Guidelines for Approval of CLD Learning Programmes:
Developmental

The Approval Committee of the CLD Standards Council is responsible for the approval of CLD learning programmes, whether delivered by universities, FE colleges or other learning providers, in a range of settings. Approval is a form of quality assurance; approved programmes have been judged by their peers to be providing learning that equips practitioners with the knowledge and skills needed to deliver effective, responsive CLD practice.

We are keen to support the responsive and creative learning programmes being developed for and by the sector. Part of our support is the introduction of the Standards Council Approvals Suite, made up of the Developmental route, Professional route and the Standards Council Standards Mark.

The Approval Suite has been created by the Standards Council in collaboration with the field to address the demand for quality assurance at all levels of learning.

- The Developmental route is for providers offering learning opportunities below degree level that have already been verified by an awarding body such as the SQA. The process is paper based; the submission is shared with the panel electronically and discussed in teleconference before a decision is agreed.
- The Professional route is for providers offering learning opportunities at degree and post graduate level. The process involves a significant written submission followed by a panel visit to the provider.
- The Standards Council Standards Mark has been developed to recognise the quality of CLD learning opportunities provided within CLD sector. The Standards Mark looks at the whole range of learning opportunities offered, not one specific programme, as well as the learning culture of the organisation.

These Guidelines are for the Developmental route. They are appropriate for courses such as the HNC Working with Communities or the PDA in Youth Work. To proceed with this route, the course must have some form of validation from an awarding body; this process then looks for the CLD specific elements of the learning.

It is my pleasure to commend these Guidelines to you.

Sheena Watson
Chair of the Approval Committee

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The CLD Standards Council Scotland is the professional body for people who work and volunteer in community learning and development. Registered members of the Standards Council include people such as community development, adult learning and youth workers. Our vision is that the communities and people of Scotland are served by CLD practitioners that are recognised as competent, confident and committed to equality, empowerment and life-wide learning for all. Using CLD principles and values we work with our partners to raise standards, increase public satisfaction, and achieve sustainable progress.

The development of a national body for CLD was a commitment made in the Scottish Executive's report *Empowered to Practice* (2003) which considered the future of CLD learning in Scotland. In June 2004 a Short Life Task Group was convened to consider the development of a practitioner-led body. It recommended that the Standards Council be established and this was agreed by Ministers. The full report *Strengthening Standards: Improving the Quality of Community Learning and Development Service Delivery* (2007) is on our website.

Known simply as the Standards Council, it is a membership organisation responsible for:-

- Supporting, promoting and developing career-wide professional learning
- Maintaining the membership register for Community Learning and Development professionals in Scotland
- Quality assurance and approval of CLD qualifications and learning

The Standards Council has been in existence since 2008, with an ever increasing number of registered members.

There are now over 50 people from the sector actively involved in the committees and work of the Council. You can find details, including profiles of our committee members, on the CLD Standards Council website.

All submissions presented for Developmental Approval must include mapping of the programme content to the CLD Competence Framework. This will show how participants are prepared for practice in this field of work at the appropriate level. Please note that at this level of programme it should be the headline topics that should be evidenced not the individual indicator levels. At this level of learning it is a raising awareness of competences that is expected with a steer to developing these in the future.

Overview

The Developmental approval process has been designed for programmes that have already been validated by an awarding body such as the SQA, or where the provider of a programme has been granted status as an Approved Centre by the SQA devolved authority scheme.

- An example of a suitable programme is the HNC in Working with Communities.
- An example of a member of the devolved authority scheme is a College.

The Developmental approval process allows providers to use the evidence that they have prepared and presented to the awarding body to support their application to the Standards Council thus avoiding duplication of time and effort. The Developmental approval process focuses specifically on the CLD aspects of the programme and ensures that practice is demonstrated at the appropriate level.

The first step for the process is contacting the Standards Council Approval Officer to discuss if this is the best route for you. If it is, the Approval Officer will ask you to obtain a copy of the awarding body report and the Approval Officer will then match it against the Standards Council criteria. If it matches, the provider will then be asked to provide written evidence of the CLD aspects of the programme.

