
Midterm Review Guidelines
for approved CLD learning programmes

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 50 people from the sector actively involved in the committees and work of the Council. You can find details on the [CLD Standards Council website](#).

The Competence Framework for Community Learning and Development



All programmes submitted for professional approval should be clearly mapped to the CLD Competence Framework. This will show how participants are prepared for practice in this field of work.

The Framework, including the breakdown of indicators for each competence, is reproduced in full at Annex 1.

Aims and objectives

The aims of the mid-term review are:

- To ensure the continuation of quality assurance during the period of professional recognition
- To update The CLD Standards Council for Scotland on any changes which have taken place in the course or its delivery since the original approval

The process

A course is normally approved for 5 years and the midterm review would be scheduled for half way through this period.

The mid-term review process is referred to within the main Guidelines for the Professional Approval of CLD Learning Programmes. A copy of these guidelines can be downloaded from our website:

[http://www.cldstandardscouncil.org.uk/Approval of training/Approval of training](http://www.cldstandardscouncil.org.uk/Approval%20of%20training/Approval%20of%20training)

Towards the mid-term point, the Officer will contact the provider to initiate the process. The Officer will provide all relevant material (including a copy of the conditions and recommendations from the original approval) and will offer support and clarification. The provider may also request a face to face meeting.

The provider must submit a written report and appropriate supporting documentation answering the questions in Annex 2. The Approval Officer may then request a face to face meeting to explore material in more detail.

A confirmation letter will formally confirm the outcome of the mid-term for the records of both parties.

A diagram of the process can be found in Annex 3

The Approval Officer

The Approval Officer's role is to support and guide learning providers through the process and to deliver Approval reports to the Approval Committee. They co-ordinate the process and liaise between the learning provider and the 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 midterm review process.

Timescales

- The Approval Officer will contact the provider after the learning programme has run for two years or equivalent where the approval period is under five years.
- The Approval Officer and provider will then discuss the process and agree a formal start date.
- The provider must complete the written mid-term review report within two months of the agreed start date.

Re-approval

Programmes retain approval for a period of no more than five 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 role of the Approval Committee

On receipt of the report, the Approval Officer will prepare a brief for the chair of the Approval Committee and the chair of the original Approval Panel. Should the chair of the committee and chair of the panel be the same person then another member of the original Approval Panel will be brought in.

The Approval Officer's brief will either be a Confirmation or a Recommendation.

Confirmation: the conditions have been met and the approval should continue;

Recommendation: a series of additional questions must be answered in writing by the provider, and/or a face to face meeting is needed to discuss the mid-term review further.

At the conclusion of the midterm review, the Approval Officer will write a summary report of the recommendation to be presented to the full Approval Committee at their next meeting. Once the committee has agreed this report, an official letter will be issued to the provider.

When preparing the brief, should it become apparent that significant changes have been made to the programme, the Approval Officer may decide that a full re-approval should take place. The procedures within the Guidelines for the Professional Approval of CLD Learning Programmes will then be followed.

The official letter will include a statement with regard to midterm review in one of the following forms:

- That the programme approval will continue until the end of the current approval period
- That the programme approval will continue until the end of the current approval period subject to certain listed conditions and/or recommendations being fulfilled within agreed timescale

Appeals Procedure

If the Approval Committee has not agreed the continued approval following midterm review, 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 official letter and clearly state the grounds on which it is based. Should it be agreed that there is a case to answer; the organisation 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 – Content of report for midterm review of approved learning programmes

