CLD Professional Practice Placement Standards

Professional Approval

CLD Professional Practice Placement Standards

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Section 1 Introduction

Context

Placements require a strong partnership between Student CLD Practitioners (SCLDP), the field of CLD practice that includes the Practice Placement Providers (PPP), Practice Placement Supervisors (PPS) and Educational Providers (EP).

It is acknowledged that there is a need for a resource that can reflect the diversity of placements and practice learning across Scotland. A process is required that can provide support and contribute to on-going dialogue and developments. The need was identified by Educational Providers to support the CLD Sector in their work with Student CLD Practitioners.

The aim of this CLD Professional Practice Placement Standards document is to clarify roles and responsibilities and promote consistently high quality CLD practice. When an Educational Provider seeks Professional Approval for their CLD learning programme, they have agreed to a range of Approval Standards. One of these standards is the support and implementation of this CLD Professional Practice Placement Standards document. For these Standards to be met and evidenced by those involved in the Professional Practice Placement Process, it is important to identify the minimum Standards required to be put in place. These Standards will:

- support a Student CLD Practitioner to evidence fitness for recognition as a Professionally Competent CLD Practitioner, reaching the required standard for effective practice
- support the CLD Qualified Practice Placement Provider/Supervisor/Mentor in signing off the evidence from the CLD Student Practitioner
- continue to allow the Educational Provider to evidence their commitment and application of the CLDSC Professional Approval Standards to maintain their CLDSC Approval status for their programme

The CLD Professional Practice Placement Standards must be read in conjunction with the CLD Professional Approval Standards and the CLD Professional Approval Process documents available on the Professional Approval page of the CLDSC Website.

It is important to recognise and identify the appropriate Approval Standards for the professional practice element of the programme. These have been highlighted in yellow in Appendix 3 – Professional Approval Submission checklist.

The full Checklist for CLD Professional Approval Standards Submissions found in Appendix 3, is used by Educational Providers when submitting for approval. It is important that these standards be mirrored in the practice placement process. This supports the Educational Provider to retain their CLDSC Professional Approval status.

Templates and documents supporting the Practice Placement Standards can be found in Appendix 2.

Purpose of this CLD Professional Practice Placement Standards document

This document provides guidance in the process of aligning the relevant standards (as detailed above) and how to support the evidencing of those standards.

Student CLD Practitioners will be directed to these Standards by Educational Providers once the student has been accepted for the programme. This will allow time for Student CLD Practitioners to familiarise themselves with the process and to plan for their learning experience.

It should be emphasised that it is the Student CLD Practitioner's responsibility to ensure the process/support/guidance is undertaken and adhered to throughout their learning programme. These Standards act as a 'contract' between the Student CLD Practitioner, Educational Provider and the Practice Placement Provider/Supervisor. This document must be included with the assessment of the practice placement element of the programme. This is a Standard within the CLD Professional Approval Process.

We recognise the range of roles and settings within the CLD Sector and the need for flexibility and consistency. This document will support the whole placement process and create dialogue between all partners.

The Standards document includes sections aimed at pre-placement, during placement and post placement and provides guidance as to the involvement of the Student CLD Practitioners, Educational providers or Practice Placement Providers (Supervisors/Employers) at each stage. In this way, we hope that partners will be able to appreciate the complementary roles that they play and the unique contribution that each brings.

Checklists highlight the roles of each partner at each stage of the process. These are titled:

- Pre-placement checklist- as part of template 3 or available as a stand-alone document

- During placement checklist – Template 10
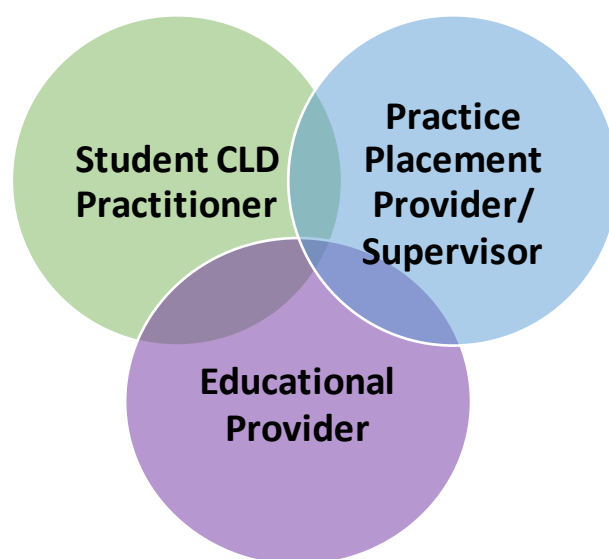
- Post Placement checklist – Template 13

The Educational Provider will direct the Student CLD Practitioner to the location of this Standards document at the beginning of their CLD programme of study.

