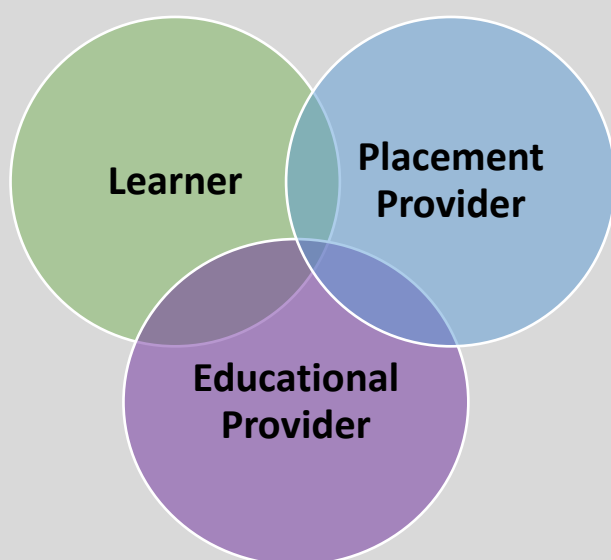


# Guidelines for Professional Practice Placement in Community Learning and Development



2016 issue

# Guidelines for professional practice placement in Community Learning and Development

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## **1 Foreword**

**Quality as a concept may be hard to define but when we experience it, we absolutely know it. We share our story with others and are keen to model, repeat and enhance. Thus it is the notion of quality that sits at the heart of these Guidelines for Professional Practice in Community Learning and Development (CLD).**

**As the professional body, the CLD Standards Council for Scotland's mission is to drive high standards of professional practice. In carrying out this mission, the Standards Council seeks to involve educational partners in communities and in further / higher education. Through the Approvals process, the CLD Standards Council continues to protect and promote the importance of placement within programmes of professional study in order to ensure that they fully prepare students for practice. The Standards Council places great importance in maintaining the 60/40% balance between academic and placement time.**

**Accordingly, further to a CLD Standards Council placement seminar, comprising practitioners, students and academics, the Professional Placement Review Group was formed. Building on the well-established placement system of strong co-operation and exchange, these Guidelines were developed to create a set of guiding principles for placement practice.**

**This document therefore offers a good practice guide for CLD Students, Placement Agencies and Educational Providers. It acknowledges the diversity of practices by considering what constitutes a CLD placement and defines the roles and responsibilities of everyone involved.**

**What follows is a comprehensive guide that promotes quality placement experiences for students, placement providers and educational establishments. This is essential as we aim to ensure that the communities of Scotland are served by experienced CLD practitioners who have undertaken quality professional learning. We should expect nothing less.**

**Marion Allison  
Head  
CLD Standards Council for Scotland**

## Context

The need for a guide which could reflect the diversity of placements and practice learning across Scotland has been identified for some time and it is hoped that this can provide support and contribute to ongoing dialogue and developments.

Placements require a strong partnership between learners, the field of CLD practice and educational providers.

Clarifying roles and responsibilities and promoting consistent good practice are central to this partnership.

These national guidelines have been created by the following individuals who have worked collaboratively on this resource:

Susie Bisset, Approval Officer, CLD Standards Council for Scotland

Janette Devlin, Training & Volunteer Development co-ordinator, Community Links Scotland

Pete Glen, Lecturer, University of Dundee

Lynn Taylor, Lecturer, Glasgow Clyde College

Amanda McDonald, Placement Co-ordinator, University of Glasgow

Vernon Galloway, Lecturer & Programme Director, University of Edinburgh

Annette Coburn, Lecturer, University of West of Scotland.

## Definition of Terminology

Over the course of many years the terminology used across education providers and the field of practice has changed therefore for clarity the following definitions will be used:

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

**Learners:** for the purposes of this document a learner is intended to include students undergoing placement practice as a result of their college or university programme or a volunteer who may be undertaking learning as part of their work within an organisation.

**Placement:** the setting and the time that learners are out of their place of learning and based in agencies and organisations.

**Placement Provider:** an organisation who has the ability to support a CLD learner and who has agreed to complete the plans and programme of learning associated with a practice placement learner.

**Practice Learning:** the learning that happens within placement

**Practice Research:** the practice based action research and projects carried out by final honours year students

**Supervisor:** the agency practitioner who assesses the learner’s ability, skills and competence whilst on placement or their professional competence whilst carrying out practice research.

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

**Work-based Learning:** the context where a learner engages in a distanced, part- time or online programme undertaking study which requires them to integrate learning for a degree or diploma primarily in their workplace.