The written evidence will be considered by a panel of peers from the CLD field. There may on occasion need to be a face to face meeting with the panel and provider but as standard, the process will be a desk based exercise.

Successful programmes are approved for a period of no more than five years, at which point learning providers must re-submit the programme for re-approval.

During the approval period, providers must complete a midterm review. This involves submitting a report and any other relevant documentation to the Approval Committee. Programmes may then be subject to a review visit, for which one to two months notice will be given.

A fee will be charged to learning providers to cover the costs of the approval process. The amount of the fee will be agreed by the Approval Committee and reviewed each year. For information please contact the Approval Officer on 0131 244 3219.

Aims and objectives of Developmental approval
- To maintain and enhance the quality of existing learning in line with stated standards of competence
- To ensure comparability of learning standards
- To enhance learning provision through co-operation, networking and collaboration between participating bodies

- To enhance the effectiveness and range of learning opportunities
- To enhance the status of Community Learning and Development

What are the benefits of Developmental Approval?

There are clear benefits in gaining approval for your learning programme. Approval by the CLD Standards Council can help you:

- promote your learning programme and organisation to a range of learners including practitioners wishing to undertake professional development
- prepare learners for working in the CLD sector
- align your programme with the CLD Competences
- demonstrate clearly your programme aligns to CLD values and principles and the Code of Ethics
- ensure your learning programme aligns to the relevant national occupational standards.
- raise the profile of CLD in your organisation and learning community

The Approval Officer

The Approval Officer's role is to support and guide learning providers through the process. They co-ordinate the process and liaise between the learning provider, the panel and the Approval Committee.

The Approval Officer will be on hand to:
- answer any questions you have;
- provide further information and guidance on the process;
- advise on the documents you are required to submit, and
- support you in the Approval process.

Timescales

The Approval process takes as long as is necessary for the learning provider, in discussion with the Approval Officer, to put together the relevant documentation which is then submitted to the panel.

Mid-term Review

Approved learning programmes will be subject to a mid-term review. Providers must submit a report and supporting documentation in response to a list of questions. Details of the process will be issued to providers after their programme is approved and can also be downloaded from the Standards Council website.

Re-approval

Programmes retain Developmental Approval for a period of no more than five years, at which point they must re-submit. At least six months prior to the end date of the approval period, the learning provider will be notified by the Approval Officer. The provider will then consider how they wish to re-submit the programme.

Informal expression of interest
The learning provider contacts the Approval Officer who will offer advice on the best route.

Developmental approval request form
The Approval Officer will provide a copy of the Developmental approval request form. Copy shown in Annex 5.

This form commits the learning provider to ensuring that all submissions clearly demonstrate a CLD focus and connection to the standards:

- A minimum of 40% of the programme is practice based.
- The content covers the range of contexts within CLD – work with young people, adults and communities.
- The course/programme is mapped to the CLD Competences 2009
- CLD Code of Ethics is included
- The policies, principles and values of CLD in Scotland are included.
- The course/programme is staffed by professionally qualified CLD employees.
- A commitment to making students aware of the ability to use i-develop to support their CPD
- A commitment to making students aware of the ability to become a Registered Member of CLD Standards Council for Scotland.

Please note: these are the **essential** criteria and if they cannot be met then the submission will not progress. Other criteria also apply.

The Developmental approval request form must be returned with a copy of the relevant awarding body report for the programme.

Awarding body report and submission from provider
The Approval Officer must see report from the awarding body regarding the programme.

Proforma
The Approval Officer will send the proforma once confident that the programme will meet the essential criteria.

Learning providers must use the pro-forma supplied by the Approval Officer to structure their submission. This will help the team preparing the submission, ensuring all necessary content is included, and the Approval Panel.

The Approval Panel
The Approval Officer will convene a panel when both the Officer and the learning provider are satisfied that the submission document is complete.

The Approval Panel will be chaired by a member of the Approval Committee. It will comprise of a minimum of 3 people, including an experienced practitioner and a learning provider offering programmes at a similar level. The Approval panel members will each be sent a copy of the submission and asked to consider whether the programme prepares participants for practice at the appropriate level. The panel then share their initial thoughts by email. The Approval Officer collates responses and then decides if a teleconference or face to face meeting of the panel is required to discuss the submission and decision.