We have provided a Welcome letter sheet to support this. Template 1 - Student CLD Practitioner welcome sheet
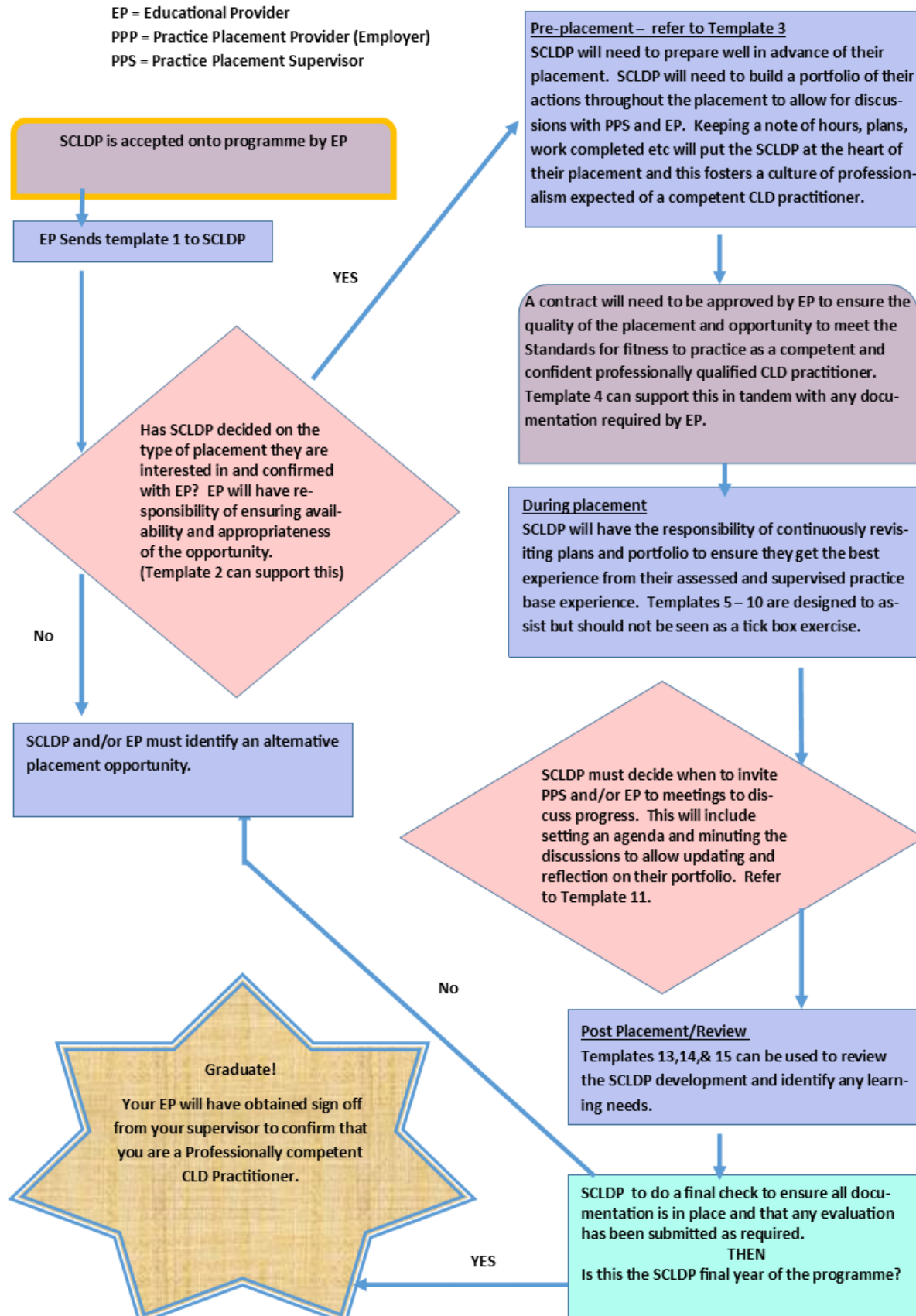
CLD Professional Practice Placement Partnership

The diagram above shows how each of the partners connect with each other in a Professional Learning Context. Each of the partners in the CLD Professional Practice Placement process has a particular role to play in ensuring the success of the learning opportunities offered throughout the placement experience. CLDSC provide this Standards document as a means to support and ensure a consistent approach to CLD Professional Practice Placement by all Educational providers, Practice Placement supervisors and Student CLD Practitioners. The Student CLD Practitioner sits at the heart of the CLD Professional Practice Placement process to ensure that they:

- apply the CLDSC Code of ethics
- work towards developing CLD Competences
- take responsibility to support and improve the quality of their learning experience

CLD Professional Practice Placement Standards Flow chart and suggested templates
A poster size version of this flow chart in PDF format is available for easier reading.

Key: SCLDP = Student CLD practitioner
EP = Educational Provider
PPP = Practice Placement Provider (Employer)
PPS = Practice Placement Supervisor

SCLDP is accepted onto programme by EP

EP Sends template 1 to SCLDP

YES

Has SCLDP decided on the type of placement they are interested in and confirmed with EP? EP will have responsibility of ensuring availability and appropriateness of the opportunity. (Template 2 can support this)

No

SCLDP and/or EP must identify an alternative placement opportunity.

Pre-placement – refer to Template 3
SCLDP will need to prepare well in advance of their placement. SCLDP will need to build a portfolio of their actions throughout the placement to allow for discussions with PPS and EP. Keeping a note of hours, plans, work completed etc will put the SCLDP at the heart of their placement and this fosters a culture of professionalism expected of a competent CLD practitioner.

A contract will need to be approved by EP to ensure the quality of the placement and opportunity to meet the Standards for fitness to practice as a competent and confident professionally qualified CLD practitioner. Template 4 can support this in tandem with any documentation required by EP.

During placement
SCLDP will have the responsibility of continuously revisiting plans and portfolio to ensure they get the best experience from their assessed and supervised practice base experience. Templates 5 – 10 are designed to assist but should not be seen as a tick box exercise.

SCLDP must decide when to invite PPS and/or EP to meetings to discuss progress. This will include setting an agenda and minuting the discussions to allow updating and reflection on their portfolio. Refer to Template 11.