**The above points on terminology should be read in conjunction with the refreshed Guidelines for the Professional Approval of CLD learning programmes (CLDSC, 2016) and the Guidelines for Approval of CLD Learning Programmes: Developmental (CLDSC, 2016)**

If there are other definitions that would be useful to include please detail below:

## Introduction

### What is a Community Learning and Development Placement?

Learner professional practice placement is a process of experiential and contextual learning which involves a partnership between the placement agency, the learner and the educational provider.

Professional education involves the provision of opportunities for the emerging CLD professionals to develop the philosophies, specific knowledge, skills, attitudes and values of the community learning and development profession.

Professional practice placements in settings that represent the diverse scope of contemporary community learning and development practice will help to prepare learners for the multiple future roles that they may encounter upon graduation.

Placements take many forms:

- Full-time block placements take place over various time periods and involve the learner in an immersive professional experience.
- Part-time placements can take the form of an induction process or a longer term professional experience with fewer practice hours per-week.
- Work-based placements allow learners to use employment as a form of supervised practice.
- Research based internships or research projects

What other kinds of placement opportunities exist in the field? How might we change the common-sense view of what a placement is? For example, how might a group placement work? Are there possibilities for taking a placement opportunity abroad?

Providing an effective and rewarding educational experience for a learner can bring clear benefits for the 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 learner learns about the agency. Having a learner 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 everyone to learn and reflect in a collaborative, mutually respectful, open, flexible and supportive manner

But don't just take our word for it, here are some quotes from students and practitioners:

*'It provides students with the opportunity to put theory into practice, in real life situations. It is simple to read about how to deal with situations but things rarely happen that simply in the field. Furthermore, it provides students with the opportunity to experience the job first hand, decide if they like it, if they are good at it and how they would change it. It produces a more rounded worker.'* (Placement provider response)

*'Acting as a sounding board for the learner as they learn about themselves, connect their practice to theory and compare/contrast their learning environment with their own working experiences.'* (Learner response)

*"Students who take time to build relationships and networks whilst on placement can use these later for further research and placement opportunities."*(Tutor response)

*'Supporting students to meet competences: to make sure that if there is a problem, they tell the learner early enough for them to act on it and improve practice.'* (Placement provider response)

*'Personally I feel that the most effective aspects of the supervisor's role was the weekly support....This was very effective for me as it helped to ensure me that I was on the right track and hitting the deadlines on time. I feel that it was also effective for my supervisor as it allowed for them to stay updated on my progress and to ensure that I was working effectively.'* (Learner response)

*"one of the most rewarding experiences happens when you hear practitioners and students talking about interesting and challenging practice that is making a difference in local communities."* (Tutor response)

*'Placement - The work involved for the learner is representative of real life working experience. They are supported to work to a set of ethical standards, convert theory to practice and in addition meet placement organisational need. The learner experiences a diverse scope of community development work which helps them prepare for the varied type of roles that they could progress onto. The organisation gains an opportunity to stay fresh and keep practices updated, be challenged and*

*allows the organisations to increase capacity to provide crucial front line services.'*

(Placement provider response)

*"visiting the learner and supervisor in the organisation at the midway point of placement enables me to see how the learner is being supported, and importantly, how learning is taken place and evidenced"* (Tutor response)

