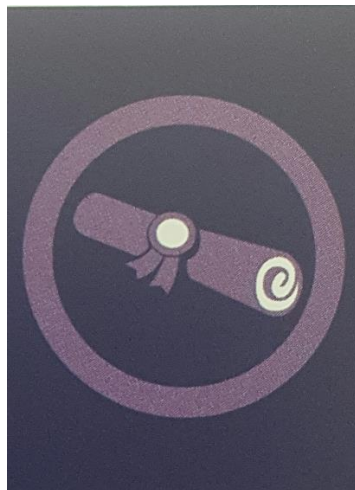




Guidelines
for the
Professional Approval of
CLD Learning Programmes



FOREWORD

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 Professional route. They are appropriate for courses such as BA in Community Learning and Development or PGD in Community Learning and Development.

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

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.

The Competence Framework for Community Learning and Development



All submissions presented for Professional 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.

The Professional Approval process

Overview

The Professional approval process is dialogical and developmental. There are two substantive parts to it: the written submission and the panel visit.

The visit provides an opportunity for the Approval Committee to engage in discussion with the learning provider concerning the programme and its place in the wider CLD context.

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

During the approval period, providers are required to submit a report and any other relevant documentation to the Approval Committee as a mid-term review. 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 Professional approval

- To maintain and enhance the quality of existing learning in line with stated standards of competence
- To ensure comparability of learning standards
- To provide a national system of mutual recognition and transferability of an individual's qualifications
- 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

Why people value professional approval

There are clear benefits in gaining approval for your learning programme. Approval by the 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 professional 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.

Mutual Recognition across the UK and Ireland

Professional (higher education) qualifications are recognised in England, Wales and Northern Ireland as long as the programme of study has been professionally validated/approved by the NYA (England), ETS Wales or the Joint ETS for Northern Ireland and Ireland. The same provision for recognition is made for programmes recognised by the CLD Standards Council Scotland. This mutual recognition agreement was arranged by Joint Education Training Standards Committee (JETS).

JETS is a co-operative Scheme of the UK & Ireland Joint ETS administered by its members: ETS (England), ETS (Wales), the North-South ETS (All Ireland), and CLD Standards Council for Scotland. The primary responsibilities of JETS is to validate and endorse courses leading to professional qualification in youth work (and for CLD in Scotland) in their respective jurisdictions. This workforce development function, alongside a broader commitment to continuous professional development (CPD) for all staff, is at the heart of the profession's obligation to ensure that youth workers (CLD Workers) are fit to practice. JETS meets to share good practice, to develop commonality of approach, and to take joint action on any issues and concerns.

Submitting a programme for approval

Informal expression of interest

The learning provider contacts the Approval Officer who will offer advice on the best route.

Preparation of written submission

The Approval Officer will liaise with the learning provider and offer advice on the submission document. The length of the document will vary depending on the learning provider and the programme.

Learning providers must use the order within the pro-forma (annex 2) to structure their submission. This will help both the team preparing the submission, ensuring all necessary content is included, and the Approval Panel members.

All submissions must clearly demonstrate:

- how the learning programme prepares participants for Community Learning and Development practice, including the relationship between programme content and the CLD competence framework.
- how the CLD values and principles inform the programme
- reference to all strands of CLD (for example, adult learning, youth work and community development)
- the structure of the programme, including the practical elements (annex 3 provides guidance to evidencing the minimum 40 % practice)
- how the programme integrates theory and practice
- how the programme supports equality and diversity among the CLD workforce
- how the relevant National Occupational Standards have been taken into account (eg youth work, community development) and, at degree level and above, the relevant QAA benchmark statements. The learning provider should state explicitly which ones are being used, how and why.
- the SCQF levels or notional levels for each year/stage of the programme
- the system for recognition of prior learning and/ or experiential learning
- how the programme articulates with other CLD learning opportunities
- opportunities for learning in inter-professional working
- how awareness of securing improvement through self-evaluation using a range of frameworks including How Good is the Learning and Development in our Community.

The Approval Officer will discuss the draft document with the learning provider and comment on a draft submission as often as is necessary.

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.