No

Post Placement/Review
Templates 13,14,& 15 can be used to review the SCLDP development and identify any learning needs.

SCLDP to do a final check to ensure all documentation is in place and that any evaluation has been submitted as required.
THEN
Is this the SCLDP final year of the programme?

YES

Graduate!
Your EP will have obtained sign off from your supervisor to confirm that you are a Professionally competent CLD Practitioner.

What is a Community Learning and Development Placement?

CLD Professional Practice Placement is a process of experiential and contextual learning that involves a partnership between the Practice Placement provider, the Student CLD Practitioner and the Educational Provider.

Professional education involves the provision of opportunities for emerging CLD professionals to develop a critical relationship to the theoretical concepts, philosophies, specific knowledge, skills, attitudes and values of the Community Learning and Development profession.

It is a requirement for Professional Approval from CLDSC that Student CLD Practitioners complete a successful professional practice placement. On graduation, Student CLD Practitioners must have achieved the required skills, knowledge and competences to be considered as fully Competent CLD Practitioners. A CLD Qualified Supervisor or mentor, who is a Registered Member of CLDSC, must provide sign off that the Student CLD Practitioner has reached the standard required in order to practice effectively. Full details of the CLD Professional Approval Standards process is located on the CLDSC website. Educational Providers must confirm that they direct CLD Student Practitioners to these CLD Professional Practice Placement Standards and must ensure that the placement opportunity allows for the appropriate amount of supervised Practice hours as set out in table below:

Part of Table 2.2 taken from CLD Professional Approval Standards document 2021

	Undergraduate degree		Postgraduate[1]
Type of Qualification	**CLD BA Degree** **SCQF level 9 – 360 credits**	**CLD BA (Hons)** **SCQF level 10 – 480 credits**	**CLD Postgraduate qualification –** **SCQF level 11 – 120 credits**
Timeframe	3 academic years of full-time study or equivalent part-time study	4 academic years of full-time study or equivalent part-time study	Minimum of 1 academic year of full-time study
CLD Professional Practice Placement	A minimum of 1440 hours of supervised practice across the whole of the programme		A minimum of 480 hours of supervised practice
Direct entry to advanced year	**Clear records of any direct entry to an advanced year of a programme must be available to CLDSC on request.**		

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[1] Postgraduate Qualifications. Where a student progresses to the Masters route for this qualification it will be recognised by CLDSC for purposes of Registration with CLD.

Professional practice placements in settings that represent the diverse scope of contemporary Community Learning and Development practice will help to prepare the Student CLD Practitioner for the multiple future roles that they may encounter upon graduation.

Placements take many forms (this list is not exhaustive):

- full-time block placements which take place over various times and involve the Student CLD Practitioner in an immersive professional experience
- part-time placements which take the form of an induction process or a longer-term professional experience with fewer practice hours per-week
- work-based placements which allow Student CLD Practitioners to use employment as a form of supervised practice
- research based internships or research projects
- Educational Providers are increasingly looking at processes to support online/digital practice

The benefits of a placement

Providing an effective and rewarding educational experience for a Student CLD Practitioner can bring clear benefits for the placement provider agency and its staff and volunteers. The process of providing a placement often results in a two-way learning process in which the agency can learn as much about itself as the Student CLD Practitioner learns about the agency. Having a Student CLD Practitioner in the midst of your agency encourages reflection and a re-visiting of principles and practices that may have become habitual or institutionalised. Additionally, creating an optimal learning environment within the agency creates a space for learning and reflection in a collaborative, mutually respectful, open, flexible and supportive manner.

Student CLD Practitioners and Practice Placement Supervisors can benefit by:

- contributing to the development of their professional education, supervision and leadership skills
- being prompted to critically reflect on their own practice
- being kept up to date with current theories and evidence
- supporting and enhancing the future of the Community Learning and Development profession
- providing opportunities to model sound professional and ethical behaviour
- increasing employability of the Student CLD Practitioner
- increasing organisational provision
- developing supervision and training skills

Template 2 provides information for potential supervisors that will help the Educational Provider expand their available Practice Placement opportunities.