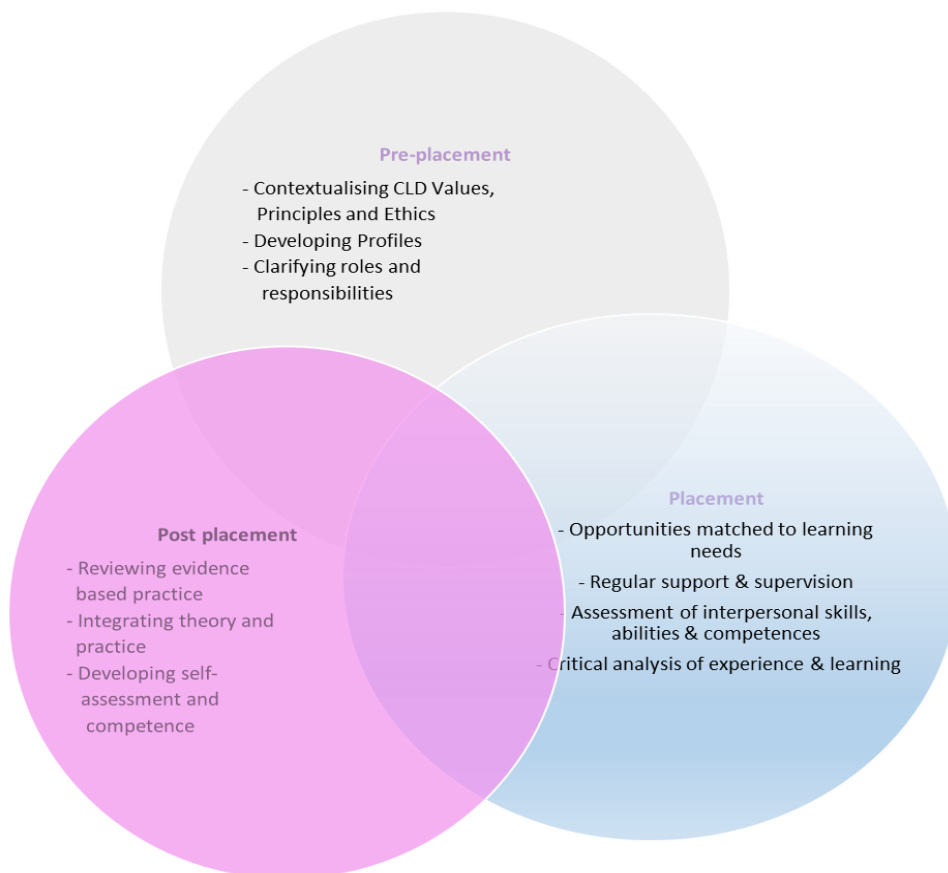
Learners and Practice Supervisors can benefit by:

- 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
- assisting with projects that might not otherwise have been possible
- working on evidence based practice activities
- supporting and enhancing the future of the community education profession
- contributing to the maintenance of good standards of practice
- providing opportunity for the Supervisor to model sound professional and ethical behaviour
- giving the Supervisor the satisfaction of seeing the learner improve
- providing a fresh professional challenge by seeing practice from a different perspective
- introducing new and contemporary ideas from recent literature
- enabling assessment of students for future recruitment potential
- increasing organisational provision
- developing and updating resources through their work and their research
- assisting with quality assurance activities
- developing staff supervision and training skills
- developing staff skills in organisational & time management
- supporting the maintenance of supervision skills
- promoting diversity in the workplace
- building experience of practice and of supervising a student

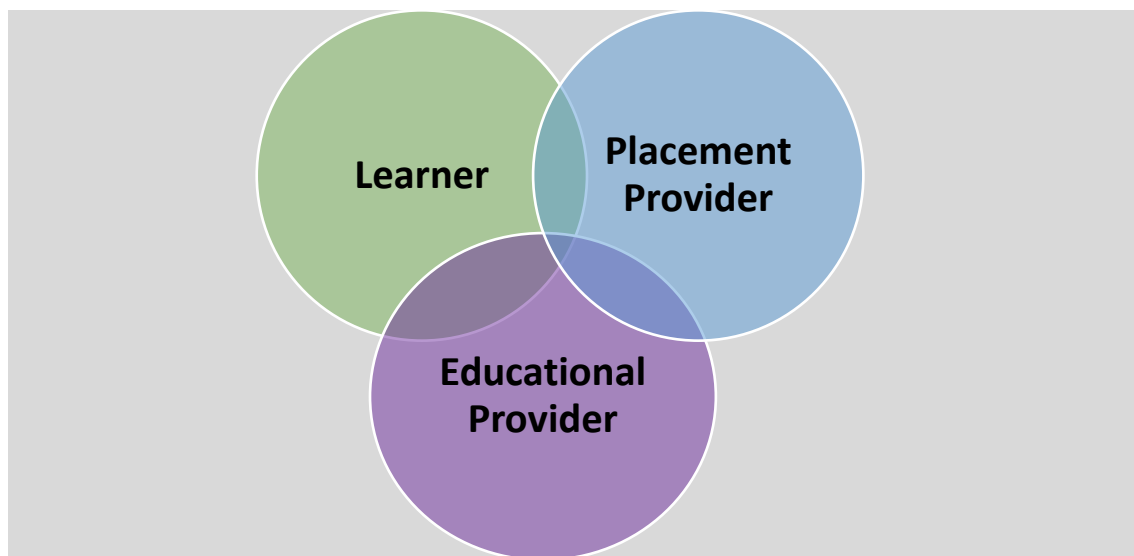
Are there other benefits that are accrued through participation in placement learning?  
Consider what the benefits to providing a placement might be? What impact might these benefits bring to you or your organisation?



