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# **Guidelines for Individual Recognition**

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## The CLD Standards Council for Scotland

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The CLD Standards Council for Scotland is the professional body for everyone active in Community Learning and Development in Scotland. Our vision is one of supporting the continuing improvement of Community Learning and Development practice to provide quality services for communities and individuals across Scotland. Using CLD principles and values we work with our partners to raise standards, increase public satisfaction and achieve sustainable progress.

We have over 50 people from the sector actively involved in the committees and work of the Council. You can find details on the CLD Standards Council website:

[www.cldstandardscouncil.org.uk](http://www.cldstandardscouncil.org.uk)

### What is Individual Recognition?

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Individual Recognition is the process by which an individual who does not meet the specified criteria published in the registration system document can apply to be a registered member of the CLD Standards Council for Scotland. It involves a written application supported by a professional reference and a panel interview via teleconference.

The Individual Recognition Process is distinct from the recognition of qualifications held by practitioners who qualified within the UK but outside Scotland, and those who qualified out with the UK; there is a mutual recognition system in place for both these instances.

The procedure for Individual Recognition is consistent with the values and principles of CLD. It aims to be clear, fair and non-discriminatory. Individuals will be expected to demonstrate that their education, training and experience has equipped them to a standard comparable with professionals who meet the specified criteria.

## The specified criteria to register as a Member of the CLD Standards Council

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The standard entry requirements are a Standards Council recognised degree level qualification plus two years verified practice in a community learning and development setting, working to the values and principles, competences, ethics and the commitment to CPD as described in section 11 of the registration system document.

This category will include practitioners who meet the qualification and practice requirements and will include for example people who:

- Are employed by voluntary or public sector organisations
- Are volunteering in a community learning and development context
- Are supporting or managing staff or volunteers in voluntary or public sector organisations
- Are operating at a strategic level within voluntary or public sector organisations
- Are on management boards of voluntary sector organisations
- Are at a senior management level within voluntary or public sector organisations that are delivering community learning and development services
- Are delivering professional level CLD training

For the purposes of Membership professional practice is defined as:

- Adherence to the requirements for registration including the commitment to a recommended minimum of 35 hours/ year CPD
- Full time equivalent community learning and development practice equating to 2 years X 40 weeks/year X 35hours/week = 2,800 hours. In normal circumstances we would expect this to be the registrant's most recent practice or to have been achieved within the five year period prior to registration. Where this is not the case then the Individual Recognition Process will apply
- Practice that has been achieved according to the values, principles, ethics and competences and is verified by a competent referee or referees.

The two year practice period can include experience acquired prior to enrolment on the degree course and other paid or voluntary community learning and development practice experience. This practice will be in addition to on-course placement practice directly related to study.

## What evidence does the Individual Recognition demand?

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All applications for individual recognition must include:

1. Evidence of 1440<sup>1</sup> hours supervised and assessed practice
2. Evidence of understanding of CLD competences, values, principles and ethics
3. Evidence of practice in at least two of the three strands of CLD and awareness of all three
4. Evidence of understanding of CLD theory and how it integrates with practice
5. Evidence of two years' verified practice not already accounted in (1)

## Is Individual Recognition for me?

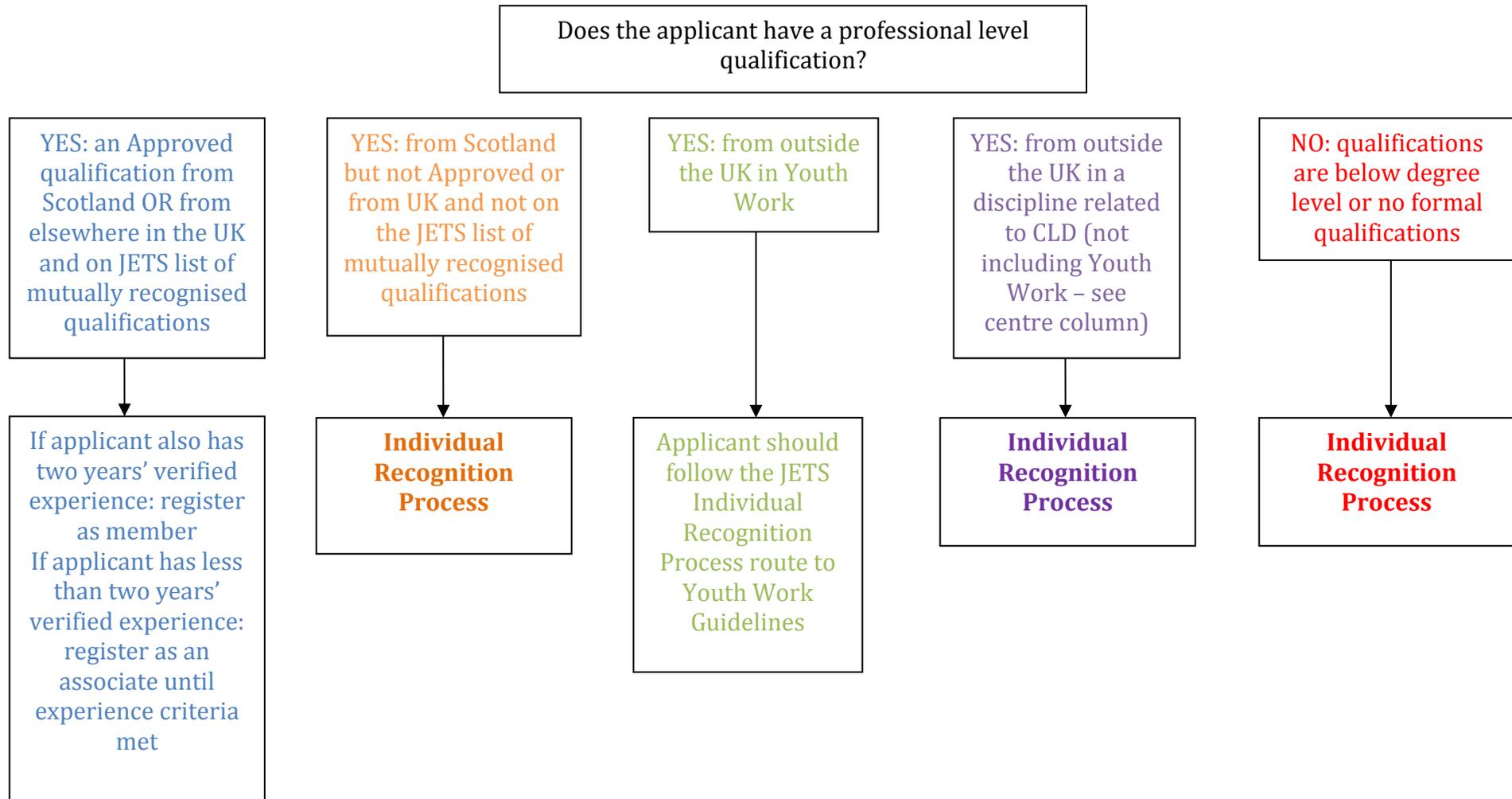
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Applicants should consult the flowchart on the next page as a first step; applicants can also contact the Registration Development Officer for clarification and advice.