The Approval Panel decision

At the conclusion of the Approval Panel discussion, a decision will be made on whether the learning programme will be approved. This often includes conditions and recommendations.

- **Conditions** must be met within agreed timescales

- **Recommendations** are points of development for the programme team to consider

A full written report will be sent to the learning provider shortly after the decision. It will include one of the following decisions:

  o That the programme be approved for a period not exceeding five years
  o That the programme be approved for a period not exceeding five years, subject to certain listed conditions being fulfilled within an agreed timescale
  o That the programme not be approved for the reasons stated in the report

The decision will be presented to the Approval Committee for official sign off.

Terminology within the approval process

In the approval process the Standards Council has chosen to make reference to
- practice placement supervisors or practice placement tutors,
- supervised practice placement and
- practice based learning.

We appreciate that different providers will choose to use different terminology such as fieldwork, fieldwork supervisors, practice learning tutors however, within your submission it is critical that you give clear indication of the terminology you use against those mentioned above.

The Appeals Procedure

If the Approval Committee has not approved a learning programme, the learning provider may submit a written appeal to the Chair of the Approval Committee. The appeal must be lodged within the 28 days following receipt of the written report and clearly state the grounds on which it is based. Should it be agreed that there is a case to answer, the learning provider will be invited to provide further written evidence and be given an opportunity to present a case personally.

An Appeal Panel will then be convened. It will usually include two members of the Approval Committee, one of whom will act as a Chair and neither of whom will have had any previous detailed involvement with the case under consideration. In addition, a member of the Executive Committee will be recruited and will act as Secretary to the Appeal Panel.

The Appeal Panel will endeavour to meet as soon as possible and usually not later than two months following the formal notification of agreement to hear the appeal. The Chair of the original Approval Panel will be invited to explain its actions/decisions to the Appeal Panel.

The Appeal Panel will have the power to:

- Allow the appeal
- Allow the appeal subject to specified conditions and/or
- Dismiss the appeal.

The Appeal Panel will determine its own procedure within these Guidelines. It will convey its decision in writing to the applicants and to the Approval Committee and give reasons for its decision.

The Appeal Panel's decision is final.

Annex One - Competence framework in full.

Annex Two – the Standard Council Approval example Proforma

Annex Three – Developmental Approval Request Form

Annex Four – flow chart diagram

The Competences for Community Learning and Development (2009) **http://www.cldstandardscouncil.org.uk** (or on request from CLD Standards Council)

Using the Competences for Approval Submissions

In order to simplify the mapping of the CLD Competences to the content of training programmes, we provide here a lettered and numbered version of them.

When preparing a submission document, the training provider can use the letters and numbers in combination as shorthand to demonstrate where content is meeting a Competence. Please note at this level of programme we would expect the evidence to relate to awareness of the headline level topics and not necessarily the individual indicators.

For example:

Below the units which make up the framework for the HNC Working with Communities (2011) are mapped against the CLD Competences. All unit specifications are available at www.sqa.org.uk

A. Know and Understand the Community in which we work:
DK1G 34: Social Science Approaches
DK1C 34: CLD Principles and Practice

B. Build and maintain relationships with individual groups:
DK1C 34: CLD Principles and Practice
F8L1 34: Group Work
FM9A 34: Working with Young People
DK17 34 Learning Approaches

Please note: the letters and numbers have been allocated for ease of reference only and do not indicate any weighting or prioritisation of Competences.

