

**School of Education & Social Work**

Discipline of Community Education

BA (Hons) Community Education

**Practice Learning Handbook**

**2019-20**

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### BA Community Education Programme Staff

Academics

|  |  |  |
| --- | --- | --- |
| **Name & email address** | **BACLD Programme Role** | **Tel: No** |
| Jean McEwan-Short  [j.mcewanshort@dundee.ac.uk](mailto:j.mcewanshort@dundee.ac.uk) | **Programme Director**  **Year 4 Convenor**  Lecturer & tutor | 01382 381493 |
| Pete Glen  [p.z.glen@dundee.ac.uk](mailto:p.z.glen@dundee.ac.uk) | Lecturer & tutor | 01382 381446 |
| Gary Roberts  [g.w.z.roberts@dundee.ac.uk](mailto:g.w.z.roberts@dundee.ac.uk) | **Year 3 Convenor**  **Admissions Tutor**  Lecturer & tutor | 01382 381516 |
| Dr Victoria Jupp Kina  [v.juppkina@dundee.ac.uk](mailto:v.juppkina@dundee.ac.uk) | Lecturer & tutor | 01382 381466 |
| Sharon Sweeney  [s.sweeney@dundee.ac.uk](mailto:s.sweeney@dundee.ac.uk) | Part-time tutor |  |
| Jenny Glen  [j.y.glen@dundee.ac.uk](mailto:j.y.glen@dundee.ac.uk) | **Practice Learning Convenor**  Professional tutor | 01382 381447 |
| Theresa Lynn  [t.lynn@dundee.ac.uk](mailto:t.lynn@dundee.ac.uk) | Professional tutor | 01382 381596 |
| Sarah McEwan  [s.z.mcewan@dundee.ac.uk](mailto:s.z.mcewan@dundee.ac.uk) | **Year 1 & 2 Convenor**  Professional tutor | 01382 384224 |

**Administrators**

|  |  |  |
| --- | --- | --- |
| Lorraine Bennett  [esw-cld-practiceLearning@dundee.ac.uk](mailto:esw-cld-practiceLearning@dundee.ac.uk) | Practice Learning Administrator | 01382 381429 |
| Lisa Findlay  [Esw-bacld-prog-admin@dundee.ac.uk](mailto:Esw-bacld-prog-admin@dundee.ac.uk) | Programme Administrator | 01382 381506 |

Please note that Lorraine Bennett works part time and a team of colleagues support the practice learning administration in her absence, so it is important to consistently use the generic email address [esw-cld-practicelearning@dundee.ac.uk](mailto:esw-cld-practicelearning@dundee.ac.uk) in order to be confident about a timely response.

BACLD Practice Learning Key dates for 2019-20

**DATES TO BE UPDATED for FT & WB**

**BA2**

**Placement: Monday 10th September 2018 – Friday 14th December 2018 (70 days).**

Pre-Placement Visit - during month of June 2018.

Students to email completed travel forms to: [esw-CLD-PracticeLearning@dundee.ac.uk](mailto:esw-CLD-PracticeLearning@dundee.ac.uk) within one week of the pre-Placement Visit.

Student Practice Learning Plan - Supervisors to email the completed plan to practice learning email within one week of the Student Pre-Placement Visit.

Tutor Group Practice Learning Seminars:

1. Between: 17th September – 24th September 2018 (Looking ahead)

2. Between: 26th Nov – 3rd December 2018 (Practice Reflection Focus)

Tutor Visit – Between: 8th October - 5th November 2018

Interim Practice Assessment Report - Supervisor to email completed form to: esw-CLD-PracticeLearning@dundee.ac.uk by 26th October 2018.

Final Practice Assessment/Progress Report - Supervisor to email completed form to: esw-CLD-PracticeLearning@dundee.ac.uk by 14th December 2018.

**BA3**

**Placement: Monday 7th January 2019 – Friday 29th March 2019 (60 days).**

Pre-placement visit: During month of October 2018.

Students to email completed travel forms to: esw-CLD-PracticeLearning@dundee.ac.uk within one week of the pre-Placement Visit.

Student Practice Learning Plan: Supervisors to email the completed plan to practice learning email within one week of the Student Pre-Placement Visit.

