Unit 2: Sustainable Communities

Unit code: J/602/5981

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to enable learners to gain an understanding of communities and the importance of planning and addressing economic, environmental and social issues. Learners will also gain skills in collating community resources and accessing support to implement sustainable measures within a community.

● Unit introduction

Global environment change is accelerating, but many of the most pressing and critical issues can be embedded in everyday local problems. These problems can be helped in part by good citizenship and enlightened government decisions to implement sustainable measures. Communities are forming and being formed to take responsibility for implementing actions to improve their own way of life, and that of others. Increasingly, government departments, local authorities and other policy makers look to community activists for partnership working in taking the sustainability agenda forward.

An understanding of how and why a community evolves is important for successful sustainable development. To increase that knowledge and understanding this unit covers traditional and other types of communities. In this unit learners will explore what a community can do itself to develop in a sustainable way, how to draw on existing resources within the community, and how to work with others to gain support and to influence sustainable development across government agencies and industry.

As communities seek solutions to meet their needs, it is necessary for community members, activists and policy makers to understand the range of resources and instruments available to them, and how and why policy is made. This unit enables learners to look at some of those instruments and develop an understanding of how to influence a policy to ensure that sustainability is considered.

Learners will be introduced to the need for a holistic approach to sustainability. All measures to be implemented within a community should consider:

- the effect on the environment, local and wider, current and future;
- the economic cost and benefit to implementing the action (or not implementing it);
- whether the social fabric of society will be enhanced by this action,

or

- whether it will have a detrimental effect on the social fabric, local and extended, current and future.

Learning outcomes

On completion of this unit a learner should:

1   Understand how communities are defined

2   Understand the importance of planning for sustainable communities

3   Understand how to assess proposed actions for economic, environmental and social sustainability

4   Be able to collate existing community resources to implement proposals

5   Know how to access support to implement sustainability measures within a community.

Unit content

1 Understand how communities are defined

Types of communities: geographical (town, village, street, school); occupational, shared interest eg youth community, faith or religion, political or to raise awareness; virtual eg social networking, online forum, Mumsnet

Key components: eg people, theme or area of commonality, recognition that they are part of a community, even if the word is not used, nurturing community building, health and strength of a community to resist pressures and destructive forces

Testing characteristics of 'community': may not have a physical location, a group of people with a common interest; collective behaviour based on shared participation; a collection of people whose defining characteristic is shared participation; ultimately geared towards some form of action; collective participation comes from individual vested interest of each member

2 Understand the importance of planning for sustainable communities

Importance: planning document containing eg evidence of need, record of research conducted, consultation with stakeholders, identification of solutions with short-term and long-term objectives; assessment of proposed actions for sustainability; timetable for implementation of actions, local actions, lobbying issues, resources required, securing funding

Sustainable: definition of sustainability eg Brundtland Commission statement

Strategic planning: government and local authority development plan documents eg transport plan, local development framework, local strategic partnership planning; action and subject plans eg school development plan, biodiversity action plan

Community-led planning: eg parish plans, village design statements, community partnerships, local action groups, online petitions, blogs, social networking sites

Consultation methods: methods eg surveys, questionnaires, open meetings, virtual forum, post-it graffiti walls, suggestion boxes; incentives for consultation responses

Action planning sequence: plan, implement, review; producing planning document (headings, language, recording proposed actions, mapping to other initiatives, assess for SMART – Specific, Measurable, Achievable, Realistic, Time-bound targets); assess for economic, environmental and social sustainability

Publicise the plan: document production; hard copy, electronic or both; notify strategy and policy makers; notify contributors to the plan; publicise timescales

3 Understand how to assess proposed actions for economic, environmental and social sustainability

Sustainability: economic; environmental; social sustainability; meeting the needs of the present without compromising the ability of future generations to meet their own needs

