

---

**Guidelines  
for  
Individual Recognition**

---

## 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, including profiles of our committee members, on the CLD Standards Council website: [www.cldstandardscouncil.org.uk](http://www.cldstandardscouncil.org.uk)

## What is Individual Recognition?

---

The procedure for Individual Recognition is consistent with the values and principles of CLD. It aims to be clear, fair and non-discriminatory. Individuals will be expected to demonstrate that their education, training and experience has equipped them to a standard comparable with professionals who have trained in Scotland and that they are competent to work in CLD.

Within Scotland, professional CLD workers are trained to degree (BA) or post graduate certificate level. All approved courses include a minimum of 40% practice and ensure learning is linked to the Competence Framework for CLD (see diagram below and Annex Two)



Recognition will be of the individual's combined personal practical experience and qualification. In keeping with European Union Directives (see Annex One), this experience need not exceed four years. Given the nature of CLD, the Standards Council considers that an aptitude test is not appropriate but a period of supervised practice may be required where there are substantial differences in the training received.

## Individual Recognition Categories

---

Applicants will fall into one of the following categories:

**(i) UK and Ireland nationals with an approved qualification obtained in the UK**

There is a mutually recognised list of approved Professional (Higher Education) qualifications compiled by the professional bodies across the UK and Ireland. These bodies are: the NYA (England), ETS Wales, the Joint ETS for Northern Ireland and Ireland, and the CLD Standards Council for Scotland.

An applicant who holds one of these qualifications will be considered under this mutual recognition agreement.

**(ii) UK and Ireland nationals with a non-approved qualification obtained in the UK**

Applicants may hold a qualification which has not been approved by a national professional body. In these circumstances, the applicant's qualifications and experience will be assessed against the criteria established by the Standards Council.

In Scotland, professional CLD workers are trained to degree (BA) or post graduate certificate level; therefore the criteria have been set to ensure applicants meet a standard comparable with professionals who have trained in Scotland. The applicant's course of educational study followed must have included appropriate content and a period of supervised, relevant practical work in an appropriate setting.

**(iii) Non UK and Ireland nationals (and UK and Ireland nationals who have studied abroad)**

Applicants may hold a qualification which has been awarded outwith the UK and Ireland. In these circumstances, the procedure for Category II will be followed and applicants will also have to provide evidence of proficiency in the English language.

Please note: this category of applications will take a longer time to process due to the evidence gathering procedure.

**Applicants in Categories II and III must also provide a professional reference.**

## Initial contact

---

The individual should contact the CLD Standards Council Approval Officer to note their intention to seek Individual Recognition and ask for guidance on the best way to proceed with their application.

Contact details:           Telephone 0141 282 5257  
E mail: [contact@cldstandardscouncil.org.uk](mailto:contact@cldstandardscouncil.org.uk)  
Web: <http://www.cldstandardscouncil.org.uk>  
Post: 9<sup>th</sup> Floor, The Optima, 58 Robertson Street, Glasgow G2 8DU

## The Approval Officer

---

The Approval Officer's role is to support and guide individuals through the process; offer advice on evidence and supporting documentation, and deliver reports to the Approval Committee.

## Application Form

---

If the applicant falls into category II or III, they will be directed by the Approval Officer to complete the Individual Recognition Application Form (Annex 4).

## Submission of form and fee

---

The completed form can be posted or emailed to the CLD Standards Council. The following must be returned with the form before the process can proceed:

- ✓ A professional reference
- ✓ Copies of qualification certificates
- ✓ Evidence of practice related to the CLD Competences
- ✓ The fee

There is a flowchart of the application process in Annex 3.

## The decision process

---

**(i) UK and Ireland nationals with an approved qualification obtained in the UK**

The Approval Officer will check the list of mutually recognised courses and confirm the decision verbally to the individual. A letter can be issued on request.

**(ii) UK and Ireland nationals with a non-approved qualification obtained in the UK**

**(iii) Non UK and Ireland nationals (and UK and Ireland nationals who have studied abroad)**

The Approval Officer will consider the completed request form against the criteria determined by the Standards Council. The decision will be one of the following:

- Criteria met and application approved
- Criteria partially met; provisional approval dependent on supervised practice
- Criteria not met and application refused

## Appeals procedure

---

If the Approval Officer has refused an application, the individual 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 letter from the Approval Officer and must clearly state the grounds on which it is based. If it is agreed that there is a case to answer, the individual will be invited to provide further evidence.

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

The Appeal Panel will have the power to:

- Allow the appeal
- Allow the appeal subject to specified conditions or
- Dismiss the appeal

The Appeal Panel will convey its decision in writing to the applicant and to the Approval Committee and give reasons for its decision.

The Appeal Panel's decision is final.

## **Annex One**

### ***Relevant Legislation***

There are two main European legal instruments covering the mutual recognition of professional qualifications: **Directive 89/48/EEC** and **Directive 92/51/EEC**.

