Guidelines for Approval for CLD Learning Programmes: Developmental

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. 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 Guidelines for Approval of CLD Learning: Developmental which these Guidelines explain.

We created the Guidelines for Approval of CLD Learning: Developmental (Developmental Approval route) in response to feedback from a changing, growing and developing sector. This Developmental Approval route is appropriate for courses such as the HNC Working with Communities or the PDA in Youth Work. To proceed with this route, the course must have SQA validation; we then look for the CLD specific elements of the learning. It is a form of quality assurance; programmes that are awarded the Developmental Approval 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.

It is my pleasure to commend these Guidelines to you.

Sheena Watson
Chair of the Approval Committee

Table of Contents

The CLD Standards Council for Scotland

The CLD Standards Council for Scotland is the professional body for everyone active in Community Learning and Development in Scotland. Our vision is one of supporting the continuing improvement of Community Learning and Development practice to provide quality services for communities and individuals across Scotland. Using CLD principles and values we work with our partners to raise standards, increase public satisfaction and achieve sustainable progress.
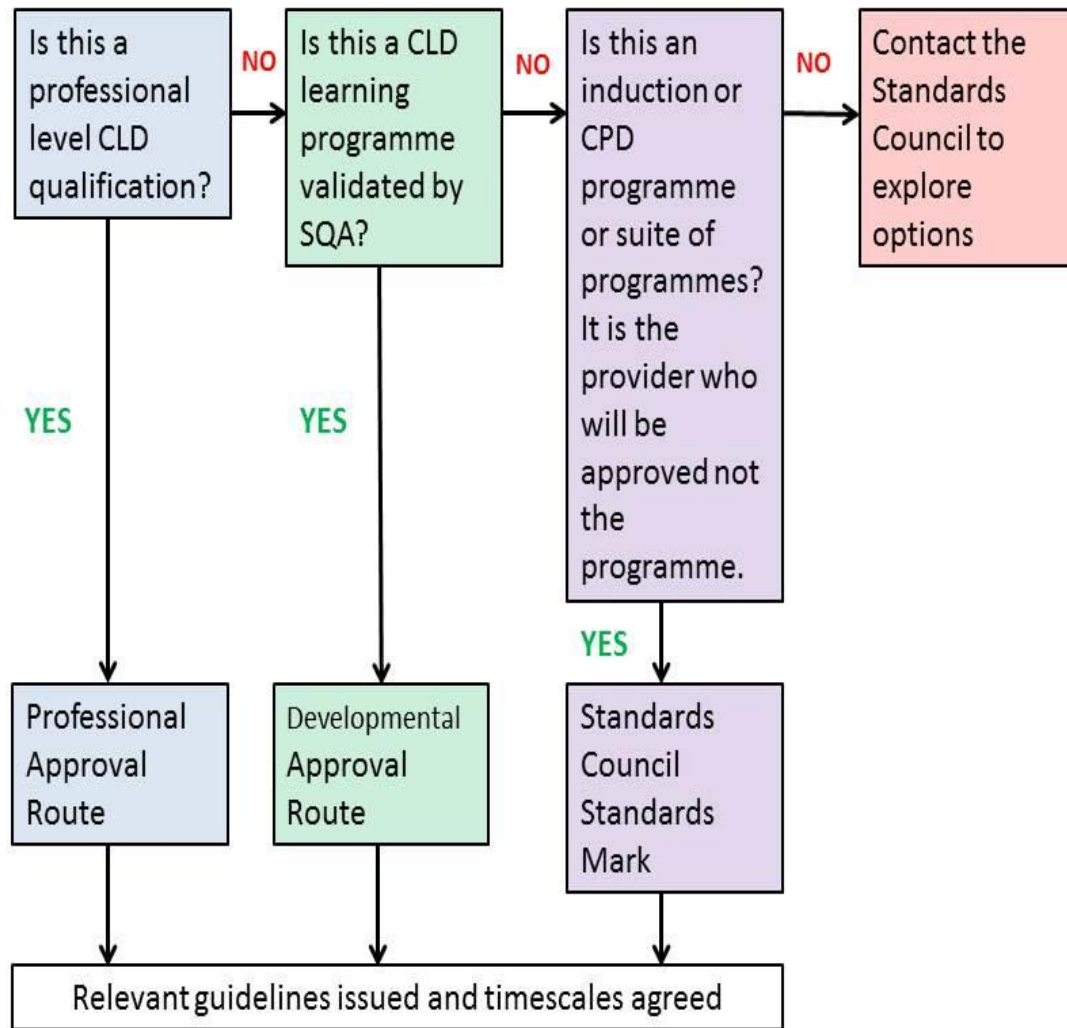
The development of a national body for CLD was a commitment made in the Scottish Executive's report *Empowered to Practice* (2003) which considered the future of CLD learning in Scotland. In June 2004 a Short Life Task Group was convened to consider the development of a practitioner-led body. It recommended 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.