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<sup>1</sup> Based on 40% of a 360 credit degree programme being supervised and assessed practice, where 1 credit is 10 hours of learning. 1440 hours = 180 days = 36 weeks

**Flowchart: is the Individual Recognition Process for me?**



## How do I apply?

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Anyone wishing to be considered under the Individual Recognition Process must first register as an Associate Member.

Once registration is confirmed, applicants should request an IRP form from the Registration Development Officer and ask for guidance on the best way to proceed with their application. A detailed flowchart showing the process is at Annex 2.

Contact details:           Telephone 0131 244 5280  
                                  E mail: [registration@cldstandardscouncil.org.uk](mailto:registration@cldstandardscouncil.org.uk)  
                                  Post: 9<sup>th</sup> Floor, The Optima, 58 Robertson Street, Glasgow G2 8DU

## Application

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The application process asks for the following evidence:

1. Evidence of 1440 hours\* supervised and assessed practice
2. Evidence of understanding of CLD competences, values, principles and ethics
3. Evidence of practice in at least two of the three strands of CLD and awareness of all three
4. Evidence of understanding of CLD theory and how it integrates with practice
5. Evidence of two years' verified practice not already accounted in (1)

*\* Based on 40% of a 360 credit degree programme being supervised and assessed practice, where 1 credit is 10 hours of learning. 1440 hours = 180 days = 36 weeks*

The application form is the first step in gathering this evidence; applicants must offer examples of their practice mapped to the CLD Competence Framework. To support this, a lettered and numbered version of the Competences is supplied in Annex One.

The completed form should be returned by email to the Registration Development Officer along with:

- ✓ A professional reference
- ✓ Copies of qualification certificates (where required)

## The decision process

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The completed application form will be checked by the Registration Development Officer who will contact the applicant if there are any missing elements and check the applicant's availability for interview by teleconference.

The Registration Development Officer will submit the application to the next available IRP Panel. The Panel will consist of the Chair of the Registration Committee and two other Standards Council committee members. The panel members will individually consider the form against the criteria and then agree a short series of questions for the applicant.

At an agreed date and time, the Panel will interview the applicant via teleconference. The interview will take no more than 30 minutes. The Panel will then come to one of the following decisions:

- Criteria met and application approved
- Criteria not met and application refused

## Appeals procedure

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If the IRP panel has refused an application, the individual may submit a written appeal to the Chair of the Registration Committee. The appeal must be lodged within the 28 days following receipt of the letter from the IRP panel and must clearly state the grounds on which it is based. If it is agreed that there is a case to answer, the individual will be invited to provide further evidence.

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

- Allow the appeal
- Allow the appeal subject to specified conditions or
- Dismiss the appeal

The Appeal Panel will convey its decision in writing to the applicant and to the IRP panel and give reasons for its decision.

The Appeal Panel's decision is final.

## **Annex One**

### **Competence in Community Learning and Development**

*Community learning and development is learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants*

(Scottish Executive, 2004)

### **Community Learning and Development aims to:**

...develop the capacity of individuals and groups of all ages and through their actions, the capacity of communities, to improve their quality of life. Central to this is their ability to participate in democratic processes.

(Scottish Office, 1998)

### **Values**

The values of CLD are:

- 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

### **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.

#### **Using the Competences to provide evidence for the Individual Recognition process**

In order to simplify the application process, we provide here a lettered and numbered version of the Competences to use as shorthand when completing the application form.

For example:

**Competence:** *Facilitate and promote community empowerment*

*In my last post, I worked with a group of parents who were concerned about anti-social behaviour in and around their local play area. After the group approached me, I helped them organise a meeting in the local school hall (D2) and promoted it by putting notices in the local surgery and in the communal areas of the sheltered housing complex immediately behind the play area (D3).*

**Competence:** *Know and understand the community in which we work*

*When I worked for Lewisham Council, I was asked to establish a new area team in Deptford. I began by visiting Deptford market, the hub of the local community, to meet stallholders, shoppers and residents, and to ask them what they thought the area needed (A2). I then visited the local school, Deptford Green, and met with the Headteacher to ask for his view (D5).*

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

## **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.

## Annex Two

### Flowchart of Individual Recognition process