Values

The values of CLD are[1]

- Self-determination - respecting the individual and valuing the right of people to make their own choices.
- Inclusion - valuing equality of both opportunity and outcome, and challenging discriminatory practice.
- Empowerment - increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action.
- Working collaboratively – maximising collaborative working relationships with the many agencies which contribute to CLD and/or which CLD contributes to, including collaborative work with participants, learners and communities.
- Promotion of learning as a lifelong activity – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life

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[1] Taken from the Interim Standards Council's proposals, 2008

Competent CLD workers

Competent CLD workers will ensure that their work supports social change and social justice and is based on the values of CLD. Their approach is collaborative, anti-discriminatory and equalities-focused and they work with diverse individuals, communities of place or interest and organisations to achieve change. They can influence or lead people, understanding when this is or is not appropriate. Central to their practice is challenging discrimination and its consequences and working with individuals and communities to shape learning and development activities that enhance quality of life and sphere of influence. They have good interpersonal and listening skills and their practice demonstrates that they value and respect the knowledge, experience and aspirations of those involved. They will initiate, develop and maintain relationships with local people and groups and work with people using:

- non-formal contact;
- informal support; and
- informal and formal learning and development opportunities

Competent CLD workers will also have self-management skills, such as time management and communication, that are appropriate to the level at which they are practising. While these are not detailed in the competences, they are covered through the SCQF framework and the National Occupational Standards.

Critically reflective CLD workers

CLD practitioners are aware of their values and principles and critically reflect on their practice and experience so that they integrate their knowledge, skills, values and attitudes and use these effectively in their work. They use self-assessment, participative processes and evidence of the impact of their work to plan and manage their activities.

These are essential to their ability to develop and manage their own practice and identify their own learning and development needs.

A: Know and understand the community in which we work

Purpose: so that practitioners can work with individuals and communities to identify and plan action based on knowledge of some of the internal and external influences at work.

Context: understanding the context within which our work takes place will be based upon our knowledge of social, political and wider environmental influences on communities. Competent CLD practitioners are aware of the relevant global and local factors that impact on the community with which they work.

As a competent practitioner with an understanding of the community/ environment in which you work, you will be able to demonstrate that you can:

1. conduct an external community/ environment assessment, considering the political, economic and social context of the community;
2. investigate internal views and information relating to the area within which you work;
3. critically analyse internal and external factors impacting on individuals and communities;
4. identify needs, assets and opportunities using relevant information and evidence;
5. involve other stakeholders in identifying and agreeing needs and local priorities;
6. evidence an awareness of challenges relating to barriers to participation within the local community/environment;
7. ascertain conflicting needs and demands.

B: Build and maintain relationships with individuals and groups

Purpose: so that people's ability and opportunities to work together are enhanced.

Context: CLD is built upon the interactions between people, be these community members, activists or those working with organisations offering support. These relationships provide the basis to support learning and engage people in action to support change within their communities.

As a competent practitioner able to build and maintain relationships with individuals and groups you will be able to demonstrate that you can:

1. seek out and engage with individuals, groups and communities;
2. practise in different roles, such as facilitating, supporting, leading, advocating, that are appropriate to the work in which you are involved;
3. use informal dialogue in individual relationships and within groups;
4. handle challenges and opportunities constructively;
5. understand and deal with the underlying dynamics at work within relationships and groups;
6. work towards the resolution of conflict;
7. recognise the power dynamic and action needed to equalise power relationships in decision making;
8. facilitate endings for individual and group relationships where appropriate.

C: Provide learning and development opportunities in a range of contexts

Purpose: so that people can identify and achieve their individual and collective goals.

Context: CLD is based on providing learning and development opportunities that are accessible and responsive to individual and community priorities. These opportunities create personal and community benefits such as improving self-confidence and skills and enhancing employment opportunities, as well as supporting health and well-being, community regeneration and individual and community activity.

As a competent practitioner able to provide learning and development opportunities in a range of contexts you will be able to demonstrate that you can:

1. provide education and development opportunities that are developed in dialogue with individuals and communities;
2. generate learning opportunities that will stimulate personal and community change;
3. tackle barriers to participation;
4. develop, design and deliver learner-centred programmes;
5. take advantage of learning and development opportunities in everyday situations;
6. use appropriate methods and techniques;
7. support progression and transition;
8. use appropriately targeted methods to promote learning and development opportunities.

D: Facilitate and promote community empowerment

Purpose: so that people can take individual and collective action to bring about change.

Context: CLD practice is built on critical analysis of internal and external factors that influence individual and community priorities and has a distinctive role in working with people to take action to identify and influence decisions that impact on the quality of individual and community life.