An Interim Standards Council was put in place in 2007 and began a period of development and dialogue with the sector. This led to a strong and positive response across Scotland from practitioners, managers, learning providers, policy makers and others with an interest in developing the sector. In March 2009, the CLD Standards Council was founded and the Cabinet Secretary for Education and Lifelong Learning directed it to:

- Deliver a professional approval structure for qualifications, courses and development opportunities for everyone involved in CLD
- Consider and establish a registration system available to practitioners delivering and active in CLD practice
- Develop and establish a model of supported induction, CPD and learning opportunities

There are now over 60 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: CLD Standards Council website

Which approval route is for me?

Is this a professional level CLD qualification?	NO →	Is this a CLD learning programme validated by SQA?	NO →	Is this an induction or CPD programme or suite of programmes? It is the provider who will be approved not the programme.	NO →	Contact the Standards Council to explore options

Is this a professional level CLD qualification? — **YES** → Professional Approval Route

Is this a CLD learning programme validated by SQA? — **YES** → Developmental Approval Route

Is this an induction or CPD programme or suite of programmes? It is the provider who will be approved not the programme. — **YES** → Standards Council Standards Mark

Professional Approval Route, Developmental Approval Route, Standards Council Standards Mark →

Relevant guidelines issued and timescales agreed

The Competence Framework for Community Learning and Development

All submissions presented for Developmental Approval must be able to evidence the use of the CLD Competence Framework and commitment to mapping of the competences within the CLD programmes. This will show how participants are prepared for practice in this field of work.

The Developmental Approval process

Overview

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

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

The Developmental approval process allows providers to use the evidence that they have prepared and presented to the SQA to support their application to CLD Standards Council for Scotland thus avoiding duplication of time and effort. The CLD Standards Council for Scotland approval process is intended to focus specifically on the CLD aspects of the programme in order to reassure the panel that there is evidence to support the CLD focus.

The first step for providers in Developmental approval is contacting the Standards Council Approval Officer to discuss if this is the best route for approval. If it is, the Approval Officer will then obtain a copy of the SQA report from the provider or directly from the SQA and match it against the criteria. If it matches, the provider will then be asked to provide written evidence of the CLD aspects of the programme.

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

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

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

A fee will be charged to learning providers to cover the costs of the approval process. The amount of the fee will be agreed by the Approval Committee and reviewed each year. For information please contact the Approval Officer on 0141 282 5257.

Aims and objectives

- To maintain and enhance the quality of existing learning, where appropriate, in line with stated standards of competence
- To ensure comparability of learning standards
- To enhance learning provision through co-operation, networking and collaboration between participating bodies
- To enhance the effectiveness and range of learning opportunities
- To enhance the status of Community Learning and Development

What are the benefits of Developmental Approval?

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

- Promote your learning programme and your organisation to prospective practitioners wishing to undertake professional development
- Align your programme with the CLD Competences
- Prepare learners for working in the CLD sector.
- Demonstrate clearly your programme aligns to CLD values and principles and Code of Ethics.
- Ensure your learning programme aligns to the relevant national occupational standards.
- Raising the profile of CLD.