Assessing proposed actions: holistic approach to sustainability; the effect on the environment, local and wider, current and future; the economic cost and benefit to the social fabric of society; detrimental effects to the social fabric, local and extended, current and future; sustainability assessment instruments eg Brundtland sustainability portal, carbon and environmental audit, ecological footprint, social impact assessment, sustainability indicators, the Stern report, environmental impact assessment

Proposals: suggested actions to be implemented

4 Be able to collate existing community resources to implement proposals

Research process: community-based mapping; available information eg local groups, councils, library, school, church, local newspapers, newsletters, websites, businesses, employers, public spaces, public buildings, community warden schemes, volunteer agency

Community engagement: eg public meetings, press releases, events, website forum; schemes and initiatives eg timebanking, Local Exchange Trading Systems (LETS), Transition Towns, Greening Campaign, One Planet Living

Collating community resources: creating eg a database, matrix, list, directory of resources; grants and funding available; criteria for eligibility

Getting agreement: eg identifying landowners, service providers, contacting and making requests, mapping back to strategic aims and objectives

5 Know how to access support to implement sustainability measures within a community

Governing bodies: tiers of government with different areas of responsibility (central Government departments, government agencies, local government) eg Department for Transport, National Health Service (NHS), Department for Education, Department for Communities and Local Government, contact ministers, MPs (members of parliament), senior civil servants, government officers, local councils and non-departmental bodies, government elected members, locally-elected members, council officers, parish councillors; methods of lobbying eg public meetings, surgeries, correspondence, campaigns

Statutory policies: eg government policy set out in legislation, White Papers, position statements, manifestos; ways to research government sustainability proposals, departmental websites, local authority websites, non-departmental policy reports, development plans and annual reports

Government agency: public sector departments eg Department for Transport, National Health Service (NHS), Department for Education, Department for Communities and Local Government

Commercial sector support: eg corporate social responsibility, environmental policy, industry funding initiatives

Partnership working: agreements between parties eg logos, press coverage, acknowledgements, branding, funding outcomes and outputs

Ways of recording: ensuring language consistent with government strategy aims; actions included in planning document reflect aims and objectives of government strategy document, manifesto, policy, funding criteria

Strategy and policy developments: resulting from policy makers working with community leaders; community warden schemes eg tree wardens, pond wardens, beach wardens, litter wardens, footpath wardens; Community Payback initiative

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain relevant key components of a selected community [IE1; CT2]	**M1** compare and contrast different types of community	
P2 explain, using relevant terminology, the importance of planning for sustainable community development [RL6; IE3]	**M2** compare and contrast an action plan created with community involvement against one created without community involvement	**D1** draw conclusions on the effectiveness of actions contained in each plan
P3 discuss the principle of economic, environmental and social sustainability, including the need to balance these [IE2, 4, 5; EP6]	**M3** assess proposals within an action plan for economic, environmental and social sustainability	**D2** suggest recommendations for proposal improvements ensuring economic, environmental and social sustainability are considered.
P4 carry out research appropriately to collate existing resources for a selected community [CT1; IE4; EP3]	**M4** discuss innovative ways of using community resources to help implement a proposal within an action plan	
P5 draw relevant conclusions on resources for a selected community, outlining areas for action [EP4]		
P6 identify a government agency which might work with a selected community to implement a sustainable action [IE6; TW5]	**M5** suggest ways of recording a proposed action which may encourage support from a government agency.	
P7 outline how to engage with a government agency in order to gain support for a proposed action. [EP2]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

As learners progress through this unit, the emphasis should be on looking at existing examples of how planning for action takes place, and what the drivers are for creating, implementing and evaluating such plans. All strategy or action plans which have been created for public sector (for example national Government, local government, health sector, education including individual schools, police, transport) departments will be in the public domain, and can be accessed easily, usually via the internet, or by contacting the relevant department in writing, by telephone or in person.

Learners should be encouraged to research and discover the different types of strategy and development plans (both statutory and non statutory), action plans, business plans and corporate plans. Learners need to be clear about the planning process and how it is used for different purposes by different organisations.