Before the visit

The finalised submission will be scrutinised by the Approval Panel before the visit to ensure that the programme will prepare participants for practice at the appropriate level. The main focus for dialogue and clarification with the learning provider will also be agreed.

The Approval visit

The learning provider would normally host the approval visit at their base or offices. The learning provider representatives **must** include those responsible for the submission document and some of those who are expected to deliver the learning. It is normal for the panel to meet with:

- staff delivering the course
- students
- CLD practitioners supervising within the workplace and/or placements,
- any other stakeholders involved in the development, delivery or management of the programme

Critical Friend

Learning providers can appoint, in consultation with the Approval Officer, the assistance of a 'Critical Friend'. This is a person nominated by the learning provider who is an experienced practitioner, trainer, or of equivalent standing, and who is familiar with the learning programme submitted for approval but **independent** of the provider.

The Critical Friend is a credible witness and a resource for both the panel members and the learning provider. They can attend the pre-visit Panel meeting to provide background to the development and approach of the programme. This enables the panel to develop greater understanding of the programme and clarify any points of information before meeting with the providers directly, when they can ask more in-depth and meaningful questions regarding the learning provision.

The Approval Panel decision

At the conclusion of the approval visit, 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:

- That the programme be approved for a period not exceeding five years
- That the programme be approved for a period not exceeding five years, subject to certain listed conditions being fulfilled within an agreed timescale
- 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.

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 organisation 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 – Professional Proforma

Annex Three – 40% practice evidence guidance

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)

The CLD Competences and Approval Submissions

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.

For example:

Purpose: *This session enables participants to explore issues of confidentiality and boundaries for youth workers (Competences: B2, B4, B6, E8, G3)*

Outcomes: *by the end of this session participants should:*

- ▶ *Understand the importance of confidentiality in terms of a youth worker's relationship with a young person.*
- ▶ *Understand the issues surrounding the role of a youth worker and their relationship with a young person.*

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 are¹

- 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

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.

Annex 2 Professional Approval Proforma

The following areas to be completed by provider:

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

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.

Annex 2 Professional Approval Proforma

The Standards	Title/details of supporting documents for submission – to be completed by Provider	Comments from panel member/officer (for internal use by CLD Standards Council)	Decision/Action required (for internal use by CLD Standards Council)
<p>A. Background information, purpose and rationale The submission document should detail:</p>			
The organisation or institution providing the learning programme and delivery locations			
The context of the learning programme including details of partnership in the field			
The exact title of the qualification as it will appear on any Certificates and details of any awarding bodies. (This information will be used to check for Registration of Members with CLD Standards Council for Scotland in future)			
The broad audience for the programme and how that audience was identified, including details of consultation with employers, providers and other stakeholders and any catchment area			
The promotional strategy for the programme			
Aims and objectives of the learning 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 for degree/			

Annex 2 Professional Approval Proforma

post-graduate programmes. 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 relevant National Occupational Standards have been taken into account (eg youth work, community development) the relevant QAA benchmark statements. The learning provider should state explicitly which ones are being used, how and why.			
How the programme reflects the values and principles of CLD in design and delivery			
The information you are using to assess the sustainability and viability of the programme			
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			

Annex 2 Professional Approval Proforma

which demonstrate diversity in the workplace (Staff focus)			
c. Participants			
The submission should details			
Level and type of experience			
Evidence of commitment to working in the field of community learning and development			
Evidence of learning ability appropriate to the academic requirements of the programme			
Mechanisms for assessing the learning ability of learners with experience, but few or no educational qualifications			
Efforts made to include representation from practice supervisors/ practitioners in the selection process			
What support structures are there for learners with experience, but few or no educational qualifications?			
What procedures and mechanisms are there for recognising prior learning or experience and giving credit exemptions towards the programme?			
What support do participants receive before, during and after practice-based learning?			
What progression routes are participants made aware of?			
D. Content/Structure/Mode			
The programme should reflect and refer			

