Each booklet needs to be completed by each candidate and also signed off by a witness who has seen the learner take part in community activities. This is to confirm the hours they have completed and the level of responsibility that the candidate took.

At the end of each level there is an opportunity for the learner to consider what they do next, at the same level or progressing to a higher level of responsibility if they want – or the college CLD workers can provide information about other College programmes which support community learning and development.

The Awards are designed to be completed with appropriate support from a College or partner community worker, health worker etc. acting as a mentor to the candidate.

Glasgow Kelvin College Community Achievement Awards are designed to support people in helping their communities thrive.

The Awards come at 4 levels, credit-rated within the Scottish Credit and Qualifications Framework as:

4 points at SCQF Level 4	<p>Getting Involved in Community Activities</p> <ul style="list-style-type: none"> • Deciding what kind of activities you would like to be involved in; <ul style="list-style-type: none"> ○ Take a look at the options you have to join in; ○ Decide something to join in with; • Making a plan; <ul style="list-style-type: none"> ○ Include your main milestones • Getting involved; • Keeping a record; • Talking to your community worker about your involvement; • Thinking about what you've learnt from getting involved; • Thinking about what else you've gained from getting involved • Thinking about what you would do differently if starting again; • Thinking about what other people have gained from your involvement; then, • Doing more, or helping to deliver it or do something else based on what you've learnt 	40 hours
4 points at SCQF Level 5	<p>Assisting in the delivery of Community Activities</p> <ul style="list-style-type: none"> • Deciding what you could help with; • Talking to the people managing the service about what help they would like (this can be done in conjunction with your community worker); • Agreeing your role in helping out; • Making a plan; <ul style="list-style-type: none"> ○ Including any training you'll need to begin with; ○ Including your main milestones; • Assisting the people managing the service; • Keeping a record; • Talking to your community worker about your role and what difference you're making; • Thinking about what you've learnt from helping to deliver a service for other people; • Thinking about what else you've gained from helping to deliver a service for other people; • Thinking about what you would do differently if starting again; • Thinking about what difference you've made to other people by helping to deliver a service; then • Doing more, or helping with another aspect of it or delivering something else based on what you've learnt. 	40 hours

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">6 points at SCQF Level 6</p>	<p>Delivering Community Activities</p> <ul style="list-style-type: none"> • Deciding what you're going to deliver; <ul style="list-style-type: none"> ○ What need is there in your community? ○ Are you going to do something new or take over from someone else? ○ What's involved in making it happen? • Making a plan; <ul style="list-style-type: none"> ○ Include any training you'll need to begin with; ○ Include your main milestones; ○ Include appropriate risk assessment and/or health and safety requirements; ○ Include details of the planned activity e.g. budget, advertising, venue/location etc. • Delivering the activity; • Thinking about what you've learnt from helping to deliver a service for other people; • Thinking about what else you've gained from helping to deliver a service for other people; • Thinking about what you would do differently if starting again; • Thinking about what difference you've made to other people by helping to deliver a service; then • Deliver more, or develop it or do something else based on what you've learnt. 	<p>60 hours</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">8 points at SCQF Level 7</p>	<p>Developing Community Activities</p> <ul style="list-style-type: none"> • Gathering feedback on the service from customers and partners; • Deciding what needs to change based on the feedback and use this to; <ul style="list-style-type: none"> ○ Present a rationale for the activity you are going to develop; ○ Plan the changes; ○ Identify your aims and objectives; ○ Identify appropriate training requirements; ○ Include your main milestones; ○ Include appropriate risk assessment and/or health and safety requirements; ○ Include details of the planned activity e.g. budget, advertising, venue/location etc. • Making the changes; • Gathering feedback from customers and partners about the impact of the changes; • Deciding if there are any further adjustments needed and make recommendations for any future delivery; then • Evaluating the outcome(s) of the activity (with particular emphasis on the changes you have made) and reporting your findings to the appropriate customers and partners. 	<p>80 hours</p>