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

This form can be used to support you in completing your application for JETS approval. Full Details of the JETS Approval/endorsement process can be found in the Joint Validation Guidelines.

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

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

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

**?? = Red**

**?? = Blue**

**?? = Green**

**?? = Purple**

**Thank you.**

# Professional Validation/Endorsement at a glance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **The Standards** | **Title/details of supporting documents – to be completed by Provider** | **Comments from panel member/officer**  **(for internal use by Joint ETS Panel)** | **Decision/Action required (for internal use by Joint ETS panel)** |
|  | **Topic** |  |  |  |
| 1 | Link to relevant guidelines |  |  |  |
| 2 | Length of programme and/or level at which Professional |  |  |  |
| 3 | Title of Professional qualification |  |  |  |
| 4 | Fees for Validation |  |  |  |
| 5 | APL |  |  |  |
| 6 | APEL |  |  |  |
| 7 | Fieldwork arrangements and hours |  |  |  |
| 8 | Supervision Arrangements for fieldwork |  |  |  |
| 9 | Staffing arrangements |  |  |  |
| 10 | Assessment |  |  |  |
| 11 | Suitability for Youth Work |  |  |  |
| 12 | Any country specific requirements |  |  |  |

Appendix 1

Guidance document

To

evidence practice placement

within your approval submission for

CLD Standards Council for Scotland

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

**Professional**

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

**Developmental**

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

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

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

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

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

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

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

This document will include:

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

**Evidencing 40% minimum practice.**

**Hours calculations**

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

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

Example1:

Student completing 3 year BA programme full time study:

Year 1 practice = 480

Year 2 practice = 480

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

Example 2:

Student completing BA (Hons) programme over 4 years

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

**1 480 620 100**

**2 480 620 100**

**3 480 620 100**

**4 480 620 100**

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

**Credit calculations:**

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

**Example 1**

Student completing PDA in Youth Work – 24 credits of study

**Unit Practice Theory**

1 3 5

2 3 5

3 3 5

Total 9 15 total credits = 24

**Example 2:**

Student undertaking PGD studies = 180 credits in total

Practice Theory

75 105

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

**IS** **NOT**

Face to face work reading about face to face work

Working on a plan with a group attending a lecture about group work

Providing coaching A visit with no input or reflection exercise

Preparation/research into an activity

Completing an activity

Reflecting on the activity

Observing an activity and providing reflection on it

Working on a specified project with others

Within the draft QAA document Subject Benchmark Statement: Youth and Community Work: Draft for consultation April 2016 it is stated:

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

Full details of this document can be found at <http://www.qaa.ac.uk/en/Publications/Documents/SBS-Youth-and-Community-Work-consultation-16.pdf>