Section 2. Placement Process
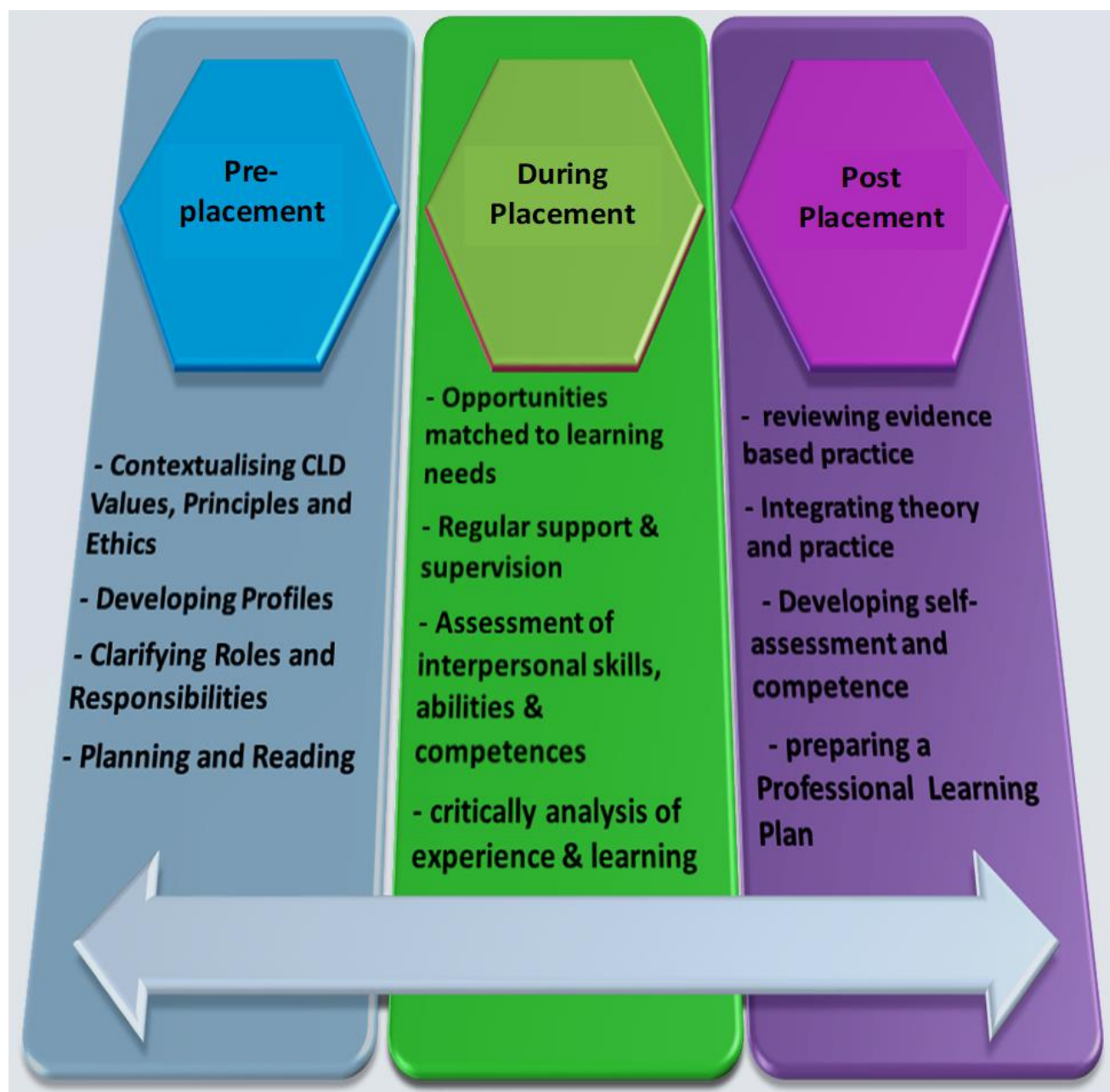
In this Standards document, we have provided some templates in the form of resources to support the Practice Placement Process from beginning to end. Any lists within the documents are not exhaustive. Please get in touch if there are areas that you wish to amend or add to at contact@cldstandardscouncil.org.uk

This Standards document is the property of the Student CLD Practitioner who will share details with the Educational Provider and Practice Placement Supervisor.

AS CLD Professional Practice Placements require a strong partnership between Student CLD Practitioners, the field of CLD practice and educational providers, it was felt to be important to recognise that the Student CLD Practitioners are instrumental to getting the very best from their CLD Professional Practice Placement experience. The practice placement experience is there to help Student CLD Practitioners to practice the skills, values and principles of working as a professional CLD Practitioner. A professional CLD Practitioner must take responsibility for ensuring they gain the opportunity and exposure to enhance their skills. Template 3 will help Student CLD Practitioners to focus, and sharing with their Educational Provider and their Practice Placement Supervisor whenever they meet will aide discussions.

This is only a starting point to the discussions, each student will have different needs, and expectations and each Educational Provider and Practice Placement Provider will have processes they must follow, whether from a legal or procedural perspective. CLDSC recognises the need to be flexible and creative and these templates provide a starting point for this process. This reflects the minimum interaction we would expect to see to help your Educational Provider meet the Professional Approval Standards for approval from CLDSC.

Details of the resources/templates to support this document and placement process are included in Appendix 2

Section 3.   Standards for Pre-placement

During the pre-placement period, the following are good practice points to consider.

For Educational Providers

- Provide this document to Student CLD Practitioner and explain it forms part of the contract between them, practice supervisor and you throughout the length of their programme.

- Pre-placement preparation for Student CLD Practitioners to ensure Student CLD Practitioners gain an understanding of professional standards and ethics

- Produce specific practice placement guidance documents related to the Educational Provider – such as handbook for Student CLD Practitioners and placement providers; placements forms, such as assessment forms; information on the placement review process; placement evaluation and/or direct to templates available with this document.

- Develop and maintain networks with the placement providers to secure quality placements and practice opportunities, ensuring practice supervisors have the required CLD Qualification and experience as specified by CLDSC requirements

- Organise staff development opportunities for supervisors/tutors.

- Coordinate the placement practice learning and the assessment reports/feedback process by using templates available to support this and/or the relevant documents from the specific Educational Provider.

- Establish and maintain clear lines of communication with the placement agency.

- Support Student CLD Practitioner to identify their own CLD practice learning and development and work plan needs - this provides a scaffold for the initial meeting of the Student CLD Practitioner and Practice Placement Provider.

- Collate agency profiles to support the matching, visiting and negotiation of placements ensuring that you have permission to share this information with CLDSC.

- Provide quality pre-placement guidance for Student CLD Practitioners and/or Practice Placement Supervisors.