## Placement Partnership



The above diagram suggests areas to be considered pre-placement, during placement and post placement.



The diagram above shows how each of the partners connect with each other in a Professional Learning Context. Each of the partners in the professional practice placement process has a particular role to play in ensuring the success of the learning opportunities

offered throughout the placement experience. We offer the following guidelines as a starting point for discussion of these particular and complementary roles.

### **1. Practice Placement Providers**

A good placement agency is one that has thought seriously about the implications of taking a learner into their organisation. Of course learners almost always add to the capacity of the organisation by bringing extra resources but they also create demands in terms of staff time and space.

Staff time – learners require the attention of their supervisors in the form of regular, structured supervision sessions. In the case of full-time block placements this can require one to two hours of a supervisor’s time each week. This means that supervision cannot be simply added on to a supervisor’s workload but must be accommodated into the supervisor’s working week. Time must be created to accommodate the supervisory role.

Space – Host agencies are asked to think about the physical accommodation of the learner. Where possible the learner should be offered their own work space and technology but we recognise that there may be particular arrangements that apply to all staff and learners would normally be expected to fit in to these arrangements.

Beyond these practical considerations there is also a need for the agency to prepare itself as the context within which a learner can be supported. Learners often challenge convention, ask awkward questions and propose apparently naïve solutions. All of these things can challenge the openness of any agency to think differently about itself and the way it does things. It is not just the supervisor who needs to prepare for these eventualities but the whole of the agency’s staff, all of whom may be required to take on a tutoring, mentoring or coaching role in relation to the learner in their midst.

Take time to reflect back to your own time as a learner. What were your hopes, fears and expectations of your placement experience?

The central commitment from the agency is of course the time of the placement supervisor. This commitment will vary depending on circumstances but what follows is an indication of the kinds of multiple roles the supervisor may be called on to perform.

### **Roles of the Placement Supervisor**

There is no one correct way to be a Professional Practice Placement Supervisor. How we undertake the role depends on many things, not least your own style of supervision and the learning needs of the student. Supervisors perform many different roles during the process of enabling a student's learning, some of which are listed below:

- **Facilitator:** Depending on the experience of the student, the supervisor might simply be required to facilitate the placement learning process by providing the context to enable the learner to reach their goals.
- **Role Model:** Students will look to their supervisors as role-models as they learn through observation of the professional in practice, shadowing their supervisor and other professional staff to see how they deal with the challenges of practice.
- **Coach:** It is often crucial to the student's learning that they are offered the opportunity to work alongside their supervisor on shared projects in order that the supervisor can advise and coach in the midst of the practice setting.
- **Motivator:** Learners often come to the placement experience unsure about their abilities and feeling inexperienced and vulnerable. In these circumstances supervisors become a crucial source of motivation in helping to build learner confidence by affirming the learners' abilities while positively pointing them towards developing their skills and thinking for the future.
- **Mentor:** It is crucial to the student's development that they receive good advice to help them develop their analysis of practice situations. Supervision which helps the learner to share their analysis and get well-structured feedback is key to the student's development.
- **Educator:** It is really important that professional practice supervisors see themselves as professional educators and as teachers for periods of the placement period. Learners benefit from structured teaching sessions in which professional staff engage them in critical dialogue about things like the latest policy developments or the methods that they use in their work.

**Additionally, being a supervisor is about carrying out the following roles:**

- **Manager:** ensures a smooth, planned and motivating placement
- **Observer:** actively monitors learner performance, participants response and learner participant interaction; acknowledges learning style
- **Instructor:** allows opportunity for questions, carefully listening; attention to learning style; teaching new skills; giving clear explanations.
- **Counsellor:** allows time for support and feedback; is a mutually educative exchange,

- offers problem-solving, ensures privacy, maintains appropriate role boundaries.
- **Assessor:** analyses performance merits and problems; timely in identifying learning needs; relies on keen observation and documentation of observations; expectations are clear, certifies pass/fail assessment.
  - **Feedback:** provides recommendations for improvement, is timely; relates to remediable behaviours; takes place in written, verbal, direct, indirect and peer feedback styles.

Each of the partners in the professional practice placement process has a particular role to play in ensuring the success of the learning opportunities offered throughout the placement experience. We offer the next few sections as guidelines as a starting point for discussion of these particular and complementary roles.

There are various levels of approved qualifications in CLD which require a minimum of 40% - 50% practice learning experience. This means that providers will adhere to a code of practice for their particular context whether the programme is delivered in Higher Education (HE) or Further Education (FE). Different criteria may apply to each programme and would be considered when a programme sought approval from CLD Standards Council for Scotland.