For planning by a community or with the involvement of a community, the plans are usually well publicised as the community will want to have as much support and backing as possible to achieve its aim. Learners could be encouraged to look within their own environment, firstly for defining a community, applying the issues covered for learning outcome 1, the components needed and testing characteristics. They could then go on to see whether the selected community has a plan in place, and how the plan is recorded, publicised and implemented. Examples of communities within a learner's environment could include a workplace, a school or college, or a local community group. Learners may also be familiar with virtual communities, without realising the impact such movements have. For example, Mumsnet is a popular social networking site where people join forces to help each other, without ever meeting face to face. Facebook, trade and professional forums, or e-villages such as Freecycle are other examples of virtual communities, and should be included in research and discussion.

Talking and listening to people actively involved in the process is important, so that learners can develop an understanding of how to influence a policy to ensure that sustainability is considered. Often, a community group or a policy maker will look only at one part of the sustainability issue, for example an environmental group may want to maintain an area of land, whatever the economic cost or the social impact for others. A government department may be concerned with finding an economically sound solution, and may inadvertently overlook the long-term social impact of their decision. This is where tutor-led discussion will come to the fore, as learners will naturally have their own views about which should take precedence, the economic, environmental or social impact. Ensuring that when a conclusion is drawn, all three aspects have been considered equally prior to the final decision is vital if learners are to have credibility and influence in the future. Lively debate is to be encouraged, and tools and resources such as the Brundtland Commission definition of 'Sustainability', the sustainability portal, and other assessment tools should be used to help achieve consensus.

Case studies using real and current examples are extremely useful. There should be opportunities within the class to look at current issues in the media, prompting a discussion on whether decisions being taken by policy makers or community activists are indeed addressing sustainability as a whole, taking into account the economic, environmental and social impact.

When looking at strategic action plans, that is plans drawn up by policy makers, it will be helpful for learners to understand how different it can be when an action plan is drawn up with no involvement from, or consideration of, the parties who will be affected by the implementation of the actions (whether in a beneficial or detrimental way). An example to amplify this is included in the *Assessment* section and could be used for criterion D1.

Learners will need to understand or have the chance to learn about public sector funding for departments and how they operate. Learners need to know what facilities in a community will probably be funded from the public purse, for example healthcare, schools, libraries, streets, so that community planners know where to direct their aspirations.

Learners should conduct their own research to identify what exists for sustainable community planning. Tutors should provide links and suggestions, and learners could contribute by bringing their own findings to the class for discussion.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Introduction and overview of the unit. Class discussion on content and resources. Learners begin to look through content and explore how they can access resources.
Tutor-led discussion on types of communities: group research on different types of communities. Feedback to whole class on findings.
Visit from a local authority officer (eg communities officer, economic development, police officer, transport planner, adult or youth services) to talk about the importance of engagement with certain communities for strategy planning. Learners make notes and carry out own research following session.
Visit from a community leader to talk about forming a community, drawing up an action plan, how to ensure the plan feeds into core strategy documents. Learners make notes and conduct own research following the session.
Case studies comparing different types of communities: group analysis on key characteristics needed to be present.
Assignment 1: Key Components to Define a Community (P1, M1) Learners produce a report, detailing the components needed to define a community, with an example of a geographical community, a virtual community and a shared interest community.
Tutorial session and individual learner research exercises.
Tutor-led discussion on toolkits and guidelines for creating an action plan. Further research on existing action plans.
Tutor-led discussion on ways to get whole community involvement (consultation techniques). Group work: research a current consultation process, assess whether all sections of the specific community targeted would be able to respond.
Visit from a creator of an action plan document to explain how results of a consultation process are translated into proposed actions to be recorded on the document.
Class discussion, with a consensus to be drawn, on the lifespan of an action plan, and why changes may have to be made within that lifespan.
Assignment 2: Action Planning (P2, M2, D1) Learners design an action plan document template, with appropriate headings, and an accompanying guidance note on how to complete the action plan, including methods of consultation. Learners look at the most pressing needs for a specific community, and recommend which should take priority. Learners draw up a consultation process, listing stakeholders to be included with the reasons for their involvement.
Tutorial session and individual learner research exercises.