Tutor Group Practice Learning Seminars:

1. Between: 14th – 21st January 2019 (Looking ahead)

2. Between: 11th – 15th March 2019 (Practice Reflection Focus)

Tutor Visit: Between 4th February – 11th March 2019

Interim Practice Assessment Report: Supervisor to email completed form by 15th February 2019

Final Practice Assessment Report: Supervisor to email completed form by 29th March 2019

**BA4**

**Practice Based Research Dates: 10th September 2018 to 15th March 2019 (80 days)**

Pre-internship Visit - during month of June 2018

Research proposal – date to be confirmed

Interim Practice Assessment/Progress Report - Supervisor to email completed form to: esw-CLD-PracticeLearning@dundee.ac.uk by 16th November 2018.

Final Practice Assessment/Progress Report: Supervisor to email completed form by 15th March 2019

**Pre-Placement Seminars:**

BA2 4th September 2018

BA3 30th November 2018

BA4 5th September 2018

# Introduction

Practice Learning is a significant part of the BA Community Education programme at the University of Dundee. The interplay between practice and theory is central to the programme of studies which is designed to offer a range of learning contexts for students in which they can flourish and develop as Community Educators. Throughout the four years of study students undertake a blended learning approach which combines university study with community based opportunities. This is the case for both the full-time students as well as those studying the work-based route.

Practice Learning takes place in different ways over the four years of the programme. The academic work is designed to develop students’ understanding of the theories, philosophies and ideologies that underpin CLD practice and the community based opportunities are designed to encourage students to develop their understanding of, and abilities to undertake, different practice approaches.

The expectation is that students will consistently think about both theory and practice. So, whilst undertaking academic study on campus or in the virtual learning environment, students will be involved in experiential learning, group work activities, reflection, dialogue and discussion as well as reading, analysing and understanding key theoretical concepts. Thus videos of practice, discussion of values, reflections, case studies of practice, and theories of group-work, community development, youth work and adult learning are combined with sociological thinking to create dynamic learning environments. Alongside this, practice learning takes place in many community settings in a range of different ways including: block placements for a semester where the students are based in an agency and do not attend classes on campus; practice inquiry activities where the main base is on campus with visits to community based agencies and the BA4 Internship which involves practice research in a community setting whilst also attending classes on campus; work-based students utilise their work-places for the work-based placement experiences.. Whilst on placements, the expectation is that students will engage with theoretical constructs and critique practice.

This handbook presents some guidance for the community based practice learning components of the BACE programme for both the FT and WB routes.

Students, supervisors and tutors are expected to work to the CLDSC Guidelines for Professional Practice Placement in Community Learning & Development (2017), available: <http://cldstandardscouncil.org.uk/wp-content/uploads/ProfessionalPracticeGuidelines_WEB.pdf>

# Professional Competence in CLD

‘*Competent CLD workers will ensure that their work supports social change and social justice’* (CLD Standards Council for Scotland 2009).

The BACE programme is accredited by the CLD Standards Council for Scotland and students are required to meet all of the professional competencies by the end of their four years of study. It is recognised that the acquisition of these competences is cumulative and that students will develop their understanding of them, as well as their abilities to practice them, in different ways. The many different practice learning opportunities over the four years of study are designed to support this process. The professional competencies are detailed in Appendix 1.

Evidently Community Educators work in changing social, political, economic and cultural environments and are tasked with working to influence society for the better. Students are invited to engage in a dynamic learning process that aims to enable them to work out their approach to this complex professional role.

In order to be ready for placement students are required to:

* be registered with the Protecting Vulnerable Groups (PVG)Scheme
* adhere to and understand the CLD Standards Council Values and Code of Ethics. This should be evidenced within practice learning and within the University setting
* be prepared to deal with ethical and professional issues in accordance with professional requirements
* be responsible for own learning
* demonstrate professional commitment by attending all the required programme activities within University and within practice. Any absence should be reported to the practice agency in accordance with the agency sickness recording procedure as well reported to the UoD Programme Administrator. Appropriate reasons for absence must be given, along with supporting documentation if required.

# Guidelines for Placement Providers

In line with the CLDSC Guidelines (2017) the following is detailed from the guidance (P11) and suggested as good practice:

**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 measurable 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 where appropriate.

Guidelines for professional practice placement in Community Learning and Development

**Post Placement:**

• Provide the necessary assessment report on placement and reflect on the process.

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

# Guidelines for Learners

In line with the CLDSC Guidelines (2017) the following is detailed from the guidance (P13) and suggested as good practice:

**Pre-Placement:**

• Meet with their 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 adhere to the educational provider’s fitness to practise guidelines including CLD Code of ethics.