Annex 2 Professional Approval Proforma

to current policies, practice and thinking in community learning and development. These should be evident in the academic content. For example Strategic Guidance for Community Planning Partnerships: Community Learning and Development or National Youth Work Strategy			
Full details of Unit/module materials should be made available during the visit, along with a comprehensive selection of resources/references/reading lists/texts/journals used in the programme. Only material that is directly referred to/forms part of the submission needs to be supplied in advance of the visit. We suggest that students and delivery team could prepare to do a short presentation on the key documents within the programme that demonstrate CLD focus.			
How the learning outcomes of the programme map to the seven CLD competences (it is not necessary to map to the level of indicators)			
The learning and teaching approaches employed			
The range of theoretical models covered, including both current theories and, where appropriate, historical approaches			
Awareness of securing improvement through self-evaluation using a range of			

Annex 2 Professional Approval Proforma

frameworks including How Good is the Learning and Development in our Community?			
Details of how theory and practice are integrated across a range of contexts			
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 of how this can support Continuous Professional Development			
The structure of the learning programme and the relationship between units.			
The preferred order of delivery/study			
Any choices or options open to participants			
The mode of delivery, eg full time, part time, outreach, and choices or options open to participants. Please include details of the balance of contact and non-contact time			
The learning activities, e.g. inputs, personal study, group work, tutorials and			

Annex 2 Professional Approval Proforma

practice			
The opportunities available to participants to share experience and practice			
How practice placements are identified and developed			
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 and have recent and relevant experience.			
Arrangements for recruitment, selection, and appraisal of staff			
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)			
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			

Annex 2 Professional Approval Proforma

adequately including:			
how employers support and give recognition for the responsibility undertaken by supervisors			
the contracts entered into with the supervisors			
number of placements visits that will be undertaken by teaching staff			
details of the exchange of information between the teaching and practice staff			
arrangements for maintaining up-to-date placement agency profiles			
F. Assessment			
the nature of the evidence required			
the weighting placed on assessment			
the level of performance to be achieved			
ensuring there is no compensation between field-based learning and academic learning			
the range of feedback strategies that will be used			
appeals procedures for all elements			
the arrangements in place to provide assistance to learners where necessary			
Assessment - Practice Placement Element			
the involvement of supervisors in the assessment of practice, including the passing and failing of learners – note that their authority should normally be no less than that of the other programme staff			

Annex 2 Professional Approval Proforma

the guidance provided to practice placement supervisors regarding assessment			
G. Support			
Adequate and appropriate accommodation for the learning programme			
Access to appropriate levels of technology and media resources			
Other services available, e.g. childcare, transport, translation access, resourcing of open learning			
Arrangements regarding use and accessibility of resources of other faculties, institutions or organisations			
Appropriate finance, costing, travel expenses and funds for any practice placement costs			
Appropriate funds for professional staff development and in-service learning			
Sufficient administrative and clerical support			
H. Monitoring and Evaluation			
The internal arrangements for critical appraisal and details of how changes in the programme will be implemented. Views sought from managers, practitioners, supervisors, students and actual or potential employers should be included			
The procedures for appointing external examiners and/or assessors with			

Annex 2 Professional Approval Proforma

<p>knowledge of the theoretical and practical competences required in Community Learning and Development</p>			
<p>How the views of external examiners and/or external assessors, present and past learners, actual and potential employers, from across all statutory, voluntary and other sectors, are sought.</p>			
<p>Any additional quality assurance procedures should be clearly stated. Describe whatever systems you use and whether particular to this learning programme or across the provider's organisation.</p>			

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	2480	400	total 4 years
=4800				

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

Face to face work
Working on a plan with a group
Providing coaching

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

NOT

Reading about face to face work
Attending a lecture about group work
A visit with no input or reflection
exercise

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>

Initial Enquiry to Approval Officer who advises on most suitable route for approval

Formal request intimated to Approval Committee

Role of Standard Council

Role of learning provider

Approval Committee set up Approval Panel

Create submission documents in line with guidelines and in close consultation with Approval Officer

Approval Officer distributes submission documents to Approval Panel members for consideration

- Submission documents sent to Approval Officer
- Critical Friend identified (where applicable)

Dates established for:

- Pre-approval meeting
- Approval Visit

- Approval visit and decision verbally communicated to provider
- Approval Committee give Official sign off
- Learning provider given the final report

Approval granted

Approval not granted

Learning provider given agreed timeline to meet any conditions and/or recommendations made by the panel.