- Ensure there is a data sharing agreement between Educational Provider, Practice Placement Provider and CLDSC in order to avoid any delays or restriction to sharing information relevant to Student CLD Practice placement

For Practice Placement Providers/Supervisors

- Provide an outline of the professional learning opportunities offered by your agency.

- Participate in the supervisor development guidance where offered by the educational providers or participate in online supervisor learning made available by CLDSC.

- Liaise with the Student CLD Practitioner and Educational Provider to agree an appropriate CLD practice learning and development plan and work plan. Template 5 can support this.

- Ensure that you are able to offer an appropriate practice placement experience to meet the students learning needs. Template 2 provides some pointers on things to consider.

- Provide a range of practice learning opportunities and a supportive environment in which to coach and support the Student CLD Practitioner in their learning and professional development. This must be included in the contract – Template 4 provides details of the areas to include.

- Carry out a risk assessment/checklist of duty of care for the Student CLD Practitioner whilst they are on placement.

- Check to ensure Student CLD Practitioner has an appropriate PVG in place.

For Student CLD Practitioners – Template 3 will support the following areas

- Meet with their Educational Provider to identify suitable CLD Professional Practice Placement opportunities that will support their professional learning and development needs

- In agreement with Educational Providers, arrange to meet with potential placement agencies/providers to determine compatibility, negotiate and implement learning programmes with participants in the agency.

- Ensure you have the appropriate documentation including PVG collated to support an initial visit. All student CLD practitioners must apply to Disclosure Scotland and gain membership of the Protection of Vulnerable Groups (PVG) scheme once an offer to join a programme has been received. Taking a digital first approach, the new online PVG service will become the main application process for most PVG applications.

- Arrange an initial practice placement visit where the Student CLD Practitioner and Practice Placement supervisor create a draft practice learning agreement/plan and an agreed timescale. Template 4 can support this.

- Undertake planning and preparation in advance of the placement experience including familiarising yourself with the organisation's procedures and standards.

- Schedule/agree time for an Induction and work within the conditions set by the practice provider as an employer.

- Familiarise yourself with the importance of complying with standards of behaviour and professional conduct required and adhere to the educational provider's fitness to practise guidelines including CLD Code of ethics.

Section 4.   Standards During Placement

The following are good practice points to be considered during the placement process (these lists are not exhaustive).

For Student CLD Practitioners – Template 10 may assist

Please remember that it is your responsibility to take control of your learning in order to ensure that you get the best possible Professional Practice Placement experience. Your Educational Provider and Practice Placement Supervisor are there to support and guide you, but if you are struggling with anything, you need to let them know.

- Finalise a work programme that reflects professional learning needs. Templates 4 and 10
- Take lead on planning, preparing and participating in regular supervisory meetings.
- Take responsibility for completing and demonstrating the required supervised practice hours. Template 9 Activity Record and/or Template 12
- Liaise with your tutor and supervisor to arrange appropriate and relevant assessment opportunities or reviews during the placement. Templates 5, 6, 7 and 8.
- Explore linkages between conceptual frameworks and approaches to practice.
- Identify and protect time to reflect on and provide appropriate recordings about analysis of practice, project progress and areas for possible development. Template 9
- Share perspectives from their studies with their supervisors and wider team where possible.
- Engage in direct practice with participants in the CLD field.
- Develop skills in planning and evaluation.
- Experiment with techniques of deliberation and reflection.
- Draw from the range of key CLD indicators/competences and evidence of practice to allow Practice Placement Supervisor to sign off that you are, or if not in your final year, that you are on the way to being a Professionally Competent CLD Practitioner

For Practice Placement Providers (employer)/Practice Placement Supervisors (PPP/PPS)

Please note that the Student CLD Practitioner should be encouraged to take the lead on arranging any meetings and creating relevant reports and supporting documents with your role being to nudge/encourage in the right direction

- Ensure the Student CLD Practitioner organises regular meetings with the Practice Placement Supervisor on a regular basis to give structured support and supervision, feedback and guidance.
- Complete the necessary practice feedback reports (assessed/non-assessed).
- Monitor progress, attendance and timekeeping.

- Create opportunities for planning, implementing and evaluating CLD practice with individuals, groups and communities.
- Provide a learning environment where challenges for the Student CLD Practitioners are experienced but with support from the supervisor, team and partner agencies.
- Facilitate an ongoing review to support Student CLD Practitioner in collating and demonstrating evidence in relation to CLD competences/indicators.
- Encouraging Student CLD Practitioner in application of reflective practice.
- Assess the Student CLD Practitioner and provide structured feedback around relevant and measurable learning outcomes.
- If the Student CLD Practitioner is not meeting the standards to achieve a pass, the PPS provides clear and timely feedback to Student CLD Practitioner and Educational Provider.

For Educational Providers (EP)

Please note that the Student CLD Practitioner should be encouraged to take the lead on organising meetings and creating relevant reports and supporting documents with your role being to nudge/encourage in the right direction

- Provide on-going Student CLD Practitioner and Practice Placement Supervisor support, guidance and feedback on progress.
- Agree a process that provides an opportunity for discussion, sharing of experience and review between Educational Provider, Student CLD Practitioner and Practice Placement Supervisor – this should reflect any agreement within in the contract agreed by Practice Placement Supervisor and Student CLD Practitioner as appropriate
- Undertake any necessary academic assessment and ensure that the supervisor is kept in the loop where any additional work is deemed required.
- Where a Student CLD Practitioner does not meet the academic, practice or professional standards, and as a result transfers to another placement opportunity, the previous Practice Placement Provider will be informed.
- Provide opportunity for discussion on any general issues with all parties.