**During Placement:**

• Negotiate a work programme that reflects professional learning needs.

• 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 appropriate and relevant assessment during the placement.

• 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.

• Engage in direct practice with participants in the field.

• Develop skills in planning and evaluation.

• Experiment with techniques of deliberation and reflection.

• Draw from the range of key CLD indicators/competences and evidence practice accordingly.

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**Post Placement:**

• Share your experience with other students and the placement agency.

• Continue to review and self-assess your own professional learning and areas for future academic and professional development.

# Expectation from UoD Programme Team

In line with the CLDSC Guidelines (2017) the following is detailed from the guidance (P15) and suggested as good practice:

**Pre-Placement:**

• Provide pre-placement preparation for learners. Ensuring learners gain an understanding of professional standards and ethics.

• Produce practice/placement guidance documents – handbook for learners and placement providers; placements forms (such as assessment forms); information on the placement review process; and placement evaluation.

• Develop networks with the placement providers to secure quality placements and practice opportunities.

• Organise staff development opportunities for supervisors/tutors.

• Coordinate 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.

• Collate agency profiles to support the matching, visiting and negotiation of placements.

• Provide pre-placement seminars for learners and practitioners.

**During Placement:**

• Provide on-going learner and supervisor support, guidance and feedback on progress.

• Undertake visits as required.

• Undertake any necessary academic assessment.

• Provide opportunity for any general issues to be raised by all parties.

**Post Placement:**

• Review placement learning process.

• Create opportunities for learners to reflect on the placement and consider the impact of theory on their practice and the practice of the agency.

Provide an opportunity to discuss future practice learning opportunities.

# Practice Learning in BACLD Year 1

In the first year of the programme students are given the opportunity to undertake practice inquiry, collaborative inquiry and community engagement activities in order to begin to explore the variety of contexts and settings associated with Community Learning and Development. These investigations are supported by partner organisations, they are an integral part of specific modules and students are assessed by university Tutors.

Students are involved in the following community-based practice learning activities throughout the duration of their first year of study:

* Practice inquiry visits to year 2 students in Semester 1
* Practice inquiry visits to year 3 students in Semester 2.
* Collaborative Inquiry Seminars in the practice setting (in collaboration with students from social work and primary teaching).
* World Café event, focussing on practice case studies and learning from the collaborative inquiry visits, hosted by students with practitioner participation.
* Community Engagement Activities in Semesters 1 and 2. These activities are supported by the field of practice and include community profiling in assigned geographical communities; inquiry seminars with Local Authority Community Officers and representatives from the Third sector.

The first year of the BACLD also involves lengthy preparation for Year 2 placements including e-e-portfolio development and studying the CLD professional competencies, undertaking the Practice Learning module, researching into the year 2 placement agencies and related communities, and meetings with practitioners within the agencies to begin to build knowledge and effective working relationships.

From academic year 2019-20 students will undertake a one day per week placement in the second semester of the first year of their studies.

# Practice Learning in Years 2 & 3

Students undertake placements in the second and third years of the programme, based in an agency for a semester. During this time students are expected to work as part of the team on specific, mutually agreed areas of work. They are required to work the full-time hours in line with the placement agency staff. The aim is for students to develop their abilities to meet and critique the professional competencies and CLD values’ base, with ongoing support and supervision. Due to the variety of practice settings, demonstration of competence cannot be carried out in a mechanistic way, rather a holistic, developmental approach to the acquisition of the competences is engendered. To this end, the expectation is that students will use their areas of work to enable them to develop competence, and as placements progress, students will be required to demonstrate an increasing ability to meet and critique all of the competences (Appendix1).

### 7.1 Student Profiles: Once completed by the student, student profiles are sent to potential supervisors to determine if the placement is suitable. Profiles are used to match students to available settings and form the initial information sent to settings prior to student introductory visits. Profiles are therefore the first contact agencies have about students and need to be accurate, well presented and informative. Students are strongly advised to edit profiles thoroughly, taking time to complete them carefully as they are extremely important in securing a CLD placement.

***7.2 Prior to Placement Commencement:*** Prior to commencing and practice learning placement students should contact the supervisor to arrange a visit to the agency. Dates for these meetings are given above. At this meeting students will have the opportunity to discuss the practice learning opportunities available and the expectations of the agency.