As a competent practitioner able to facilitate and promote community empowerment you will be able to demonstrate that you can support individuals, groups and communities to:

1. analyse and understand power dynamics and decision-making processes;
2. use community action as a means to achieve change;
3. be inclusive and involve the wider community;
4. interact within and across communities;
5. participate in decision-making structures and processes;
6. campaign for change;
7. identify and manage community assets.

E: Organise and manage resources

Purpose: so that individuals, communities and organisations can achieve effective management of community assets and resources, services and organisations.

Context: CLD practitioners need to understand the culture of organisations, the responsibilities of those involved and how organisation and management styles, practices and governance relate to sustainable organisations.

As a competent practitioner with an understanding of planning, organising and managing resources you will be able to demonstrate that you can:

1. develop and plan programmes and project activities;
2. manage and monitor programmes and project activities;
3. promote and manage a culture based on equality;
4. organise, deploy and monitor resources effectively;
5. recruit, manage and support people (staff, volunteers);
6. identify and access funding/ resources;
7. understand and manage risk;
8. interpret and apply relevant legislation (e.g. equalities, Child Protection, Health and Safety).

F: Develop and support collaborative working

Purpose: so that people can enhance decision making and collaborative activities that impact on the quality of life of individuals and communities.

Context: CLD practitioners need to understand, recognise and value the benefits of collaboration and build appropriate and effective alliances, networks and other forms of working together.

As a competent practitioner able to develop and support collaborative working you will be able to demonstrate that you can:

1. develop and support collaborative working within your own organisation;
2. initiate collaborative working with relevant organisations;
3. participate in partnership and collaborative working;
4. support community participation in partnership and collaborative working;
5. clarify and articulate the role of your own organisation and that of others;
6. negotiate and agree roles in collaborative and joint work, taking a leadership role where appropriate;
7. identify, put in place or provide appropriate training and development opportunities for collaborative working;
8. challenge and be challenged on issues undermining effective partnership working, being aware of tensions and conflicts;
9. manage the ending of collaborative and joint relationships.

G: Evaluate and inform practice

Purpose: so that robust evidence can sustain, inform, influence and change policy and practice.

Context: Competent CLD practitioners require to build evidence-based practice based on an appreciation of the value of research and evaluation. They need a knowledge of the methods and techniques commonly used and an understanding of the current issues and challenges in evaluation, quality assurance and performance measurement in CLD.

As a competent practitioner with an ability to evaluate and inform practice you will be able to demonstrate that you can:

1. understand the differences between research, evaluation and associated concepts;
2. employ appropriate tools, frameworks and methodologies in the evaluation of practice;
3. draw on evaluation findings to inform your own practice;
4. use participative evaluative processes;
5. promote and support community led research and evaluation;
6. analyse policy, research and evaluation evidence;
7. learn from other perspectives and challenge your own assumptions;
8. interpret and use evidence related to outcomes and impact;
9. present evidence to a range of audiences using appropriate tools and technologies.

The following areas to be completed by provider:

This form can be used to support you in completing your application for Developmental Approval. Full Details of the Developmental Approval process can be found in the Developmental Guidelines.

Learning Provider name (title as it will appear on any certificate granted by CLD Standards Council for Scotland):	
Address of learning provider:	
Name of Contact(s) at learning provider:	
Contact(s) email address:	
Contact telephone number	

You have expressed an interest in obtaining CLD Standards Council Approval for <**INSERT DETAILS OF COURSE/PROGRAMME HERE**>. We have received and reviewed the Awarding body report which we take into account in conjunction with the information you will provide below.

The following is how we would expect the evidence to be referenced in the second column on the next few pages:

- Engaging Communities promotional leaflet – **Doc 1**
- Learning DVD which demonstrates range of CLD provision as provider – **Doc 2**
- Quality Management documents – **Doc 3**
- What on where Newsletter website link – http://www.cldstandardscouncil.org.uk/NewsEvents/Events/Index

In order to progress your application we will require the following information by <INSERT APPROPRIATE DATE>

The following is guidance notes for panel members:

To make life easier can we suggest that each panel member completes comments in a specific colour of text.

?? = red

?? = blue

?? = green

?? = purple

IF any other committee members wish to include comments please complete in black text

Thank you.