The following helps to assure the quality of the placement experience among all three partners.

*‘Clearly defined policies and procedures for securing, approving and/or allocating work-based or placement learning help an awarding institution ensure that, where applicable, any partner providing a learning opportunity can deliver these appropriately and has the capacity and capability to assist students to achieve the intended learning outcomes’ (QAA,2007).*

## 2. Guidelines for Placement Providers

### Pre placement

- Participate in the supervisor development meeting/seminar offered by the educational providers.
- Liaise with the learner and tutor to agree a practice learning plan and arrange induction.
- Keep in contact with the academic tutor (as required) about any concerns/queries or progress in fitness to practice.
- Provide a range of practice learning opportunities and a supportive environment in which to coach and support the learner in their learning and professional development.
- Carry out a risk assessment/checklist of duty of care for the learner whilst they are on placement.

### During placement

- Support the learner to critically reflect on their practice.
- Meet the learner on a regular basis to give structured support, feedback and guidance.
- Complete the necessary practice feedback reports (assessed/non-assessed).
- Monitor, progress, attendance and timekeeping.
- Ensure provision of a placement which provide learners with professional experience of the current challenges and opportunities in CLD practice.
- Create opportunities for planning, implementing and evaluating CLD practice with individuals, groups and communities.
- Provide regular space/time for dialogue, support and mentoring between learner and supervisor.
- Provide a learning environment where challenges for the learner are balanced with support from the supervisor, team and partner agencies.
- Undertake ongoing negotiation and review between learner and supervisor in relation to CLD competences/indicators and how these are being demonstrated and evidenced.
- Work towards Increasing learners' ability and application of reflective practice by developing and modelling praxis.
- Assess the learner and provide structured feedback around relevant and measureable learning outcomes.
- Give clear and timely feedback to any learner and educational provider if it appears that the learner is not meeting the standard to achieve a pass grade. Create a development plan, so that the learner can work towards achieving a pass before the placement ends.

### Post placement:

- Provide the necessary report on placement and reflect on the process.

- Provide evaluation/feedback to educational provider on any improvements to the learning.

Teaching and learning will enable post placement opportunities for learners and tutors to:

- Review the application of placement/practice learning to programme/module learning and studies,
- Continue critical analysis, appraisal and acknowledgement of competence based practice,
- Facilitate the dissemination of the learners' experiences.

### **Prompt for interactive dialogue**

How does this resonate with your agency or learning context? Is it very different? What are the complexities of the processes behind this partnership? What learning or staff development opportunities might this bring?

### 3. Guidelines for Learners

#### Pre-placement

- Meet with their academic Tutor to identify suitable professional practice placement opportunities that are attuned to their professional learning requirements.
- Meet with potential placement agencies/providers to determine compatibility negotiate and implement learning programmes with participants in the agency.
- Arrange an initial placement/practice visit where the learner and supervisor should discuss the practice learning experience and complete the agreement/plan and an agreed timescale.
- Undertake planning and preparation for the placement experience.
- Undertake an Induction and work within the practice agencies' conditions of employment.
- Observe standards of behaviour and professional conduct required of them and be aware of the educational provider's fitness to practise.

#### During placement

- Be prepared and participate in regular supervisory meetings.
- Be responsible for meeting the required amount of placement/practice hours.
- Liaise with your tutor and supervisor to arrange assessment visit to practice setting.
- Undertake the necessary assessment outlined in the course.
- Explore linkages between conceptual frameworks and approaches to practice.
- Identify structured time to provide appropriate recordings about analysis of practice, project progress and areas for possible development.
- Share perspectives from their studies with their supervisors.
- Negotiate and contract a work programme that reflects professional learning needs.
- Engage in individual and small group work with participants in the agency.
- Develop skills in planning and evaluation.
- Experiment with techniques of deliberation and reflection.
- Draw from the range of key CLD indicators/competences and evidence practice accordingly.

#### Post placement:

- Share your experience with other students and the placement agency.
- Continue to review and self-assessment your own professional learning and areas for future academic and professional development.

### **Prompt for Dialogue**

As a learner what are your hopes, fears and expectations for your practice placement? Is there anything to add, change, delete from the information above?