**Directive 89/48/EEC** covers the mutual recognition of qualifications in recognised professions that require a university degree or equivalent. This directive is implemented in the UK by **the European Communities (Recognition of Professional Qualifications) (First General System) Regulations 2005** and by similar regulations in other member states.

**Directive 92/51/EEC** covers the mutual recognition of qualifications in professions regulated below degree level. This is implemented in the UK by **the European Communities (Recognition of Professional Qualifications) (Second General System) Regulations 2002** and by similar regulations in other member states.

In terms of the General System of Mutual Recognition of the European Union CLD Standards Council for Scotland is the “competent authority.” As such, according to the Second General Directive:

“The competent authorities of the host Member state should be allowed to determine, in accordance with the relevant provision of Community Law, the detailed rules necessary for implementation of the adaptation period and the aptitude test.”

## Annex Two

### 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<sup>1</sup>

- **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:

---

<sup>1</sup> Taken from the Interim Standards Council's proposals, 2008

- 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.

### **Using the Competences to provide evidence for the Individual Recognition process**

In order to simplify the application process, we provide here a lettered and numbered version of the Competences to use as shorthand when completing the application form.

For example:

**Competence:** *Facilitate and promote community empowerment*

*In my last post, I worked with a group of parents who were concerned about anti-social behaviour in and around their local play area. After the group approached me, I helped them organise a meeting in the local school hall (D2) and promoted it by putting notices in the local surgery and in the communal areas of the sheltered housing complex immediately behind the play area (D3).*

**Competence:** *Know and understand the community in which we work*

*When I worked for Lewisham Council, I was asked to establish a new area team in Deptford. I began by visiting Deptford market, the hub of the local community, to meet stallholders, shoppers and residents, and to ask them what they thought the area needed (A2). I then visited the local school, Deptford Green, and met with the Headteacher to ask for his view (D5).*

**Please note: the letters and numbers have been allocated for ease of reference only and do not indicate any weighting or prioritisation of Competences.**

## **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 Three**

Flowchart of Individual Recognition process



**Annex Four**

**APPLICATION FOR RECOGNITION AS A COMMUNITY EDUCATOR**


**Note for applicants:**

All applicants must complete sections A – D. Only candidates who have been instructed by the Approval Officer should complete section E.

**A. Personal Details**

Title .....	Forename .....	Surname .....
Address ..... .....		
Post code.....		
Telephone number .....	Email address .....	

**B. Qualification Details**

Name of Qualification	
Name of Education Institution attended	
Duration of course	
Start Date	
Completed Date	
Date of Award	
 Please attach a copy of your official documentation giving details of your qualification.  If certificates are provided in any language except English, authenticated translations must be supplied.	

### C. Referee Details

Title .....	Forename .....	Surname .....
Address ..... .....		
Post code.....		
Telephone number .....	Email address .....	

### D. Language Proficiency

<b>Do you have:-</b>		
Aural/Oral competence in social communication	<b>Yes</b>	<b>No</b>
Aural/Oral competence suitable for a workplace	<b>Yes</b>	<b>No</b>
Reading ability sufficient to enable continued professional development	<b>Yes</b>	<b>No</b>
Writing competence in both formal and informal communication	<b>Yes</b>	<b>No</b>
Evidence of above	<b>Yes</b>	<b>No</b>



Please attach a copy of your official documentation giving details of your evidence (where applicable).

Applicants may submit evidence such as the International English Language Testing Scheme Certificate. It may be possible to acquire this through the British Council in the country of residence.

Inclusion of the IELTS Certificate with a score of six or better with satisfactory information of qualifications and experience may entitle applicants to provisional recognition subject to scrutiny of documentation.

If certificates are provided in any language except English, authenticated translations must be supplied.

## E. Evidence of CLD Competences

### Using the Competences to provide evidence for the Individual Recognition process

In order to simplify the application process, we provide here a lettered and numbered version of the Competences to use as shorthand when completing the application form.

For example:

**Competence:** *Facilitate and promote community empowerment*

*In my last post, I worked with a group of parents who were concerned about anti-social behaviour in and around their local play area. After the group approached me, I helped them organise a meeting in the local school hall (D2) and promoted it by putting notices in the local surgery and in the communal areas of the sheltered housing complex immediately behind the play area (D3).*

**Competence:** *Know and understand the community in which we work*

*When I worked for Lewisham Council, I was asked to establish a new area team in Deptford. I began by visiting Deptford market, the hub of the local community, to meet stallholders, shoppers and residents, and to ask them what they thought the area needed (A2). I then visited the local school, Deptford Green, and met with the Headteacher to ask for his view (D5).*

<b>Competence</b>	<b>Evidence (please use letters and numbers as indicated in Annex Two)</b>
<b>Know and understand the community in which we work</b>	
<b>Build and maintain relationships with individuals and groups</b>	
<b>Provide learning and development opportunities in a range of contexts</b>	
<b>Facilitate and promote community empowerment</b>	

<b>Organise and manage resources</b>	
<b>Develop and support collaborative working</b>	
<b>Evaluate and inform practice</b>	