Section 5.   Standards for Post Placement

The following are good practice points to adopt Post placement.

For Student CLD Practitioners

- Share your experience with other students and the placement agency.
- Continue to review and self-assess your own professional learning and areas for future academic and professional development.
- Contribute to feedback and evaluation requested from educational provider, practice placement supervisors and CLDSC.

For Practice Placement Providers/Supervisors

- Provide the necessary assessment report on placement and reflect on the process.
- Provide evaluation/feedback to Educational Provider and/or CLDSC on any improvements to the learning provision.

For Educational Provider

- Review placement learning process
- Create opportunities for Student CLD Practitioners to reflect on the placement and consider the impact of theory on their practice and the practice of the agency.
- Provide an opportunity to discuss opportunities for future practice learning.
- Ensure Student CLD Practitioner has opportunity to feedback on the programme and practice placement experience.

Feedback

We would be grateful for any feedback on this document and suggested additions and/or resources. Please contact us at contact@cldstandardscouncil.org.uk.

Appendix 1 Glossary

The terminology used across Educational Providers and the CLD field of practice has changed over the years. Therefore for clarity the following definitions apply within this document:

CLD Field: the settings where community learning and development practice takes place.

CLD Sector: The overarching grouping of any organisations involved in delivery of CLD services, whether statutory or third sector based.

Educational Provider: Any organisation providing CLD learning. This could be a college, a university or independent training/learning provider.

Learner: the people/groups that students work with in the Community.

Placement: the setting and the time that Student CLD Practitioners are based in agencies and organisations in the field.

Placement Provider: an organisation with the ability to support a Student CLD Practitioner. They have agreed to complete the plans and programme of learning associated with a practice placement.

Practice Learning: the learning that happens within placement.

Practice Placement Supervisor: the agency practitioner who supports and assesses the Student CLD Practitioner's ability, skills and professional competence whilst on placement.

Practice Research: the practice based research projects that might be carried out by students on placement.

Programme: the learning being undertaken by the Student CLD Practitioner

Student CLD Practitioner: students on placement in relation to their college or university programme or a volunteer who may be undertaking learning as part of their work within an organisation.

Supervised Practice: practice undertaken with direct supervision

Tutor: the Higher Education, Further Education or independent training/learning tutor who supports the Student CLD Practitioner with their continuing professional and academic development.

Work-based Learning: consists of structured opportunities for learning, is achieved through authentic activity, and is supervised in the work place.

Appendix 2 List of Resources –

Available via this link Templates

Within the templates you will find colour coded tabs showing who is responsible for taking lead on which template.

- Blue triangle is student CLD practitioner
- Green triangle is practice placement supervisor or practice placement provider
- Purple is educational provider

The dominate colour (colour on top) will be the lead in the process. **In this example the educational provider will take the lead as in Template 1**

If all three colours are displayed this indicates all involved in process. If blue and green are displayed this means the student CLD practitioner and the practice placement supervisor/practice placement provider are involved at this stage.

- **Template 1 Student CLD Practitioner Welcome Sheet**
- **Template 2 Before considering a CLD Practice Placement Student**
- **Template 3 Pre-Placement Checklist**
- **Template 4 Placement Contract**
- **Template 5 SCLDP PL Planning**
- **Template 6 SCLDP Goal Setting**
- **Template 7 SCLDP Goal Log**
- **Template 8 SCLDP Goal Review**
- **Template 9 SCLDP Activity Record**
- **Template 10 During Placement Checklist**
- **Template 11 Meeting Agenda**
- **Template 12 Practice Hours Log**
- **Template 13 Post Practice Checklist**
- **Template 14 Ongoing Practice Review Report**
- **Template 15 Final Practice Review Report**
- **Pre-placement checklist Stand-alone version**
- **Critical Reflection**
- **All resources in one document**

Appendix 3 – Professional Approval submission checklist (adapted for purposes of the CLD Professional PracticePlacement Standards)

This is an adapted version of the form used to support Educational Providers in completing their submission/application for Professional Approval. The Approval Panel will also use this form to direct themselves to the specific areas within the submission. This document must be read in conjunction with CLD Professional Approval Process document, the CLD Professional Approval Standards document and this CLD Professional Practice Placement document.

Within this version of the document, you will find highlighted in yellow the Standards that are directly linked to Practice Placement Element of the CLD Programme. We have also included a column with the suggested templates to support each of the Standards

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

Standard 1 - Visibility and Suitability

The organisation demonstrates: commitment to partnership working with local CLD providers and FE/HE institutions; an inclusive approach to the effective marketing of the programme; the values and principles of CLD are embedded in the programme.

The organisation must direct the approval panel to the appropriate evidence in the submission document:

No	Criteria	Template or page to support the evidence process
1.1	Link to website giving details of the educational provider and the relevant School that programme sits in.	
1.2	List of Partnerships in the CLD Sector	
1.3	The promotional strategy and data for sustainability and viability of the programme (support from Senior Management within educational provider)	

Standard 2: Equality and Diversity

The organisation models and promotes equality and diversity in their own practice and this informs the Student CLD Practitioners' practice.

The organisation must direct the approval panel to the appropriate evidence in the submission document:

2	Criteria	Template or page to support the evidence process
2.1	Where can reference be found to equality and diversity within your submission document with:	
	1) a Student CLD Practitioner focus and	
	2) a Staff focus	

Standard 3: Participant Standard

The selection process ensures participants understand and are committed to the field of community learning and development and are made aware of the progression routes available to them.

