**Practice Learning 40 % Requirement for Practice Learning :**

**Examples of embedded component student guidance**

**Domains of Practice Embedded Component Tasks**

The purpose of this directed learning experience is for students to spend time in a practice setting in order to develop their knowledge and understanding of different domains of practice that will contribute to development of their professional identity as CLD practitioners.

**Practice Learning Task One (wk beg Mon 18th Sept.)**

Working in groups of 3, you will visit a CED/CLD setting and from your observations and conversations with participants and staff, consider the extent to which the practice you visited, **is aligned to practice**, that is informed by, or consistent with aspects of community development , adult education or youth work, as discussed in class.

Then, you will produce a reflective report of between 50 – 100 words on one aspect of practice that you found useful during your visit in helping you to understand our domain of practice.

**Reminder from in-class presentation to guide your reflective report:**

**Domain:** Shared interest and competence; Commitment to practitioner identity that is distinct from other people; not always visible to ‘outsiders’.

***This means you should not describe the specifics of your location of your visit but rather focus on one aspect that helped you to understand practice.***

You will also come prepared to discuss your experiences during our next class on campus (Tues 26th Sept.)

**Practice Learning Task Two (wk beg Mon 9th Oct)**

This second practice learning visit requires you to work with your chosen group of 3 or 4 people.

You will visit a CED/CLD setting and from your observations and conversations with participants and staff, consider the extent to which the practice you visited **can be theorised in terms** of community development, adult education or youth work, as discussed in class.

Building on ideas from your first visit, that helped you to refine your ideas on what makes up a domain of practice, the aim of this visit it to find out **how participants and staff theorise practice.**

The kind of thing you may be interested in asking about or will be looking for will respond to the following questions:

* What is this practice for?
* What are its underpinning values and principles?
* Why do you come here and do what you do?
* What is the purpose of …[the such and such group]…?
* How do people join this project/ group activity?
* What difference does the practice make…and how is this achieved?

From your experiences, observations and conversations during and after your group visit, you will post a description of between 50 – 100 words to show:

1. What are the main theoretical drivers of our CLD/CEd. practice, and
2. How these ideas are linked to equality, human rights and/or social justice

**Reminder from in-class presentation to guide your reflective report:**

**Domain:** Shared interest and competence; Commitment to practitioner identity that is distinct from other people; not always visible to ‘outsiders’.

***This means you should not describe the specifics of your location of your visit but rather focus on one aspect that helps you to respond to the above.***

You will also come prepared to discuss your experiences during our next class on campus (Tues 17th Oct)

**Task Three (wk beg Mon 16th Oct)**

This third practice learning visit requires you to working with your chosen group of 3 or 4 people.

BEFORE you go….you should download the pdf and read the article.

You will then visit a CED/CLD setting and from your observations and conversations with participants and staff, consider the extent to which the practice you visited can be viewed as a distinct domain of practice. The aim of this visit is to find out **how language and discourse is used to articulate this practice domain.**

To do this, you will be looking for evidence of:

* The kind of language (words and phrases) that used most often to talk about practice?
* How specific discourse is used to convey the values and principles of this domain?
* What staff dispositions or characteristics are prevalent in practice?
* What are the hidden knowns of the practice setting you visited?

From your experiences, observations and conversations during and after your group visit, you will produce a description of between 50 – 100 words to show:

1. What are the main discourses of our CLD/CEd. Practice?
2. How these ideas are linked to equality, human rights and/or social justice?
3. How does this fit with argument in the article you have been reading

You will also come prepared to discuss your experiences during our next class on campus (Tues the 24th Oct)

**Mtg Supervisors/ Practice Learning Supervisor Briefings**



**BA Hons in Community Education**

**Practice Learning Supervisor Briefing**

**Wed.9th Oct. 2019**

**Programme**

9.45 am Arrival Tea/Coffee

1. – 10.30am Introductions and Welcome:

* Values and Principles
* Competences
* CLD Code for Ethical Practice

***Discussion: What might this look like in practice (CEd.PL Modules)?***

***Do we have this covered?***

10.30 – 11.00am Community Education Programme at UWS and its links to

Practice Learning:

* Programme Overview
* 40% Requirement for all approved programmes
* Practice Focus/SCQF Level specifics (Year 1, 2, 3 & 4)

***Discussion:*** ***How might these inform placement planning (individually and strategically)?***

11.00 - 11.30am CLD Guidelines for Professional Practice Placement in CLD

* Stories from practice?!?
* Who can help?
* Practicalities….PVG’s forms and the rest?

11.30 – 12.15(ish) Conversation, Comment and Questions

12.30 CLOSE

**BA Hons in Community Education**

**Practice Learning Supervisor Briefing – Wed. 9th Oct 19**

**The values of CLD are:**

* 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.

**CLD Competence Wheel: a useful tool for conversation and reflection.**

****

**3 x Core themes across the CEd programme**

**Theme one** – recognises the dynamic nature of theory and practice and the importance of critical reflection

**Theme two** – promotes development of emancipatory professional practice in the context of changing cultural, social, political and economic conditions.

**Theme three** – creates understanding of the concept of ‘community’ and how this links to professional practice, social relationships and multiple contexts for practice.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Specific CEd. PL Modules**  **Module/Level** | **Practice-based Learning** | **Supervision/**  **Reflective writing/**  **Portfolio/**  **Project work** | **Total hours for practice based/**  **work related experiential learning** | **Total No. of hours study towards Degree** |
| CEd.Practice learning (1) SCQF level 7 | 80 hrs | 120 hrs |  |  |
| CEd.Practice learning (2) SCQF level 8 | 240 hrs | 80 hrs |  |  |
| CEd.Practice learning (3) SCQF level 9 | 460 hrs | 160 hrs |  |  |
| Practice Inquiry/Data collection/ analysis/ presentation of findings  SCQF level 10 | 200 hrs | 400 hrs |  |  |
| **Embedded components** | | | | |
| Crit Ped One 7  (Community Visits)  Understanding Comms 7  (community case study)    Domains of Pract. 8  (Comm. Observations)  Applied Crit Ped 9  (Seminar Series) | 10 hrs  30 hrs  30 hrs  30 hrs | 20 hrs    40 hrs  40 hrs    40 hrs |  |  |
|  | 1080 hrs | 900 hrs |  |  |
| **Total** | | | **1980** | **4800** |
| **As % of total** | | | **41%** | **59%** |

**UWS calculation of 40% standard for CLD Approved Programmes**

**Extract from: Guidelines for Professional Practice Placement in Community Learning and Development (pg. 13 – 15) Created by Professional Placement Review Group for the CLD Standards Council for Scotland. Full Publication available at PRAXIS within:** [**http://cldstandardscouncil.org.uk/wp-content/uploads/ProfessionalPracticeGuidelines\_WEB.pdf**](http://cldstandardscouncil.org.uk/wp-content/uploads/ProfessionalPracticeGuidelines_WEB.pdf)

**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:*** allow 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.

**2. Guidelines for Placement Providers**

**Pre placement**

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

* 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
* Create opportunities for planning, implementing and evaluating CLD practice with individuals, groups and communities
* 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

**And Finally…**

No two placements are the same (nor are students, supervisors or tutors) so DO bear in mind that placements take many forms, including:

* 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