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 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, and to implement any conditions and/or recommendations arising from the granting of approval.

Mid-term Review

Approved learning programmes will be subject to a mid-term review. Details of the process for this will be found in the guidelines CLD Standards Council website - MTR.
Providers are required to submit a report and any other relevant documentation to the Approval Committee. This process will not be onerous and will include providing a brief update of any changes and rationale for such changes.

Re-approval

Programmes retain Developmental approval for a period of no more than three 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.

The Developmental Approval submission process

Informal expression of interest

The Approval Officer will liaise with the learning provider and offer advice on the best route of approval.

Formal Notification

The learning provider notifies the CLD Standards Council in writing of their intention to submit a programme. This can be done via email to contact@cldstandardscouncil.org.uk or by letter to the Chair of the Approval Committee, c/o CLD Standards Council, The Optima, 58 Robertson Street, Glasgow G2 8DU

Developmental approval request form

The Approval Officer will provide a copy of the Developmental approval request form for completion and return. The form provides details of the critical criteria that must be met for approval.

All submissions must clearly demonstrate a CLD focus and connection to the standards:

- A minimum of 40% of the programme is practice based.
- The content covers the range of contexts within CLD – work with young people, adults and communities.
- The course/programme is mapped to the CLD Competences 2009
- CLD Code of Ethics is included
- The policies, principles and values of CLD in Scotland are included.
- The course/programme is staffed by professionally qualified CLD employees.

Please note: these are the **essential** criteria and they are non-negotiable. Other criteria also apply. The Approval Officer will be happy to discuss these and provide guidance where required.

SQA report and submission from provider

The Approval Officer must see details of the report from the SQA regarding the programme. This can be supplied by the provider or be obtained directly from the SQA. The Approval Officer will then issue the provider with details of the full criteria that they will need to evidence in their submission.   Annex 2 is an example of this pro forma document.

It is strongly recommended that learning providers use this pro-forma to structure their draft submission. This will help both the team preparing the submission, ensuring all necessary content is included, and the Approval Panel members.

The Approval Officer will discuss the draft document with the learning provider and comment on the 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 contains the relevant information.

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

The Approval Panel decision

At the conclusion of the Approval Panel, a decision will be made on whether the learning programme will be recommended to the Approval Committee for approval. 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. Whilst this report may vary substantially in format depending on the submission, it will include a statement with regard to approval in one of the following forms:

- o That the programme be approved for a period not exceeding three years
- o That the programme be approved for a period not exceeding three years, subject to certain listed conditions and/or recommendations being fulfilled within agreed timescale
- o That the programme not be approved for the reasons stated in the report

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

Appeals Procedure

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

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

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

The Appeal Panel will have the power to:

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

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

The Appeal Panel's decision is final.

Annex One - Competence framework in full.

Annex Two – the Standard Council Approval example Proforma

Annex Three – flow chart diagram

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

Using the Competences for Approval Submissions

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

When preparing a submission document, the training provider can use the letters and numbers in combination as shorthand to demonstrate where content is meeting a Competence.

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 are[1]

- **Self-determination - respecting the individual and valuing the right of people to make their own choices.**

- Inclusion - valuing equality of both opportunity and outcome, and challenging discriminatory practice.

- Empowerment - increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action.

- Working collaboratively – maximising collaborative working relationships with the many agencies which contribute to CLD and/or which CLD contributes to, including collaborative work with participants, learners and communities.

- Promotion of learning as a lifelong activity – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life

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

Competent CLD workers

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

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

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

Critically reflective CLD workers

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

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

A: Know and understand the community in which we work

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

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

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

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

B: Build and maintain relationships with individuals and groups

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

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

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

1. seek out and engage with individuals, groups and communities;
2. practise in different roles, such as facilitating, supporting, leading, advocating, that are appropriate to the work in which you are involved;
3. use informal dialogue in individual relationships and within groups;
4. handle challenges and opportunities constructively;
5. understand and deal with the underlying dynamics at work within relationships and groups;

6. work towards the resolution of conflict;
7. recognise the power dynamic and action needed to equalise power relationships in decision making;
8. facilitate endings for individual and group relationships where appropriate.