## 4. Guidelines for Educational Provider

### Pre-placement:

- Produce practice/placement guidance documents – handbook for learners and placement providers; placements forms, such as assessment forms; information on the placement review process; placement evaluation.
- Develop networks with the placement providers to secure quality placements and practice opportunities.
- Organise staff development opportunities for supervisors/tutors.
- Co-ordinate the placement/ practice learning and the assessment reports/feedback process.
- Establish clear lines of communication with the placement agency.
- Oversee the learner practice learning plan.
- Secure a variety of relevant and supported placement opportunities for learners at various stages/year groups within the academic programmes.
- Create agency and placement opportunity profiles to support the matching, visiting and negotiation of placements.
- Provide pre-placement learning seminars for learners and practitioners.
- Negotiation (where necessary) between the learner and supervisor to create a learning contract (Placement Learning Plan) which matches learners needs to agency opportunities.

Teaching and learning is focused on learners gaining an understanding and knowledge base which includes:

- CLD practice – broad range of diverse contexts, partnerships and settings.
- Knowledge and understanding of the CLD ethics, values, and principles.
- Understanding of the importance and application of the CLD competences to contemporary practice.
- The importance of developing the ability to demonstrate effective and reflective practice.
- The ability to review and create a learner profile to be shared with prospective agencies and practitioners.
- Ability to reflect and refer to current policies, practice and thinking in community learning and development.
- Knowledge and understanding of relevant policies, frameworks and legislations & their influence in driving practice.
- An awareness of ability to register as a member of CLD Standards Council for Scotland.
- An awareness of i-develop as a tool to support professional learning.

### During Placement:

- Provide on-going learner support in order that the learner can optimise the learning experience.

- Undertake visits as required.
- Review the learners learning plan, fitness to practice, and support supervisor and learner if there is a need for a development plan.
- Undertake the necessary assessment outlined in the course.
- Provide opportunity for any general issues to be raised by all parties.

**Post Placement:**

Teaching and learning will enable post placement opportunities for Students and tutors to:

- Review the application of placement/practice learning to programme/module learning and studies.
- Continued critical analysis, appliance and acknowledgement of competence based practice.
- Facilitate the dissemination of the students' learning experiences and application to continuing academic and professional progression.

How does this resonate with current processes? Is it very different? Is there any work that could be done to support the partnership?

## 5. Who does what?



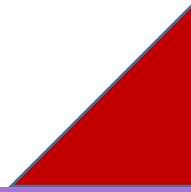
**Checklist for Good Practice before during and after placement**

<b><u>Key Point</u></b>	<b><u>Who should be involved/actioning/considering</u></b> <b><u>L = Learner, Educational Provider = E and Placement Provider = P</u></b>			
<b><u>Pre – Placement – contextualising CLD values &amp; principles &amp; ethics, developing profiles and clarifying roles and responsibilities</u></b>	<b><u>L</u></b>	<b><u>E</u></b>	<b><u>P</u></b>	<b><u>Notes</u></b>
Produce practice/placement guidance documents – handbook for learners and placement providers; placements forms, such as assessment forms; information on the placement review process; placement evaluation.		✓	✓	
Develop networks with the placement providers to secure quality placements and practice opportunities. Ensure permission is available to share information with CLDSC.		✓	✓	
Staff development opportunities for supervisors/tutors		✓	✓	
Establish clear lines of communication with the placement agency		✓		
Meet with potential placement providers to determine compatibility negotiate and implement learning programmes with participants in the agency	✓	✓	✓	Create a template to support this area?
Meet with potential placement providers to determine compatibility	✓		✓	
Discuss the practice placement experience and complete the agreement plan	✓	✓	✓	Create a template for this area?
Undertake planning and preparation for the placement experience	✓		✓	

<u>Key Point</u>	<u>Who should be involved/actioning/considering</u> <u>L = Learner, Educational Provider = E and Placement Provider = P</u>			
<u>During Placement – Opportunities matched to learning needs, regular support &amp; supervision, assessment of interpersonal skills, abilities &amp; competences, critical analysis of experience &amp; learning</u>	L	E	P	<u>Notes</u>
Induction available and undertaken by learner and clear details provided around work within the practice providers conditions of employment	✓		✓	Induction training, fitness to practice.
Support learner to reflect on their practice		✓	✓	
Meetings arranged between practice provider, tutor and learner as and when appropriate	✓	✓	✓	
Provide a range of practice learning opportunities and a supportive environment in which to coach and support learner in their development including areas such as: <ul style="list-style-type: none"> <li>• CLD Ethics</li> <li>• Values and Principles</li> <li>• Competences</li> <li>• I-develop</li> <li>• Awareness of ability to register with CLD Standards Council</li> <li>• Critical reflection on practice</li> <li>• Self-evaluation and tools available to support this</li> </ul>		✓	✓	i-develop resources available to support this Resources available on CLDSC website
Prepare for and participate in regular supervisory meetings to ensure structured support, guidance and feedback are available	✓	✓	✓	
Ensure the required amount of placement/practice hours completed	✓	✓	✓	
Liaise with tutor and supervisor to arrange assessment visit to practice setting	✓			
Oversee the learner practice learning plan including ensuring hours of practice are met		✓	✓	
Explore linkages between conceptual frameworks and approached to practice	✓			