*7.3 Supporting Students’ Learning:* The University is committed to fairness and equal treatment for all students both on campus and within practice settings. The Equality Act (2010) requires that Universities do not discriminate against any student for reasons relating to their disability. Practice learning providers must not discriminate on the grounds of disability and must make reasonable adjustments to meet the needs of disabled students. Supports available to students from the disability services extends to Practice Learning Opportunities and, if required, disability services can provide support for practice learning providers, such as awareness training on specific disability issues http://www.dundee.ac.uk/disabilityservices/.

Students should discuss disclosure of disability to practice learning agencies with the tutor and the Module Leader. The Module Leader would ensure that a suitable agency is identified and/or reasonable adjustments can be made. Students will have to sign a Disability Disclosure Form prior to information being passed to a practice learning agency, which would then allow for reasonable adjustments to be made. If reasonable adjustments have been made by the practice setting, they should be recorded on the Practice Learning Plan.

***7.4 Evaluation***: an evaluation will take place following the practice learning opportunity to monitor the effectiveness of the procedures.

## 7.5 Assessment using the Eportfolio in Years 2 & 3

Supervisors assess the students’ practice guided by the students’ Eportfolio of evidence and their practice, supported by the University tutor. The evidencing of the competences is an assessment requirement and students are required to do this by completing an e-portfolio to showcase their understanding of how the work they have undertaken relates to the competencies. Students are expected to develop their e-portfolio in a manner that reflects their own personality, values and practice approaches, and creativity is encouraged.

Supervisors will be given access to the e-portfolio by students. In the spirit of collaboration, students will also familiarise Supervisors with workings of their e-portfolio. The expectation is that the e-portfolio is used as a tool for learning and that, together, students and Supervisors use it as a catalyst for dialogue and discussion in supervision sessions.

It is however a programme requirement that the evidence generated spans the following three broad categories:

* Reflective evidence – e.g. reflective writings, journal extracts.
* Product evidence – e.g. posters, photographs, press reports, minutes, evaluation reports.
* Third party evidence – e.g. observation of practice reports, specific written or recorded feedback from others.

In addition to this, students are required to produce work-plans, reflective recordings and evaluations for each area of work, as follows:

|  |  |
| --- | --- |
| **BACLD Year 2** | **BACLD Year 3** |
| Minimum of 3 areas of work. | Minimum of 3 areas of work and a Practice Research Project. |
| For each area of work: | For each area of work: |
| * Narrative overview * A detailed work-plan. * A Reflective recording * An evaluation report | * Narrative overview * A detailed work-plan. * A Reflective recording * An evaluation report |
| From second to third year the expectation is that the depth of understanding increases and the use of literature is more evident. | |

Students have the freedom to experiment with different methods for each of the required tasks.

By the mid-term and Tutor visit, students are expected to have completed around 50% of their e-portfolios with a range of competencies matched as well as some reflective writings, work-plans and process recordings uploaded. The expectation is that the e-portfolio is completed throughout the placement, not at the end; it is not acceptable to present paper copies of evidence at the tutor visit.

It is vital that Supervisors are familiar with the Eportfolio in order to assess the student’s progress and ensure that they have met the intended learning outcomes of the placement. The overall performance of the students on placement is assessed by the Supervisors on a pass or fail basis. This assessment is based on the students’ practice performance and the e-portfolio. The assessment process is supported by the university Tutor and is framed by:

* Early production of the students’ learning goals for the placement.
* Ongoing supervision and support to develop familiarity with the student’s approach, values, reflective practice and e-portfolio.
* The Tutor visit.
* The completion of a mid-placement report: the Interim Practice Assessment Report, which is designed to give the student a clear picture of their achievements on placement as well as guidance on requirements for the remainder of the placement. Should a student be assessed as failing the placement at the mid-way point, a clear development plan is to be agreed, produced and submitted with the report.
* The completion of the final assessment report. This will be completed and submitted during the last week of the placement and will provide evidence-based statements relating to the students’ performance.

In producing both reports the Supervisor will work collaboratively with the student. The university Tutor is available for ongoing support and guidance.

## 7.6 Tutor Visits & Group Seminars in Years 2 & 3

Although being on placement means that students are based in the agency and are expected to work the full-time hours of the organisation, there are also some university requirements that need to be given space within the full-time hours, as follows:

1. Attendance at two half-day group seminars.

The group seminars are designed as peer support sessions and they take place towards the beginning and end of the placements. Students organise these seminars with one student acting as host, one chairing and one taking the notes. The group seminars are attended by the student tutor group and the university Tutor; Supervisors are not expected to attend these, however student attendance is compulsory.