The organisation must direct the approval panel to the appropriate evidence in the submission document:

3	Criteria	Template or page to support the evidence process
3.1	Details of the selection process and how this involves input from those in the CLD sector (e.g. through the interview process)	
3.2	Level and type of experience required to enter the programme	
3.3	Evidence of commitment to working in the community learning and development sector	
3.4	Evidence of learning ability appropriate to the academic requirements of the programme	Template 3 – Pre placement preparation.
3.5	Mechanisms for assessing the learning ability of potential Student CLD Practitioners with experience, but few or no educational qualifications	Resource on RPL process to be created.
3.6	What procedures and mechanisms are there for articulating prior learning or experience and giving credit exemptions towards the programme? CLDSC would recommend that if a HNC (or equivalent) type of CLD qualification is being used to consider direct access to year 2 of the programme that the qualification should be approved by CLDSC. For further detail on this standard including any possible direct entry to year 3 please refer to CLD Professional Approval Standards document section 3.4	
3.7	What progression routes are participants made aware of?	

Standard 4: Content/Structure/Mode Standard:

The content and structure of the CLD programme reflects current policy and practice of CLD and practice placements comply with CLDSC requirements.

The organisation must direct the approval panel to the appropriate evidence in the submission document:

4	Criteria - (QAA benchmark statement Nov 2019 – sections 4, 5, 6 and 7 provide useful information)	**Template or page to support the evidence process**
4.1	The broad audience for the programme and: - how that audience was identified, - details of consultation with employers, providers and other stakeholders as per QAA 2.1	
4.2	As per QAA 4, **Detail how the programme reflects and refers to:**	
4.2.1	- Current and historic policies, theories and strategies	
4.2.2	- Practice and thinking in community learning and development.	
4.2.3	- The 3 contexts of CLD practice	
4.2.4	- Any options for modules and why these are considered appropriate for a CLD degree	
4.2.5	- The values and principles of CLD in design and delivery	
4.2.6	- SCQF level (or notional level) and length of the programme,	
4.2.7	- How and where are QAA Benchmarks referenced within delivery of the programme	
4.2.8	- Detail the National Occupational Standards used within this programme	
4.2.9	- What processes are followed before, during and after practice placement?	

4.2.10	Detail how self-management and critical reflection on practice fostered as referenced	
4.3	Map the seven CLD competences against learning outcomes. (it is not necessary to map to the level of indicators)	
4.4	Induction includes an input by CLDSC (Virtual or face-to-face) to introduce (this list in not exhaustive): ● What is CLD and who is the Professional Body? ● Competences, ● CLD Code of Ethics, ● CLD values and principles ● registration ● mutual recognition ● CLDSC have an e-reader available ● i-develop and ● CLD Professional Practice Placement Standards	
4.5	Supervised Practice: - include the extent of supervised practice-based learning within the course. Details can be found in a table within the Approval Standards document 2.2	Template 1 Student CLD Practitioner(SCLDP) Welcome letter, Template 3 Pre placement Preparation, Template 4 Placement Contract, Template 5 SCLDP PL planning, Template 6 SCLDP Goal setting, Template 7 SCLDP Goal log, Template 8 SCLDP Goal review
4.6	How are practice placements identified and developed? Provide details of the arrangements for maintaining up-to-date placement agency profiles and provide lists of the potential placement agencies to CLDSC. Ensure you have sought permission from these agencies to share this information with CLDSC.	
4.7	What approach is taken to provide awareness of securing improvement through self-evaluation using a range of frameworks such as How Good is our Community Learning and Development and LEAP?	

4.8	How does the programme enable Student CLD Practitioners to demonstrate and foster essential digital skills in their practice	
4.9	Please include details of the intended balance of contact and non-contact time for the programme	
4.10	Full details of Unit/module materials must be made available during the visit (Virtual or face-to-face), along with a comprehensive selection of resources, references, reading lists, texts and 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.

There is an option for participants and delivery team to prepare a short presentation (no more than 20 mins) on the key documents within the programme that demonstrate CLD focus.

This must be agreed with the Approval Officer before the approval event and could be provided to the panel to consider in advance. | |
4.11	Delivery of CLD programmes within institutions must be from a staff team that is predominantly CLD Qualified and has a ratio of no less than 1 permanent member of teaching staff to 20 FTE students. Normally this means one full-time member of CLD-qualified core staff per full-time year group. Sessional staffing should not exceed 30% of the FTE staff. It is recommended that appropriately qualified staff are registered with CLDSC.	
4.12	How will students be guided to use the CLD Professional Practice Placement Standards on entry to the programme?	
4.13	What is the process for obtaining PVG (or equivalent) before practice starts?	