Topic and suggested assignments/activities and assessment
Tutor-led session on economic, environmental and social sustainability. Discussion on Brundtland Commission definition of sustainable development. Circulate the sustainability portal for discussion exercise using a number of examples provided by whole class involvement.
Visits to community forum meetings (eg police neighbourhood forum, local council, chamber of commerce) to observe and record issues. Individually or in groups learners translate issues raised at the meeting into actions to be recorded onto an action plan template, including consultation methods, and use sustainability portal to assess the proposed action.
Tutor-led class research into community initiatives (eg timebanking, community allotments, Transition Towns) and help available (eg Community Asset Transfer schemes, government grants, setting up a school).
Assignment 3: Community Resources for Sustainable Action Planning **(P3, P4, P5, M3, M4, D2)**
Following on from the community forum meeting, learners research and note anything within the selected community which could be used to help implement the proposed action (eg could be existing skills which people have, or utilising a building, or linking with another community group with a shared aim). Any suggestions for using existing resources to be assessed for economic, environmental and social sustainability.
Tutorial session and individual learner research exercises.
Assignment 4: Sustainable Communities: Working in Partnership (P6, P7, M5)
Following on from the above assignment, learners take a proposed action and identify which government agency could be approached to help implement the action. If the language in the proposed action needs modification to ensure it is compatible with a strategy document, this should be noted. Learners should use the sustainability portal to assess the proposed action.
Tutorial session and individual learner research exercises.
Review of unit and assessment.

Assessment

For P1, learners need to explain the key components needed to define a selected community. The best way to do this would be by verbally describing, or presenting a written summary of the components. Examples of different types of community, with explanatory detail comparing and contrasting the key components and testing characteristics present are needed for M1.

For P2, learners need to explain using relevant terminology why planning is important for sustainable community development. For example, planning is important to establish that there is a need for action, that relevant research and consultation has taken place, and that proposed actions will meet the needs of the community without compromising sustainability.

For M2 and D1, either one or more existing action plans will need to be used as a reference for assessment, or an example provided so that findings can be presented. An example is given below. Learners should give either a verbal or written report, including reference to the proposals under discussion, commenting on advantages and disadvantages and giving their conclusions with regard to overall effectiveness.

A government department has to look at cost cutting within its proposed budget. A town within the department's jurisdiction had previously been earmarked for improvements to its ring road, needed to improve congestion and road worthiness. The town had also been promised a brand new children and family centre to help accommodate a growing number of families with young children, following a lot of housing development and an influx of migrant workers with children. Now, because of budgetary constraints, one of these has to be shelved. There are two ways the department can approach this:

1) to simply look at the figures, discuss with policy makers in house, make the decision, release a statement to the public (and wait for the flak to hit, as some people will be understandably upset and, before long, rumours will circulate about hidden agendas, even bribes and sweetener payments etc)

2) to call a public meeting, or a meeting of stakeholders, local organisations and representatives of the community. Explain the budgetary need, and ask for input to reach a decision. Although some people will still be disappointed by the outcome, at least open and transparent consultation has been done, and the community helped to make the final decision – and possibly even helped to find interim solutions to any shelved proposals.

For P3, M3, D2, P4, M4 and P5, learners will need to use existing action plans to help them to understand the rationale behind the actions under discussion. The action plans could come from the learner's own environment or elsewhere. Learners need to discuss and assess existing action plans for economic, environmental and social sustainability, and to show knowledge and understanding of how to use existing community resources. For P3, M3 and D2, learners must have an understanding of how to assess for economic, environmental and social sustainability, and be able to give examples. For P4, M4 and P5, learners must have an understanding of the process known as community-based mapping, and be able to outline the steps taken in that process. Tutors could design practical tasks so that learners have the opportunity to do the research for the community mapping process, using an existing action plan.