<u>Key Point</u>	<u>Who should be involved/actioning/considering</u> <u>L = Learner, Educational Provider = E and Placement Provider = P</u>			
<u>Post Placement</u> – reviewing evidence based practice, integrating theory and practice, developing self-assessment & competence	L	E	P	<u>Notes</u>
Practice feedback reports (formative and summative) in working towards successful completion of final assessment.			✓	
Sharing of placement experience including any suggested changes and/or improvements	✓	✓	✓	
Provide recordings about analysis of practice, project progress and areas for possible development.	✓		✓	
Creation of professional learning plan	✓		✓	
Evaluation	✓	✓	✓	

Would this checklist be useful? Is there anything missing, needs to be amended or tweaked?



## 6. Information Support & Guidance

This section is intended to signpost learners, placement providers and educational providers to information, support and guidance that will assist in bringing a mutually beneficial and successful conclusion to the placement learning process. In addition to the list of resources included in Appendix one, each educational provider will also be mindful of their in-house support structure, relevant assessment, support and guidance information on the placement requirements.

The CLD Standards Council standard of a minimum of 40% of theory to practice experience confirms the importance of placement learning in all programmes of study. The following notes show expectations for the kind of support and guidance that is expected in taking forward this important aspect of educational progression.

### Educational Providers

- Ensure that staff who are employed by learning providers for the prime purpose of delivering Community Learning and Development learning programmes should be professionally trained in Community Learning and Development or have been granted recognition as a Registered Member of CLD Standards Council for Scotland and have recent and relevant experience.
- Offer supervisors a clear understanding of the roles, responsibilities and expectations for supporting a learner in professional practice in order that their responsibilities for placement learning are clearly defined.
- Secure a formal agreement to ensure the placement supervisor can demonstrate an ability to fulfil the responsibilities according to the level of skill and experience required.
- Ensure that the intended learning outcomes of the placement contribute to the overall aims of the programme of study.
- Guarantee that any assessment of placement learning is part of a coherent assessment strategy. Ensure that the nature and scope of the placement is consistent and appropriate to the stages of the students learning journey.
- Encourage practice learning outcomes aligned to the competences and other relevant standards with the expectations that the practice learning experience provides opportunities to link theory to practice.
- The flow and process of the practice learning experience – tripartite/3 way relationship will vary from institution but there is a requirement of at least one meeting.
- In feeding back to learners’ placement supervisors and educational providers will demonstrate understanding of the curriculum and benchmark statements for CLD as well as the rationale and content for the FE/HE programmes.
- They will also provide clear information on action to be taken if the educational provider, practice provider or learner is experiencing any issues/difficulties.

### **Educational providers will provide learners with:**

- An Induction Handbook - institution specific, with information relating to the course as well as processes ensuring how to access support and guidance and the level & frequency that is available to them.
- A range of relevant course information to be discussed and agreed on the placement learning opportunities/outcomes.
- Appropriate and timely information, support and guidance throughout the placement.
- Information on support that is available in addition to support for course work and the placement process, such as personal, counselling, disability services, technical, and careers advice.
- Information on the rights to intellectual property developed through work based placement.

### **Assessment of Practice Learning**

Assessment of practice learning is important in measuring learners' progress towards developing competence, knowledge and understanding of fieldwork practice. Yet, assessment also helps prepare learners, as lifelong learners, to learn beyond the course requirements and to sustain learning for the longer term (Boud & Falchicov, 2007). There is evidence that people learn more deeply when the planned learning is aligned with the assessment process (Biggs, 2003) and where there are opportunities to build reflective capacities to animate learning through reflection on experience (Boud & Miller, 1996) and to apply knowledge and understanding in authentic contexts (Sotto, 2007). In light of this, assessment of placement learning should:

- Align placement opportunities with learning outcomes that have been defined prior to, or very close to, the start of placement.
- Support learning through alignment between the expected learning outcomes, what is taught and learned and the knowledge, skills and competences that are assessed.
- Utilise a range of methods to assess competent placement practice.
- Demonstrate progression in the complexity and demands of assessment requirements, especially in later stages of the learning programme.
- Ensure that assessments are fair and reliable and that, in the event of a failed placement, students will be provided with a reassessment opportunity.
- Be quality assured by an external examiner, or someone from out with the learning programme, as appropriate.
- Ensures that the involvement of supervisors in the assessment of practice must be clear, (where guidelines for approval indicate this applies) including the passing and failing of learners – note that their authority should normally be no less than that of the other programme Training must be provided by each institution to ensure that all involved in formal assessment are competent to fulfil their role and understand responsibility.