HEADING/STANDARD DETAILS	TITLE OF ANY SUPPORTING DOCUMENTATION– to be completed by Provider	COMMENTS FROM PANEL MEMBER/OFFICER (For internal use by Standards Council)	DECISION/ACTION REQUIRED(for internal use by Standards Council)
A Background purpose & rationale The submission should detail:			
The organisation or institution providing the learning programme and delivery locations			
The exact title of the qualification as it will appear on any Certificates and details of any awarding bodies.			
Details of partnership within the field			
How audience for programme was identified, including consultation with employers providers and other stakeholders			

The promotional strategy for the programme and the information you are using to assess the sustainability and viability of the programme			
SCQF level (or notional level) and length of the programme, to include the extent of practice-based learning within the course. This should comprise 40% – 50% of the overall programme. Please refer to Annex 3 Guidance document to evidence practice. Please also confirm how the Practice Placement Guidelines are being utilised. Link to Practice Placement Guidelines			
How the programme reflects the values and principles of CLD in design and delivery			
How the relevant National Occupational Standards have been taken into account (eg youth work, community development). The learning provider should state explicitly which ones are being used, how and why.			
B. Equality and Diversity Throughout the submission, it must be explicit how:			
The programme advances equality and diversity issues (including safeguarding) through the values and principles of CLD			
Learning materials demonstrate and emphasise diversity in the CLD workplace (learner focus)			
The learning provider promotes and supports opportunities for equality training and career management skills which demonstrate diversity in the workplace. (Staff focus)			

C. Participants The submission should detail:			
The efforts made to include representation from practice supervisors in the selection process.			
What is involved in the selection process and evidence that learners/participants have commitment to working in the field of community learning and development?			
What CLD Progression routes are participants made aware of?			
What support do participants receive before, during and after practice-based learning?			
D. Content/Structure/Mode			
The programme should reflect and refer to current policies, practice and thinking in community learning and development. Detail the range of theoretical models covered, including both current theories and, where appropriate, historical approaches. These should be evidenced throughout the content. For example Strategic Guidance for Community Planning Partnerships: Community Learning and Development or National Youth Work Strategy.			
How the learning outcomes of the programme map to the seven CLD competences (it is not necessary to map to the level of indicators)			
Awareness of securing improvement through self-evaluation using a range of frameworks including			

How Good is Learning and Development in our Community?			
Theoretical and practical application across a range of contexts of CLD (adult learning, youth work and community development) is obtained.			
Theory and practice are integrated and what support do participants receive before, during and after practice-based learning?			
An understanding of values and principles of CLD is reached			
Self-management and critical reflection on practice are fostered			
The CLD Code of Ethics is integrated throughout the programme(including an appropriate and proportionate focus on safeguarding)			
The provider promotes the existence of the opportunity to Register with CLD Standards Council for Scotland			
An awareness of the availability of i-develop is promoted and an awareness provided of how this can support Continuous Professional Development			
The learning activities, eg inputs, personal study, group work, tutorials, practice placement details and opportunities to share experience and practice..			
The balance of contact and non-contact time			
How practice placements are identified and developed and that providers of practice placement are made aware that a list of these opportunities is provided to CLD Standards Council for Scotland to allow contact to be made to provide information on			

Registration, workforce data projects, networking opportunities etc.			
E. Staff Staff who are employed by learning providers for the prime purpose of delivering Community Learning and Development learning programmes should be professionally trained in Community Learning and Development or have been granted recognition as a Registered Member of CLD Standards Council for Scotland and have recent and relevant experience. For teaching staff: the submission should detail:			
The qualifications and experience (including CLD experience and publications) of staff delivering on the programme			
Arrangements for on-going Professional Learning(CPD) and the support provided to enable the teaching staff to carry out these roles adequately			
The ratio of learners to teaching staff (as full-time equivalents)			
For practice placement staff: Arrangements for recruitment, selection, and appraisal of practice placement staff ensuring that they :			
have a recognised qualification in the field of Community Learning and Development, and a minimum of 2 years post-qualifying experience in the sector (where this is not the case the provider must detail the mentoring process in place to support this situation)			
have undertaken learning in practice placement supervision			
Arrangements for the support and guidance given before, during and after placements to allow practice placement staff to carry out their roles adequately including:			