For P6, P7 and M5, learners must be conversant with the tiers of government, and which department or authority is responsible for delivering which services. Because there are often different levels of governing agencies, from European, to national (known as central government) and then to local tiers (known as local authority) it is important to ensure that the language used is consistent with strategy aims when recording proposed actions. It would be best for learners to locate one or more existing community action plans, either from their own environment or elsewhere, and to revise the language for compatibility with a current strategy aim. The method of assessment in this case would be re-producing the existing action plan, with the revisions clearly marked and a supporting explanation.

An example such as the one below may help to improve knowledge and understanding of the task.

A school wants to buy some new computers, and is seeking funding to cover the costs. If the school asks the local education department, the request would likely be refused, as the department would say the school could use its own budget.

However, the wording in its action plan could indicate that in line with a new government proposal everyone should be assisted to access the internet and ICT, especially older people and disadvantaged adults, the school's action is "*To open school facilities to encourage inter-generational IT projects, such as 'teach your granny to email' or 'IT training for non-English speaking residents in the community'* and that to do this they would need to review the existing equipment and upgrade as necessary. The school could then take the plan to the Adult Services and Migrant Workers support department, which would be much more likely to fund the project as it is in line with their strategy aims.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Key Components to Define a Community	You assume the role of an individual looking to join or form a community, due to change in circumstances, eg new to the area, taken on a life change such as parenthood, or for an environmental concern.	Report.
P2, M2, D1	Action Planning	Continuing in the role assumed above, you need to ensure that the headings in the action plan accurately reflect the purpose for commencing the exercise and those actions will be recorded following a due process.	An action plan document template containing guidance on how to complete, including methods of consultation.
P3, P4, P5, M3, M4, D2	Community Resources for Sustainable Action Planning	Assuming the role of a community activist trying to address a specific issue, research and note anything within the selected community which could be used to help implement the proposed action (eg existing skills, a building, or linking with another community group with a shared aim). Assess any suggestions for using existing resources for economic, environmental and social sustainability.	Report.
P6, P7, M5	Sustainable Communities: Working in Partnership	Following on from the above scenario assignment, take a proposed action and identify which government agency could be approached to help implement the action. If the language in the proposed action needs modification to ensure it is compatible with a strategy document, this should be noted. Use the sustainability portal to assess the proposed action.	Written or verbal/visual ICT-based presentation on a proposal contained within an existing community action plan, with suggested course of action.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Environmental Sustainability sector suite. This unit has particular links with the following units in the BTEC Environmental Sustainability suite:

Level 3
Understand the Principles of Sustainable Development
The Business Environment
Work-related Experience in the Environmental Sustainability Sector
Urban Environment
Sustainable Transport

Essential resources

Learners need access to transport for visits to community groups, agencies and offices. They also need access to local and national newspapers to research and keep an eye on how government proposals may affect communities, and what communities are empowered to do.

Links to existing action plans are required for learners to access and use in tutor-led classroom discussions. There should be a number of links, to ensure that learners can access one or more action plans created by a community, and one or more action plans from government funded departments.

Learners need access to case studies for examples of the action planning process, from identifying the need, through research carried out, engagement with stakeholders and recording proposed actions.

Employer engagement and vocational contexts

As learners are encouraged to look within their own environment for examples of sustainable community planning, arranging visits to workplaces and local community groups will be necessary. Learners may need assistance to arrange these visits, possibly with a letter from the tutor to explain the purpose of the unit and the qualification.

Further visits to public sector departments, such as educational, health, police or council departments, would be useful. Representatives from public sector departments could be invited to speak to learners as a group.