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

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

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

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

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

D: Facilitate and promote community empowerment

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

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

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

1. analyse and understand power dynamics and decision-making processes;

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

E: Organise and manage resources

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

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

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

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

F: Develop and support collaborative working

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

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

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

1. **develop and support collaborative working within your own organisation;**
2. **initiate collaborative working with relevant organisations;**
3. **participate in partnership and collaborative working;**
4. support community participation in partnership and collaborative working;

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

G: Evaluate and inform practice

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

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

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

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

Annex 2
Standard Council Approval Process Example1 Proforma
Please note that the Approval Officer will supply you with a specific version
of this form for your programme following receipt of the SQA report.

You have expressed an interest in obtaining CLD Standards Council Approval for
<**INSERT DETAILS OF COURSE/PROGRAMME HERE**>. We have received
and reviewed the SQA report.
In order to progress your application we will require the following
information by <INSERT APPROPTIATE DATE>:

HEADING	DETAIL	TITLE OF ANY SUPPORTING DOCUMENTATION
General	• 40% minimum practice in programme • Evidence that learners/participants have commitment to working in the field of community learning and development • Mapping of CLD competences against programme content • Details of the current policies used within programme and how their currency is maintained • What support do participants receive before, during and after practice-based learning? • Details of the selection process for course applicants to be provided	
Staffing - Minimum requirements	**For Teaching staff** the submission document should detail: • 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 ongoing CPD and the support provided to enable the teaching staff to carry out these roles adequately • The ratio of learners to teaching staff (as full-time equivalents)	

	For fieldwork staff / supervisors the submission document should detail: • Arrangements for recruitment and selection of fieldwork staff • Arrangements for the support and guidance given before, during and after practice element to allow fieldwork staff to carry out their roles adequately including: - the contracts entered into with the supervisors - number of visits that will be undertaken by teaching staff - details of the exchange of information between the teaching and fieldwork staff ▪ Arrangements for maintaining up-to-date practice agency profiles	
Assessment	The submission document should outline specific performance criteria, arrangements and procedures for assessments especially in the fieldwork/placement aspect of the programme. The submission document should describe: o The involvement of supervisors in the assessment of fieldwork, what feedback does supervisor supply to provider and how this information is used in assessment? o The guidance provided to fieldwork supervisors regarding assessment and also placement content/format.	
Feedback and evaluation provided by students, fieldwork supervisors and delivery team.	• The submission should include: • details of the forms/procedures used to capture the views of each of these groups, • the procedures undertaken to review and action the information provided	

Details of the practice element of the programme	The submission should include details of: • how placement opportunities are identified • what is involved in the placement opportunity • The information provided to participants on their placement including how they will be assessed.	
Content	Within the submission the panel will be keen to hear how you: • Promote the existence of the opportunity to Register with the CLD Standards Council for Scotland • Provide students with the awareness of i-develop and how this can support their CPD. • Embed the CLD Code of Ethics within your programme.	

Developmental Approval Request form to be completed by Provider.

Annex 3 - Flowchart

Does the centre have SQA Approval to deliver the programme?

No

YES

Approval Officer to obtain copy of the report from SQA or provider and check that it matches against criteria in Guidance Form 1

SC will undertake work with SQA to look at how to progress programmes that are still to go through SQA

MATCH

NO MATCH

Approval Officer issues SC Proforma to provider

More Information required

AO will discuss alternative routes available to provider.

Approval Officer:
1. Convenes a panel of from Approval Committee
2. Provides panel with a copy of AO report from Guidance Form 1
3. Agrees timescales for provider to complete the SC Proforma documentation

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

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

Questions from panel

No questions from panel

AO collates and sends to provider with deadline for response.

AO sends response to panel and agrees date to discuss

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

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