**The following areas to be completed by provider:**

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

|  |  |
| --- | --- |
| Learning Provider name (title as it will appear on any certificate granted by CLD Standards Council for Scotland): |  |
| Address of learning provider: |  |
| Name of Contact(s) at learning provider: |  |
| Contact(s) email address: |  |
| Contact telephone number |  |

**The following is guidance notes for panel members:**

**To make life easier can we suggest that each panel member completes comments in a specific colour of text.**

**?? = red**

**?? = blue**

**?? = green**

**?? = purple**

**IF any other committee members wish to include comments please complete in black text**

**Thank you.**

|  |  |  |  |
| --- | --- | --- | --- |
| The Standards | Title/details of supporting documents for submission – to be completed by Provider | Comments from panel member/officer  (for internal use by CLD Standards Council) | Decision/Action required (for internal use by CLD Standards Council) |
| A. Background information, purpose and rationale  The submission document should detail: | | | |
| The organisation or institution providing the learning programme and delivery locations |  |  |  |
| The context of the learning programme including details of partnership in the field |  |  |  |
| The exact title of the qualification as it will appear on any Certificates and details of any awarding bodies. (This information will be used to check for Registration of Members with CLD Standards Council for Scotland in future) |  |  |  |
| The broad audience for the programme and how that audience was identified, including details of consultation with employers, providers and other stakeholders and any catchment area |  |  |  |
| The promotional strategy for the programme |  |  |  |
| Aims and objectives of the learning programme |  |  |  |
| SCQF level (or notional level) and length of the programme, to include the extent of practice-based learning within the course. This should comprise 40% – 50% of the overall programme for degree/ post-graduate programmes. Please refer to Annex 3 Guidance document to evidence practice. Please also confirm how the Practice Placement Guidelines are being utilised.  [Link to Practice Placement Guidelines](https://app.luminpdf.com/viewer/oTtc4HM2inad4vXLS/share?sk=e84cc884-03ef-4d51-916b-7f838dcfb7a2) |  |  |  |
| How the relevant National Occupational Standards have been taken into account (e.g. youth work, community development) the relevant QAA benchmark statements. The learning provider should state explicitly which ones are being used, how and why. |  |  |  |
| How the programme reflects the values and principles of CLD in design and delivery |  |  |  |
| The information you are using to assess the sustainability and viability of the programme |  |  |  |
| B. Equality and Diversity  Throughout the submission it must be explicit how: | | | |
| The programme advances equality and diversity issues (including safeguarding) through the values and principles of CLD |  |  |  |
| Learning materials demonstrate and emphasise diversity in the CLD workplace (Learner focus) |  |  |  |
| The learning provider promotes and supports opportunities for equality training and career management skills which demonstrate diversity in the workplace (Staff focus) |  |  |  |
| C. Participants  The submission should details | | | |
| Level and type of experience |  |  |  |
| Evidence of commitment to working in the field of community learning and development |  |  |  |
| Evidence of learning ability appropriate to the academic requirements of the programme |  |  |  |
| Mechanisms for assessing the learning ability of learners with experience, but few or no educational qualifications |  |  |  |
| What support structures are there for learners with experience, but few or no educational qualifications? |  |  |  |
| What procedures and mechanisms are there for recognising prior learning or experience and giving credit exemptions towards the programme? |  |  |  |
| What support do participants receive before, during and after practice-based learning? |  |  |  |
| What progression routes are participants made aware of? |  |  |  |
| D. Content/Structure/Mode | | | |
| The programme should reflect and refer to current policies, practice and thinking in community learning and development. These should be evident in the academic content. For example, Strategic Guidance for Community Planning Partnerships: Community Learning and Development or National Youth Work Strategy |  |  |  |
| Full details of Unit/module materials should be made available during the visit, along with a comprehensive selection of resources/references/reading lists/texts/journals used in the programme. Only material that is directly referred to/forms part of the submission needs to be supplied in advance of the visit. We suggest that students and delivery team could prepare a short presentation on the key documents within the programme that demonstrate CLD focus. |  |  |  |
| How the learning outcomes of the programme map to the seven CLD competences (it is not necessary to map to the level of indicators) |  |  |  |
| The learning and teaching approaches employed |  |  |  |
| The range of theoretical models covered, including both current theories and, where appropriate, historical approaches. |  |  |  |
| Awareness of securing improvement through self-evaluation using a range of frameworks such as How Good is the Learning and Development in our Community. |  |  |  |