1. Attendance at the Tutor visit (two hours)

During the course of the second and third year placements, the university Tutor will undertake a visit. The visit is a three way meeting between the student, Supervisor and Tutor. It provides a chance to discuss the progress being made with regards to the learning and development needs of the student, as well as any outstanding issues.

The expectation is that the student will lead the discussion, present their understanding of their work to date, present their e-portfolio and be prepared to enter into dialogue on theory and practice.

1. Half-day weekly time allocation for completion of e-portfolio (ongoing, negotiated with the Supervisor).

Completion of the e-portfolio is compulsory and students will require allocated time in order to ensure they build up evidence of their understanding of Practice Learning in a cumulative manner throughout the placement experience.

Students may also be asked to attend University during their placements for specific inputs related to their learning. Specific details of these dates and times will be available before the start of the placement.

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## The Year 2 Placement: some Specific Expectations

In the second year of the programme, the placement is in the first semester. Students are expected to have responsibility for three discrete areas of work, and to work autonomously on them under the support and guidance of the Supervisor. These areas of work can vary in size and they are designed to create a range of learning opportunities and to allow a broad process of learning to unfold. This is the first block placement on the programme and student support needs will vary in line with the diversity of students, however the expectation is that they will be given weekly focussed support and supervision sessions and a learning environment that is conducive to their professional development needs.

Students are encouraged to work hard to develop their CLD practice and to be open to learning. Specifically, by the end of the Year 2 placement, students will be expected to demonstrate their ability to:

* negotiate a work programme that reflects professional learning needs
* engage in individual and small group work with participants
* negotiate and implement learning programmes with participants
* develop skills in planning and evaluation
* experiment with techniques of deliberation and reflection
* draw from the range of key elements/competences and evidence practice accordingly.

## The Year 3 Placement: some Specific Expectations

In the third year of the programme, the placement is in the second semester. This placement builds on the experience from previous years and the requirement is for students to undertake the placement in a different context from their placement in second year. Students are expected to be given responsibility for a minimum of four discrete areas of work and they need to undertake a practice research project which involves primary data collection.

Once again students are expected to work autonomously on their areas of work, under the support and guidance of the Supervisor. The hope is that students are given the opportunity to build on their previous experience and to take on areas of work that stretch them, enabling them to develop their understanding of different practice approaches. Similar to second year, the expectation is that students will be given weekly focussed support and supervision sessions that will enable them to critique their practice experiences and reflect on their learning and development progress. The e-portfolio will be used to facilitate discussion.

Specifically, by the end of the Year 3 placement, students will be expected to demonstrate their ability to:

* show increasing autonomy in the negotiation and agreement of a Practice Learning Plan which reflects individual learning needs and agency priorities
* broaden experience of specific aspects of community learning and development which reflects their emerging professional interests
* transfer skills to others, for example, by assisting with the development of local committees and enhancing the skills of volunteers/part time staff
* manage a small project within the context of the agency's programme
* further experiment with techniques of deliberation and reflection
* draw from the range of competences and evidence practice accordingly

# Year 4: The Internship

The BACLD programme aims to provide a senior honours year experience that enables students to synthesise their learning from previous years and move towards professional roles. In this final year of the programme students undertake an Internship in a community organisation, whilst also attending classes at University around one day per week.

The Internship is different from the placements in the previous years of the programme. It involves working within a community based agency specifically to conduct social research that is of benefit to the organisation. The hope is that the research opportunities will be of real value to the practice setting as well as having direct relevant to the student’s academic and professional development needs. The expectation is that the student will spend a nominal 80 days for FT, and ??? for WB, based in the agency and that these days will centre on the requirements of the research project and literature based study. So the range of activities students may be involved in will vary depending on the nature and scope of the research inquiry they are undertaking. Thus they are likely to spend time building relationships with colleagues and participants, getting to know the agency’s aims and practice approaches, and networking and understanding the policy context. Evidently, this may involve regular participation in groups, activities and meetings. However, students are unlikely to undertake specific pieces of work, such as youth work roles and other regular commitments, if they are not of relevance to the research project. Clearly this will vary and needs to be negotiated and agreed. Overall, students are expected to extend their project management skills and self-direction, and deepen critical thinking in order to further develop their professional expertise and employability.