Annex Three – Diagram of midterm review process

Annex 1

The CLD Competences and Approval Submissions

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 are¹

- **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

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

Content of report for midterm review of approved learning programmes

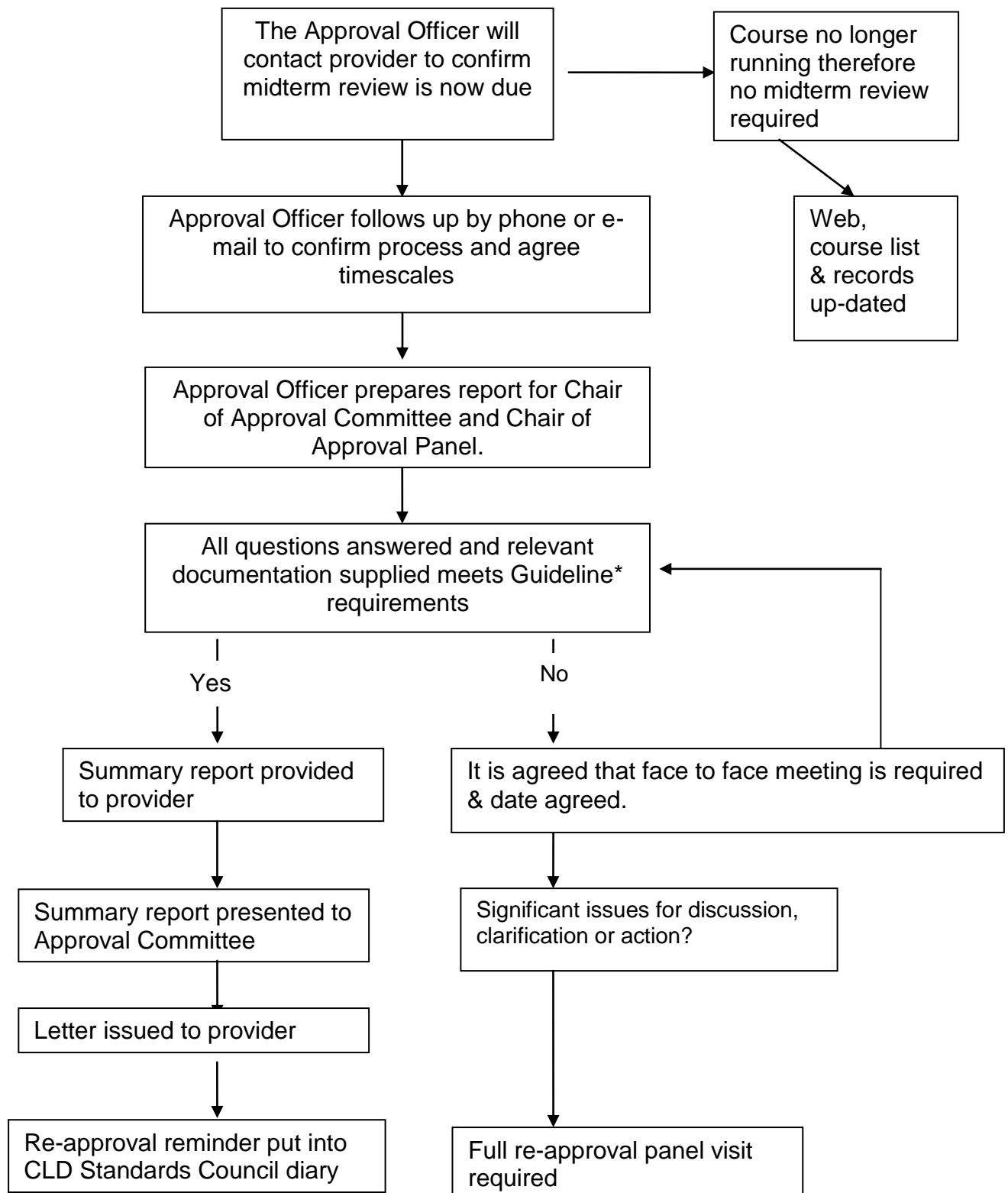
Questions

- 1 Please provide evidence which demonstrates that you have implemented all conditions and considered all recommendations attached to your original approval. Please note any matters remaining or difficulties that you have encountered in complying.
- 2 Where approval was gained prior to March 2009, please detail the work undertaken to ensure that the course supports the development of the [CLD Competences 2009](#).
- 3 Identify and justify any changes made.
- 4 Identify next steps for programme development

In addition, please enclose the following documentation:-

- Annual reports for the period since original approval until present and/or
- External examiner reports
- A sample of student course evaluations for the period since your original approval until present. This should comprise 10% or 30 evaluations, whichever is fewer.

Annex Three - Midterm review process



*Guidelines for the Professional Approval of CLD Learning Programmes available on <http://www.cldstandardscouncil.org.uk/Home>