| Details of how theory and practice are integrated across a range of contexts |  |  |  |
| An understanding of values and principles of CLD is reached |  |  |  |
| Self-management and critical reflection on practice are fostered |  |  |  |
| How the programme enables students to demonstrate and foster essential digital skills in their practice |  |  |  |
| The CLD Code of Ethics is integrated throughout the programme(including an appropriate and proportionate focus on safeguarding) |  |  |  |
| The provider promotes the existence of the opportunity to Register with CLD Standards Council for Scotland |  |  |  |
| An awareness of the availability of i-develop is promoted and an awareness of how this can support Continuous Professional Development. CLDSC have an e-reader available <http://cldstandardscouncil.org.uk/resources/the-making-of-an-empowering-profession/> which may be useful for students |  |  |  |
| The structure of the learning programme and the relationship between units. |  |  |  |
| The preferred order of delivery/study |  |  |  |
| Any choices or options open to participants |  |  |  |
| The mode of delivery, e.g. full time, part time, outreach, and choices or options open to participants. Please include details of the balance of contact and non-contact time |  |  |  |
| The learning activities, e.g. inputs, personal study, group work, tutorials and practice |  |  |  |
| The opportunities available to participants to share experience and practice |  |  |  |
| How practice placements are identified and developed |  |  |  |
| E. Staff  Staff who are employed by learning providers for the prime purpose of delivering Community Learning and Development learning programmes should be professionally trained in Community Learning and Development and have recent and relevant experience. | | | |
| Arrangements for recruitment, selection, and appraisal of staff |  |  |  |
| The qualifications and experience (including CLD experience and publications) of staff delivering on the programme |  |  |  |
| Arrangements for on-going (Professional Learning (CPD) and the support provided to enable the teaching staff to carry out their roles adequately |  |  |  |
| The ratio of learners to teaching staff (as full-time equivalents) |  |  |  |
| Arrangements for recruitment, selection, and appraisal of practice placement staff ensuring that they: | | | |
| have a recognised qualification in the field of Community Learning and Development, and a minimum of 2 years post-qualifying experience in the sector (where this is not the case the provider must detail the mentoring process in place to support this situation) |  |  |  |
| have undertaken learning in practice placement supervision |  |  |  |
| Arrangements for the support and guidance given before, during and after placements to allow practice placement staff to carry out their roles adequately including: | | | |
| how employers support and give recognition for the responsibility undertaken by supervisors |  |  |  |
| the contracts entered into with the supervisors |  |  |  |
| number of placement visits that will be undertaken by teaching staff |  |  |  |
| details of the exchange of information between the teaching and practice staff |  |  |  |
| arrangements for maintaining up-to-date placement agency profiles |  |  |  |
| F. Assessment |  |  |  |
| the nature of the evidence required |  |  |  |
| the weighting placed on assessment |  |  |  |
| the level of performance to be achieved |  |  |  |
| ensuring there is no compensation between field-based learning and academic learning |  |  |  |
| the range of feedback strategies that will be used |  |  |  |
| appeals procedures for all elements |  |  |  |
| the arrangements in place to provide assistance to learners where necessary |  |  |  |
| Assessment - Practice Placement Element | | | |
| the involvement of supervisors in the assessment of practice, including the passing and failing of learners – note that their authority should normally be no less than that of the other programme staff |  |  |  |
| the guidance provided to practice placement supervisors regarding assessment |  |  |  |
| G. Support | | | |
| Adequate and appropriate accommodation for the learning programme |  |  |  |
| Access to appropriate levels of technology and media resources |  |  |  |
| Other services available, e.g. childcare, transport, translation access, resourcing of open learning |  |  |  |
| Arrangements regarding use and accessibility of resources of other faculties, institutions or organisations |  |  |  |
| Appropriate finance, costing, travel expenses and funds for any practice placement costs |  |  |  |
| Appropriate funds for professional staff development and in-service learning |  |  |  |
| Sufficient administrative and clerical support |  |  |  |
| H. Monitoring and Evaluation | | | |
| The internal arrangements for critical appraisal and details of how changes in the programme will be implemented. Views sought from managers, practitioners, supervisors, students and actual or potential employers should be included |  |  |  |
| The procedures for appointing external examiners and/or assessors with knowledge of the theoretical and practical competences required in Community Learning and Development |  |  |  |
| How the views of external examiners and/or external assessors, present and past students, actual and potential employers, from across all statutory, voluntary and other sectors, are sought. |  |  |  |
| 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. |  |  |  |