how employers support and give recognition for the responsibility undertaken by supervisors			
the contracts entered into with the supervisors			
F. Assessment The submission document should outline specific performance criteria, arrangements and procedures for assessment especially in the placement aspect of the programme. The submission document should describe:			
The involvement of supervisors in the assessment of practice, what feedback does supervisor supply to provider and how this information is used in assessment? Note that this should include the passing or failing of learners.			
The guidance provided to practice supervisors regarding assessment			
The level of performance to be achieved.			
G. Support The submission document should demonstrate:			
Appropriate funds for professional staff development			
Sufficient administrative and clerical support			
H. Monitoring and Evaluation The submission document should describe			
How views are sought from managers, practitioners, supervisors, students and actual or potential employers and also an example of a change that has been made as a result of this process.			
Details of the forms/procedures used to capture the views of each of these groups should be included as			

evidence			

This form is used to capture details of the discussions for the Developmental teleconference or meeting to discuss the decision following receipt of submission.

A panel member must consider the evidence supplied by the Learning Provider and consider if the Standards for approval have been met or if further clarification is required.

Having completed your comments you suggested the following course of action:

Option	Panel Member Name	Panel Member Name	Panel Member Name
a) Developmental approval to be awarded provisionally pending official sign off by Approval Committee			
b) Further information required therefore Developmental approval pending			
c) Developmental approval not to be awarded			

Any further comments in connection with this submission (this can include feedback to be provided in relation to the submission):

………
………...

Annex 3

Guidance document
To
evidence practice placement
within your approval submission for
CLD Standards Council for Scotland

One of the standards within the approval process for Professional and Developmental route is:

Professional

SCQF level (or notional level) and length of the programme, to include the extent of practice-based learning within the course. This should comprise 40% – 50% of the overall programme for degree/ post-graduate programmes. Or for

Developmental

How the minimum of 40 -50% supervised practice is achieved

Different institutions/providers will run their programmes in different ways and this provides a challenge for a panel considering a submission and also for a provider/institution preparing a submission in order to ensure that the standards are met and consistent across the CLD field.

Our research has shown some or all of the following options of evidencing practice placement percentages and in some cases a combination of some of these options:
- Credits
- Hours
- Units
- Days
- Some will even provide evidence/calculations of face to face time

Once a panel has worked out the various calculations the discussion will then normally focus around what each institution/provider would consider to be practice.

The CLD Standards Council for Scotland allowed for flexibility to achieve this standard, wishing to enable institutions/providers to demonstrate creativity to make their programmes appealing, flexible, adaptable and accessible. However, the feedback from institutions/providers is that it is increasingly difficult to evidence these standards with a panel and these standards inevitably result in long, hard and challenging discussions during approval visits.

This document has therefore been designed to give some guidance to providers on the best way for them to evidence these standards within their submission.
This document will include:

- samples of how to evidence
- Confirmation of what a panel would and would not consider to be practice within the minimum 40%.

Evidencing 40% minimum practice.

Hours calculations

IF CLD Standards Council for Scotland could choose one method it would likely be **hours** based on the following table:

Degree/Programme Type	SCQF LEVEL	Credit Points (40 – 50%)	Notional hours of study	Supervised Practice hours to meet 40% – 50% requirement
PDA	**6**	**28** **(11- 14)**	**280**	**112-140**
HNC	**7**	**96** **(38-48)**	**960**	**384-480**
Diploma	**8**	**240** **(96-120)**	**2400**	**960-1200**
BA	**9**	**360** **(144 - 180)**	**3600**	**1440 - 1800**
BA (Honours)	**10**	**480** **(192 – 240)**	**4800**	**1920 - 2400**
PGD	**11**	**120** **(48 – 60)**	**1200**	**480 - 600**
Masters	**11**	**180** **(72 – 90)**	**1800**	**720 - 900**

Example1:
 Student completing 3 year BA programme full time study:

Year 1 practice = 480

Year 2 practice = 480

Year 3 practice = 480   Total hours of assessed practice = 1440

Example 2:

Student completing BA (Hons) programme over 4 years

Year of Study	Practice	Non Practice	Specified tasks	
1	480	620	100	
2	480	620	100	
3	480	620	100	
4	480	620	100	
Total hours 1920 =4800		2480	400	total 4 years

Credit calculations:

Of course, CLD Standards Council for Scotland are aware that not all programmes are simply designed on a per hour basis. Providers may create their programme on a credit basis. IF the institution/provider has worked on this basis then again the table above could be used to provide examples for evidence:

Example 1

Student completing PDA in Youth Work – 24 credits of study

Unit	Practice	Theory	
1	3	5	
2	3	5	
3	3	5	
Total	9	15	total credits = 24

Example 2:

Student undertaking PGD studies = 180 credits in total

Practice	Theory
75	105

What is and what is not considered practice?

IS	NOT
Face to face work	reading about face to face work
Working on a plan with a group	attending a lecture about group work
Providing coaching	A visit with no input or reflection exercise
Preparation/research into an activity	
Completing an activity	
Reflecting on the activity	
Observing an activity and providing reflection on it	
Working on a specified project with others	

Within the draft QAA document Subject Benchmark Statement: Youth and Community Work: Draft for consultation April 2016 it is stated:

6.6 For practice-based learning the role of the practice-based supervisor is critical. Assessment of practice is rigorous and undertaken in partnership between the higher education provider and the practice area. Practice-based learning is based on clear contracts with employers. Supervisors and mentors are fully briefed by the higher education providers, and where they are involved in assessment there are clear systems for the moderation of their assessed practice. Practice supervisors for programmes leading to professional qualifications are appropriately professionally qualified.

Full details of this document can be found at

http://www.qaa.ac.uk/en/Publications/Documents/SBS-Youth-and-Community-Work-17.pdf

Annex 4 - Developmental Approval Request Form

Details of course provider

Name of organisation	
Address	
Contact name	
Tel.	
Email	
Details of course	
Title	
SCQF level	

Essential Criteria

1. Has the centre been approved to deliver the programme? Yes ☐ No ☐
2. Who is the awarding body for the programme?

   …………………………………..
3. Can the report be provided to the Standards Council? Yes ☐No☐
4. Please detail all locations from where the programme will be delivered:

   ……………………………………………………………………………
5. A minimum of 40% of the programme must be practice based
6. The content must cover the range of contexts within CLD – young people, adults and communities
7. The course/programme must be mapped to the CLD competences 2009
8. The CLD Code of Ethics must be included
9. The policies, principles and values of CLD in Scotland must be included
10. The course/programme must be staffed by professionally qualified CLD staff
11. A commitment to making students aware of the ability to use i-develop to support their CPD
12. A commitment to making students aware of the ability to become Registered Members of CLD Standards Council for Scotland.

 Please note: these are essential criteria if they are not met, the submission will not progress. Other criteria will apply.

Next steps
Please return this form **and** the awarding body report to the Standards Council by email.

If you would like a visit from the Standards Council Approvals Officer to discuss the process, please tick this box: ☐

Developmental Approval Request form to be completed by Provider.

Does the centre have Approval to deliver the programme from the awarding body?

No

YES

Approval Officer to receive a copy of the awarding body report and check that it matches against essential criteria

MATCH

NO MATCH

SC will undertake work with providers to look at how to progress programmes that do not fit the criteria for this route

Approval Officer issues SC Proforma to provider

More Information required

AO will discuss alternative routes available to provider.

Approval Officer:
1. Convenes a panel of from Approval Committee
2. Agrees timescales for provider to complete the SC Proforma documentation

Approval Officer will enter the required data into the SC Proforma before issue to the provider for clarification & additional

Submission of SC Proforma and supporting documents received from provider and sent to panel for consideration

Questions from panel

No questions from panel

AO collates and sends to provider with deadline for response.

AO sends response to panel and agrees date to discuss

AO arranges discussion with panel to decide if programme acceptable and if any recommendation/conditions are required.

AO collates details of panel decision, asks for sign off from AC and communicates decision to provider.