Centres are encouraged to arrange visits from one or more community activists, such as parish councillors or voluntary group leaders.

Learners should be encouraged to attend one or more public meetings held by, for example, the police neighbourhood forum, local planning committee, local council, chamber of commerce, to observe and record issues. Learners could attend together or individually. Although such meetings are usually open to anyone, it may be worth contacting the coordinator in advance if a large number of learners intend to go to the same meeting, to explain the purpose of the unit and the qualification and the need for this research.

Indicative reading for learners

Textbooks

Chamberlin S – *The Transition Timeline: for a local, resilient future* (Green Books, 2009) ISBN 9781900322560

Coyle S J – *Sustainable and Resilient Communities: A Comprehensive Action Plan for Towns, Cities, and Regions* (John Wiley & Sons, 2011) ISBN 9780470536476

Desai P and King P – *One Planet Living: A Guide to Enjoying Life on our One Planet* (Alastair Sawday, 2006) ISBN 9781901970852

Hopkins R – *The Transition Handbook* (Green Books, 2008) ISBN 9781900322188

Porritt J and Warburton D (Editor) – *Community and Sustainable Development: Participation in the Future* (Earthscan, 1998) ISBN 9781853835315

Roseland M – *Toward Sustainable Communities: Resources for Citizens and their Governments* (New Society Publishers, 2005) ISBN 9780865715356

Websites

Community Planning toolkit	www.communityplanning.net/glossary/glossary.php
Department for Environment, Food and Rural Affairs (Defra)	www.blogs.defra.gov.uk/3rdsector/2009/11/defra-publishes-its-third-sustainable-development-action-plan/
Local Exchange Trading Systems (LETS)	www.letslinkuk.net
Home Office Draft Structural Reform Plan	www.number10.gov.uk/wp-content/uploads/homeoffice-srp.pdf
One Planet Living	www.oneplanetliving.org
Surrey Community Action	www.surreyca.org.uk/com_actionplans.htm
Sustainable Communities toolkits and guidelines (USA)	www.sustainable.org
Take the One Planet Challenge	calculator.bioregional.com
Time Banking National Scheme	www.timebanking.org.uk
Transition Network	www.transitionnetwork.org

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are …
Independent enquirers	explaining the key components of a selected community and the importance of planning for sustainable community development
	discussing the principles of economic, environmental and social sustainability
	researching and collating existing community resources
	identifying a government agency which might work with a selected community to implement a sustainable action
Creative thinkers	explaining the key components of a selected community
	researching and collating existing community resources
Reflective learners	explaining the importance of planning for sustainable community development
Team workers	working in groups to identify a government agency which might work with a selected community to implement a sustainable action
Effective participators	discussing the principles of economic, environmental and social sustainability
	researching and collating existing community resources
	drawing conclusions on resources available to a community
	outlining how to engage with a government agency to gain support for a proposed action.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are …
Creative thinkers	assessing plans in order to understand the rationale behind the proposed actions recorded
Team workers	working together to revise language in an action plan to ensure compatibility with a current strategy aim
Self-managers	undertaking the process known as 'community-based mapping'
Effective participators	assessing proposed actions to ensure that they will meet the needs of the community without compromising sustainability.

Functional skills – Level 2

Skill	When learners are …
ICT – using ICT	
Plan solutions to complex tasks by analysing the necessary stages	researching and locating different types of action planning
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	researching and locating different types of action planning
ICT – finding and selecting information	
Use appropriate search techniques to locate and select relevant information	researching and locating different types of action planning
Select information from a variety of sources to meet requirements of a complex task	researching and locating different types of action planning
ICT – developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	producing a report on community resources for sustainable action planning producing a presentation on a proposal
Combine and present information in ways that are fit for purpose and audience	producing a written consultation process designing presentations
English – Speaking, Listening and Communication	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	contributing to group discussions leading debates
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	researching importance of planning for sustainable community development
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	producing reports.