Annex 3

Guidance document

To

evidence practice placement

within your approval submission for

CLD Standards Council for Scotland

One of the standards within the approval process for Professional and Developmental route is:

**Professional**

SCQF level (or notional level) and length of the programme, to include the extent of practice-based learning within the course. This should comprise 40% – 50% of the overall programme for degree/ post-graduate programmes. Or for

**Developmental**

How the minimum of 40 -50% supervised practice is achieved.

Different institutions/providers will run their programmes in different ways, and this provides a challenge for a panel considering a submission, and also for a provider/institution preparing a submission in order to ensure that the standards are met and consistent across the CLD field.

Our research has shown some or all of the following options of evidencing practice placement percentages, and in some cases a combination of some of these options:

* Credits
* Hours
* Units
* Days
* Some will even provide evidence/calculations of face to face time

Once a panel has worked out the various calculations the discussion will then normally focus around what each institution/provider would consider to be practice.

The CLD Standards Council for Scotland allowed for flexibility to achieve this standard, wishing to enable institutions/providers to demonstrate creativity to make their programmes appealing, flexible, adaptable and accessible. However, the feedback from institutions/providers is that it is increasingly difficult to evidence these standards with a panel and these standards inevitably result in long, hard and challenging discussions during approval visits.

This document has therefore been designed to give some guidance to providers on the best way for them to evidence these standards within their submission.

This document will include:

* samples of how to evidence
* Confirmation of what a panel would and would not consider to be practice within the minimum 40%.

**Evidencing 40% minimum practice.**

**Hours calculations**

IF CLD Standards Council for Scotland could choose one method it would likely be **hours** based on the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Degree/Programme Type** | **SCQF LEVEL** | **Credit Points**  **(40 – 50%)** | **Total Notional hours of study** | **Supervised Practice hours to meet 40% – 50% requirement** |
| **PDA** | **6** | **28**  **(11- 14)** | **280** | **112-140** |
| **HNC** | **7** | **96**  **(38-48)** | **960** | **384-480** |
| **Diploma** | **8** | **240**  **(96-120)** | **2400** | **960-1200** |
| **BA** | **9** | **360**  **(144 -  180)** | **3600** | **1440 - 1800** |
| **BA (Honours)** | **10** | **480**  **(192 – 240)** | **4800** | **1920 - 2400** |
| **PGD** | **11** | **120**  **(48 – 60)** | **1200** | **480 - 600** |
| **Masters** | **11** | **180**  **(72 – 90)** | **1800** | **720 - 900** |

Example 1:

Student completing 3 year BA programme full time study:

Year 1 practice = 480

Year 2 practice = 480

Year 3 practice = 480 Total hours of assessed practice = 1440

Example 2:

Student completing BA (Hons) programme over 4 years

**Year of Study Practice Non Practice Specified tasks**

**1 480 620 100**

**2 480 620 100**

**3 480 620 100**

**4 480 620 100**

**Total hours 1920 2480 400 total 4 years =4800**

**Credit calculations:**

**Of course, CLD Standards Council for Scotland are aware that not all programmes are simply designed on a per hour basis. Providers may create their programme on a credit basis. If the institution/provider has worked on this basis then again the table above could be used to provide examples for evidence:**

**Example 1**

Student completing PDA in Youth Work – 24 credits of study

**Unit Practice Theory**

1 3 5

2 3 5

3 3 5

Total 9 15 total credits = 24

**Example 2:**

Student undertaking PGD studies = 180 credits in total

Practice Theory

75 105

**What is and what is not considered practice?**

**IS** **NOT**

- Face to face work - Reading about face to face work

- Working on a plan with a group - Attending a lecture about group work

- Providing coaching - A visit with no input or reflection exercise

- Preparation/research into an activity

- Completing an activity

- Reflecting on the activity

- Observing an activity and providing reflection on it

- Working on a specified project with others

Within the draft QAA document Subject Benchmark Statement: Youth and Community Work: February 2017 it is stated:

*“6.6 For practice-based learning the role of the practice-based supervisor is critical. Assessment of practice is rigorous and undertaken in partnership between the higher education provider and the practice area. Practice-based learning is based on clear contracts with employers. Supervisors and mentors are fully briefed by the higher education providers, and where they are involved in assessment there are clear systems for the moderation of their assessed practice. Practice supervisors for programmes leading to professional qualifications are appropriately professionally qualified.”*

Full details of this document can be found at

<https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-youth-and-community-work-17.pdf>

**Professional Approval Process**

Initial enquiry to Approval Officer(AO) who submits request to Approval Committee (AC)

If visit to be Joint Academic event AO will follow Joint Academic Guidelines from this point forward.

Visit takes place as per agreed schedule/programme and panel provide verbal decision to provider including details of any recommendations and/or conditions and confirming that official sign off will be given by AC.

AO will confirm details of why request denied and provide details of appeals process

AC decline request

AC agree in principle for submission to progress

Chair of panel presents summary panel report to AC who may suggest changes to conditions or recommendations . Official sign off confirmed to provider and AO arranges for publicity.

Provider will provide submission documents in line with Guidelines and in close consultation with AO

Once provider and AO are content with details of submission dates for panel visit will be agreed. And where appropriate critical friend identified. The provider will also confirm if the visit is to be a joint academic event.

Submission sent to panel 1 month before event and panel comments should be submitted 2 weeks before visit to allow AO to collate and allow time to submit for any gaps in information to provider.