Standard 5: Staffing Standard (both academic teaching staff and practice placement supervisors)

The teaching staff and practice supervisors have the required CLD Qualification and experience as specified by CLDSC requirements

The organisation must direct the approval panel to the appropriate evidence in the submission document:

5	Criteria	Template or page to support the evidence process
	For Teaching Staff:	
5.1	Provide details of the qualifications and experience (including CLD experience and publications) of staff delivering on the programme	Template 2 Before considering to offer a Practice Placement opportunity to a SCLDP Practitioner, Templates 3 – 8 as detailed above
5.2	Arrangements for on-going CLD focused/related Professional Learning (CPD) and the support provided to enable the teaching staff to stay up to date with current CLD policy and practice	
5.3	Each module in the programme should be listed and detail which are delivered by CLD Qualified staff and which are delivered by non CLD Qualified staff.	
	For Practice Supervisors:	
5.4	Practice Placement within the programme is supported by CLD Qualified Practitioners who are Registered Members of CLDSC. **(Where this is not the case, the provider must detail the mentoring process in place to support this situation. The mentor must be a Registered Member of CLDSC and in line with QAA 6.6, mentors must be fully briefed by the higher education provider and therefore the mentor must not be a member of the teaching staff. The signing off of the Student CLD Practitioner as satisfactory will be responsibility of the mentor in discussion with the practice supervisor)**	

5.5	What support/learning in relation to practice placement supervision have practice placement supervisors undertaken?	
5.6	How does the Educational Provider ensure that CLD Professional Practice Placement Standards are supplied to and used by the Practice Placement Supervisors? Where Educational Providers own Guidelines are used how are links made to these CLD Practice Placement Standards?	
5.7	Detail the interaction with the Employers of Practice Supervisors, including but not limited to: - promoting the importance/benefit of offering a CLD Practice Placement opportunity - ensuring that the employer can provide the appropriate support, opportunity and time to the Student CLD Practitioner and the Practice Placement Supervisor - give recognition of the additional responsibility undertaken by the Practice Placement Supervisors - agreeing to be added to a placement opportunity database held by CLDSC	Template 2 Before considering to offer a Practice Placement opportunity to a SCLDP Practitioner, Templates 3 – 8 as detailed above
5.8	Provide an example of the Practice Placement Agreements entered into with the supervisors and explain the timeline associated with this	
5.9	How does the Educational Provider co-ordinate the placement/ practice learning and the assessment reports/feedback process. Please refer to these CLD Professional Practice Placement Standards for suggested templates	
5.10	Details of the exchange of information between the educational provider and the practice placement. Is the appropriate Data Sharing agreement[2] in place to ensure relevant information is shared with CLDSC (where appropriate)?	

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[2] Data sharing DETAILS TO BE ADDED TO DOCUMENT ONCE FORMAT AGREED

Standard 6: Assessment Standard:

The Assessment process of CLD learning and practice is of high quality and ensures Student CLD Practitioners are leaving as professionally competent CLD practitioners.

The organisation must direct the approval panel to the appropriate evidence in the submission document:

6	Criteria - QAA section 6 provides useful reading	Template or page to support the evidence process
6.1	Detail the nature of the evidence required for: - academic learning - placement learning	
6.2	Detail the level of performance to be achieved in - Academic setting - Placement setting	Template 9 SCLDP Activity record, Template 10 during placement checklist Template 11 Meeting agenda Template 12 Practice Hours log Template 13 Post Practice Checklist Template 14 ongoing practice review report Template 15 Final review report
6.3	Provide details of the range of feedback strategies that will be used	
6.4	Provide details of the appeals procedures for all elements of the programme	
6.5	Provide details of the arrangements that are in place to provide assistance to learners who are struggling to meet the level of performance both academic and practice based learning	
6.6	Assessment in relation to Practice Placement Element in order to become a CLD Competent Practitioner. The QAA Youth and Community Benchmark Statement 2019 section 6 provides useful guidance on Teaching, Learning and Assessment	
6.6.1	How does the practice supervisor provide assessment of Student CLD practitioners practice and "fitness to practise" in a Professional CLD Sector?	Template 9 SCLDP Activity record, Template 10 during placement checklist

6.6.2	Detail process followed when Student CLD Practitioner fails or is heading to fail practice element of programme including relevant communication processes with stakeholders	Template 11 Meeting agenda Template 12 Practice Hours log Template 13 Post Practice Checklist Template 14 ongoing practice review report Template 15 Final review report
6.6.3	Detail the process and guidance provided to practice placement supervisors regarding assessment QAA 6.6 – 6.9	

Standard 7: Support Standard:

Adequate and appropriate administrative, educational and pastoral support is given to ensure effective learning and teaching is provided. Allowing for a positive, quality experience for Student CLD Practitioners

The organisation must direct the approval panel to the appropriate evidence in the submission document:

7	Criteria	Template or page to support the evidence process
7.1	What resources and facilities are available to support the CLD programme and Practice placement?	Templates 10 – 15 as detailed above
7.2	Detail how access to appropriate levels of technology and media resources is achieved	
7.3	What administrative and clerical support is provided to ensure effective delivery of the programme? How do you ensure this is sufficient?	
7.4	What pastoral support is made available and how is this promoted to the students	

Standard 8: Monitoring and Evaluation Standard:

Effective external mechanisms in place to obtain feedback from all stakeholders to ensure the CLD learning programme remains contemporary and relevant and reviews the quality of provision

The organisation must direct the approval panel to the appropriate evidence in the submission document:

8	Criteria	Template or page to support the evidence process
8.1	The internal arrangements for critical appraisal	
8.2	Detail process for sharing changes to the programme with CLDSC.	
8.3	Detail how the views of all Stakeholder and sectors are captured and implemented including mangers, practitioners, supervisors, Student CLD Practitioners, actual or potential employers (statutory or voluntary) and external examiners	Feedback to CLDSC on this document
8.4	Provide detail of the procedures for appointing external examiners and/or assessors with knowledge of the theoretical and practical competences required in Community Learning and Development	
8.5	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.	