## **Qualified Practice Supervisors**

Where a programme is approved by CLD Standards Council for Scotland it is a standard within the Guidelines for approval that.

- Staff involved in work-based and placement learning are qualified in the field, resourced and competent to fulfil their role and that of practice learning tutors/supervisors. It is a requirement that staff, including but not limited to the supervisor, are given appropriate contact time to support learners with their practice.
- Staff associated with supporting learners during work-based/placement learning should be able to access CPD or appropriate training to regularly update their own learning. The CLD Standards Council website or i-develop can be used to access information on legislation and policies and practice.

### **Placement Providers requirements for staff**

- The guidelines for offering a placement require that the agency should have someone working in it who has a recognised Community Education Learning and Development qualification and a minimum of 2 years post-qualifying experience in the sector. There are cases where people with equivalent qualifications can be considered as supervisors but they must satisfy the student's tutor that they are fully competent. In such circumstances, arrangements should be made to ensure that someone who is qualified acts as a mentor and guide to support the supervisor during the placement and in assessing competence.
- Educational Providers offer a range of training and reflection courses for potential supervisors that are strongly recommended but are not a definitive requirement. While these experiential and educational requirements are important it is equally important that the potential supervisor feel they are ready and able to offer a well-structured and considered educational experience to learners
- Work based learning and placement supervisors need to be informed about the awarding institutions policies and procedures for assuring the quality of learning intended to be derived from the work experience.

## Appendix One

### Reading and Resources

- Bolton, G (2005) *Reflective Practice: writing and professional development*. London, Sage.
- Boud, D.(1999) Situating academic development in professional work: using peer education. *International Journal for Academic Development*. 4 (1) 3-10
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- Boud, D, Cohen, R. & Sampson, J. (2001) *Peer Learning in Higher education*. London, Kogan Page
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- Topping, K. & Ehly, S. (1998) *Peer assisted learning*. Mahwah, New Jersey, Erlbaum Associates.
- Wenger, E. (1998). *Communities of Practice: Learning, Meaning and Identity*. Cambridge: Cambridge University Press.

### **Websites and Useful Weblinks:**

Asset-Based Community Development Institute: <http://www.abcdinstitute.org/>

CAN, Working for Change through Community Development:  
[http://www.canaction.ie/can\\_15/scripts/page/home.php](http://www.canaction.ie/can_15/scripts/page/home.php)

Carnegie Trust, Rural Community Development: <http://rural.carnegieuktrust.org.uk/>

Community development alliance Scotland: <http://www.communitydevelopmentalliancescotland.org/>

Community Development Foundation: <http://www.cdf.org.uk>

CLD Standards Council: <http://cldstandardscouncil.org.uk>

Federation for Community Development Learning [www.fcdl.org.uk](http://www.fcdl.org.uk)

Guidance for Staff Working with Communities:  
<http://www.scotland.gov.uk/Resource/Doc/1046/0086312.pdf>

Infed: <http://www.infed.org/community/b-comdv.htm>

International Association for Community Development: <http://www.iacdglobal.org/>

National Occupation Standards (NOS): <http://nos.ukces.org.uk/Pages/index.aspx>

Partners, Training for Transformation: <http://www.trainingfortransformation.ie/>

Scottish Community Development Centre: <http://www.scdc.org.uk/>

i-develop: <http://www.i-develop-cld.org.uk/>

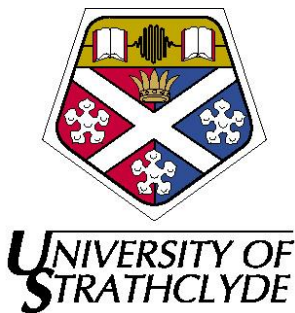
### **Bibliography...**

QAA (2007) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (Section 9: work-based and placement learning - September 2007) accessed at: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/COP9PlacementLearning.pdf>

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