## 10.1 Assignment Tasks in Year 4

The final year is demanding in terms of scholarship and practice. Notably, throughout their fourth year, whilst on the Internship, students are also required to study modules and to write for assignment tasks.

The Internship is assessed by a Viva presentation to the Fieldwork Supervisor, University Tutor and invited guests as deemed appropriate to the setting. The Viva presentation is graded by the Tutor and Supervisor jointly.

## 10.2 Internship Support

Internship support is a collaborative effort between the university Tutors and the Supervisors. The tutors provide ongoing support and guidance to the students throughout the year supporting them and challenging their thinking as they weave through the research process and its many demands. The fieldwork Supervisors provide the research opportunities, the research context, and ongoing practical support and guidance in the field. There is a pre-internships seminar at the beginning of the semester that is designed to clarify expectations and offer support to Supervisors. The university Tutors are on hand throughout the Internship should Supervisors require further support and they meet regularly with students.

By the last year of study many students are extremely self-motivated in their approach and they require little support, however this varies depending on student needs and Supervisors may need to provide focussed support and supervision as in previous years. Supervisors are expected to complete the Internship Interim and Final Reports are invited to attend the Symposium presentation. Students do not complete e-portfolios whilst on internship.

By the end of the Internship the expectation is that students can:

* Understand the range of methods used to implement effective research, analyse and respond to community needs.
* Negotiate with key community stakeholders and agency providers.
* Develop a critical understanding of methodologies used to research and evidence ‘best practice’ in the field.
* Apply theoretical analysis within practice settings to assess impact
* Exercise autonomy and initiative in the identification and evidencing of issues in the field of practice and develop strategies for addressing them.
* Communicate in writing, verbal presentations and in discussion, complex ideas concisely and clearly to a variety of audiences.
* Collaborate with other practitioners in addressing complex issues in the field of practice, where planned research activity is located.

## 10.3 The Research Symposium

The annual research symposium is a celebration of the year’s work. 4th year students present their practice based research to each other, fieldworkers and academics. It is a one day event that runs like a mini research conference where the students each have around half an hour to present and discuss their topics, methodology, methods and any recommendations for practice. This presentation forms 10% of the final assessment for the Practice-based research module.

# Practice Learning Roles

To support the practice learning experience Supervisors, Tutors and students have differing but interconnected roles; and the Practice Learning Convenor and relevant Year Convenors oversee the whole process. The specifics of the roles are detailed below:

## 11.1 The Programme Director

The BACLD Programme Director has responsibility for the overall leadership of the whole of the programme. This is a role undertaken by a CLD Lecturer and is usually rotated on a three yearly basis.

## 11.2 The Practice Learning Convenor

The Practice Learning Convenor has responsibility for the overall leadership of practice learning on the programme. Once again this role is undertaken by a CLD Lecturer and is rotated. This role involves:

* Having a strategic overview of Practice Learning, locally and nationally
* Networking with the field of practice to secure Placements and Internships
* Providing training and support to Supervisors
* Working collaboratively to allocate Placements and Internships, striving to ensuring that student needs and the practice setting requirements are met
* Working closely with the Practice Administrator
* Evaluating Practice Learning on the programme
* Developing international Practice Learning opportunities

## 11.3 The Supervisor

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The Supervisor has a key role to play in Practice Learning on the BACLD and particularly in supporting the learning and professional development of students. Supervisors are experienced fieldworkers and they are expected to have a CLD professional qualification and to engage in regular continuing professional development.

The Supervisor liaises with the Practice Learning Convenor as well as the Practice Learning Administrator to agree Placement and/or Internship opportunities. There are specific requirements that come with undertaking the role including:

1. ***Supervisor Pre-placement***

* Completing a Placement Profile pro-forma detailing the practice opportunities available
* Meeting the student in a pre-placement visit to discuss the learning opportunities available to the student; the suitability of the match; mutual expectations and agency aims.
* Discussing and agreeing the student’s work areas; completing the Student Practice Learning Plan with the student; and returning it to the Practice Learning Administrator prior to the beginning of the Placement.
* Taking part in available pre-practice or pre-internship seminars.
* Reads the BACLD Health & Safety Procedures.

1. ***Supervisor Throughout the Placement***

* Arranges induction for the student; completes risk assessment of the practice agency activities; exercises a ‘duty-of-care’ for the student while they are on placement; and clarifies any reasonable adjustments, where necessary.
* Provides ongoing support and guidance to the student as well as regular supervision sessions, ensuring the student has opportunities to meet their agreed learning objectives.
* Supports the student in generating, gathering and organising evidence of their professional competence in the form of an E- Portfolio.
* Provides learning and development opportunities for the student encouraging critical thinking, debate and discussion of practice approaches. This involves regularly accessing the student’s e-portfolio, reading and commenting on the student’s reflective recordings, process recordings, work plans, etc.; and engaging in discussion of the CLD professional competences and values with the student
* Observes and monitors student performance; gives the student regular feedback on performance; records student performance and where necessary, amends the Student Practice Learning Plan
* Liaises with the student to arrange the tutor visit to the practice setting and engages in a three way discussion with the Tutor and student.
* Keeps in contact with the Tutor for support and guidance, as required; alerting the Tutor at an early stage of any professional concerns about the progress of the student.
* Assesses the student’s performance against their learning objectives, based on the student’s practice as well as their evidencing of practice in their e-portfolio; and completes the interim and final practice assessment reports, returning them to the Practice Learning Administrator.

1. ***Supervisor Throughout the Internship***

The Internship Supervisors have much the same role as the Placement Supervisors; a crucial difference however is that the Internship Supervisors complete a mid and final report to provide formative feedback on the students’ professional practice. They do not formally assess the student’s professional practice.

## 11.4 The Tutor

All students are assigned a university Tutor who has a role in supporting the students’ professional development and learning. Once students are on Placement or Internship, the Tutor is their key contact with the University and is also the key contact for the Supervisors.

Specifically the tutor:

* Provides ongoing support and guidance as required
* Attends two Placement group seminars (years 2 & 3)
* Undertakes a visit to the student and Supervisor around the mid-way point of the Placement (years 2 & 3).

## 11.5 The Student

Practice Learning is a central part of the BACLD Programme and students are expected to engage with this in a professional manner. There are specific requirements as follows; the student:

* Completes, in detail, the Student Learning Profile returning it to the Practice Learning Administrator (considering disclosure of any disability or support needs)
* Participates in any pre–placement seminars delivered by the Practice Learning Convenor and Tutors.
* Researches the practice setting and contacts the Supervisor to arrange a pre-placement visit.
* At the pre-placement visit, the student and the Supervisor discuss and agree the work areas; complete the Practice Learning Plan; complete the Placement Travel Budget form and agree any preparations to be undertaken before the placement begins.
* Works within the practice agency’s conditions of employment to complete the full quota of days on placement
* Reports all absences to University as well as the practice agency; days absent have to be made up by the student in negotiation with the Supervisor.
* Liaises with the Tutor and the Supervisor to arrange the Tutor visit
* Participates fully within the areas of work agreed in the Practice Learning Plan.
* Develops a working understanding of the philosophy, values and principles of community learning and development and works towards developing the competences that have been prioritised for this practice period.
* Provides appropriate recordings about progress and areas for development for meetings with the Supervisor.
* Has responsibility for gathering evidence and completing the e-portfolio; ensuring the Supervisor and Tutor has access to it; using the e-portfolio in supervision sessions to discuss progress and presenting it to the Tutor in the visit meeting.

1. ***Concerns Arising During Practice Learning***

Any concerns identified by the supervisor or the student should be considered immediately in order that action can be taken to resolve the difficulties. If the concerns relate to a lack of / or inappropriate learning opportunities, the student and supervisor should discuss this in relation to the learning plan and adapt it as necessary. The Practice Tutor has a role of support and guidance and it can be advisable to involve them in this discussion, where necessary the Year Convenor and Practice Learning Convenor can further support and advise.

If the concerns relate to the student’s practice the supervisor should ideally first discuss with the student and then contact the student’s Practice Tutor to discuss the issues and to develop a plan of action to enable the student to address the issues. If the concerns are deemed to be of a serious nature, or if it is not thought to be possible to resolve these within the placement setting, then the Practice Tutor should contact the Year Convenor and/or the Practice Learning Convenor and withdrawal of the placement may need to be discussed.

* 1. ***Placement halted***

If the student is absent for good reason and for a short, acceptable time (2 weeks or under), they should return to the placement and these days will be added onto the end of the placement period, unless concerns are identified by the Placement Supervisor or the Tutor.

If concerns are identified or if the student is absent for more than 2 weeks, a (minuted) meeting with the student, supervisor and the Tutor must be held on the student’s return (even if the student cannot return to that setting). The following options will be considered:

* The placement continues in this, setting with clear aims and objectives set.
* The placement is judged to be a fail. The supervisor must have enough evidence to demonstrate that the student could not meet the remaining learning outcomes detailed in the Practice Learning Plan in the time allowed or has persistently demonstrated practice below the required standard.
* There are complex circumstances and differences of opinion which need further discussion and thought. In this case, a further (minuted) placement meeting should be convened involving the Year Convenor, Practice Learning Co-ordinator and if necessary the Programme Director.
* When a student’s practice or behaviour is of a nature to warrant suspension of the placement, the responsibility for deciding this should rest with the supervisor of the agency. The decision should be taken in consultation with the Tutor and the Year Convenor and/or Practice Learning Convenor. This will be deemed a fail.
* When a decision to suspend a student is being considered, the supervisor must inform the tutor immediately. The student must also contact their Tutor immediately.
* An investigation of the matters leading to suspension may be necessary and if so should be completed by the Practice Learning Convenor, supported by the Programme Director. This will be reported to all parties.

## 

## 12.2 Representation

* A student has the right of representation by an appropriate person at any meeting convened by the agency in relation to the suspension of a placement
* A student has the right to seek advice and support from the University Student Advisory Service.

The School of Education, Social Work and Community Education follows the University’s complaints procedure and details can be found on the following link: ???

# A Final Word

The hope is that this handbook provides comprehensive guidance on Practice Learning on the BACLD programme, however it is not a static process and we are pleased to work in collaboration to improve and develop the overall Practice Learning experience on an ongoing basis.

## Appendix 1 - CLD Standards Council for Scotland, professional competencies.

**The competences for Community Learning and Development (2009)**

**Competence in Community Learning and Development**

*Community learning and development is learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants* (Scottish Executive, 2004).

**Community Learning and Development aims to:**

*…develop the capacity of individuals and groups of all ages and through their actions, the capacity of communities, to improve their quality of life. Central to this is their ability to participate in democratic processes*. (Scottish Office, 1998)

**Values**

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.

**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.

**The CLD competences**

• Know and understand the community in which we work

• Build and maintain relationships with individuals and groups

• Provide learning and development opportunities in a range of contexts

• Facilitate and promote community empowerment

• Organise and manage resources

• Develop and support collaborative working

• Evaluate and inform practice

The full list of indicators underpinning these can be found on the following pages.

**Competence: 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.

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

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

**Competence: 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.

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

* seek out and engage with individuals, groups and communities;
* practice in different roles, such as facilitating, supporting, leading, advocating, that are appropriate to the work in which you are involved;
* use informal dialogue in individual relationships and within groups;
* handle challenges and opportunities constructively;
* understand and deal with the underlying dynamics at work within relationships and groups;
* work towards the resolution of conflict;
* recognise the power dynamic and action needed to equalise power relationships in decision making;
* facilitate endings for individual and group relationships where appropriate.

**Competence: 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.

**Indicators:**  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:

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

**Competence: 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.

**Indicators** 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:

* analyse and understand power dynamics and decision-making processes;
* use community action as a means to achieve change;
* be inclusive and involve the wider community;
* interact within and across communities;
* participate in decision-making structures and processes;
* campaign for change;
* identify and manage community assets.

**Competence: 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.

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

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

**Competence: 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.

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

* develop and support collaborative working within your own organisation;
* initiate collaborative working with relevant organisations;
* participate in partnership and collaborative working;
* support community participation in partnership and collaborative working;
* clarify and articulate the role of your own organisation and that of others;
* negotiate and agree roles in collaborative and joint work, taking a leadership role where appropriate;
* identify, put in place or provide appropriate training and development opportunities for collaborative working;
* challenge and be challenged on issues undermining effective partnership working being aware of tensions and conflicts;
* manage the ending of collaborative and joint relationships.

**Competence: 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.

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

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

Reference: CLD Standards Council for Scotland (2009) The Competences for Community Learning and Development. Available: <http://109.233.117.82/standards_council/wp-content/uploads/2015/07/CLDCompetencesFullReport_Appendices.pdf> Accessed 20/8/15.

CLD Standards Council for Scotland (2017) Guidelines for Professional Practice Placement in Community Learning & Development. Available: <http://cldstandardscouncil.org.uk/wp-content/uploads/ProfessionalPracticeGuidelines_WEB.pdf>