



**Submitter's Guidance Pack
for the Professional Endorsement of Community
Development Programmes**

Endorsement and Quality Standards Board for Community Development Learning

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Introduction

The Endorsement and Quality Standards Board for Community Development Learning (ESB) was formally established in 1997 to promote quality training, learning and qualification opportunities within the field of Community Development work.

The Board has modelled its system for endorsement on the Community Development National Occupational Standards (CD NOS) 2015. Within these the Key Purpose defines Community Development, accompanied by the five Key Values that underpin all Community Development practice, and the six Key Areas of knowledge and skill requirements for Community Development practitioners.

This may make the Board's process appear different from other endorsing bodies as evidence of mapping is looked for within all programmes seeking endorsement. It is particularly important that the Key Values, their application to practice and Standards 1,2,3,4 and 6 from Key Area One (core of the CD NOS) have been used to inform the design and assessment of your programme.

The Board offers professional endorsement of all types of training and learning that meet its requirements, whether they are short or long programmes, accredited or not, designed as open courses or specifically for a group. The Board exists to ensure quality training and learning around Community Development which is relevant and appropriate.

The Board provides support and guidance to providers when developing new programmes and courses as well as a rigorous endorsement process, which recognises good practice and encourages improvement.

A: Understanding Endorsement

i. Endorsement of Community Development Work Training and Learning

The Board is only concerned with endorsing courses/ programmes that are aiming to deliver Community Development training or learning opportunities. This can be part of a joint programme as ESB offers dual validation with NYA for youth and community programmes.

If Community Development is part of a wider programme, The Board will only endorse those modules, which are about Community Development and its practice, and programmes where more than 60% is about Community Development.

The definition of Community Development is expressed in the following Key Purpose from the CD NOS (2015):

The Key purpose of community development

Community development enables people to work collectively to bring about positive social change.

This long term process starts from people's own experience and enables communities* to work together to:

- » Identify their own needs and actions
- » Take collective action using their strengths and resources
- » Develop their confidence, skills and knowledge
- » Challenge unequal power relationships
- » Promote social justice, equality and inclusion in order to improve the quality of their own lives, the communities in which they live and societies of which they are a part.

**Communities refer to those that can be defined by geography, identity or interest.*

Endorsement means that the session / module / course / programme that is endorsed has met the criteria of the Board and is deemed to provide a quality training or learning opportunity. It is not primarily concerned with individual accreditation - which is the opportunity for individuals to gain qualifications. Regional schemes offering endorsement of Recognition and Work-based Learning assessment programmes will need to refer to the specific Submitters Guidance and Submitters Packs available on the ESB website.

If your programme is accredited then some of the information you provided to become an Approved Centre/ provider or for internal validation will be relevant to this submission and can be used. We have taken account of the normal requirements of Awarding Bodies and bodies such as Foundation Degree Forward (FDF) as well as general university validation requirements.

Developing New Programmes:

If you want to write a new programme and would like some advice please contact the Board about its guidance and support. Programmes that have not yet run can achieve provisional endorsement for one year. Full endorsement can only be granted after we have visited the first groups of participants on the course.

The value of endorsement to providers:

Providers who have been through the endorsement process have identified several advantages:

'It was important for the course's credibility. Prospective students asked about it – they wanted the wider recognition that endorsement brings'

'We wanted to put endorsement on the advertising to encourage people to sign up for the course so it would run'

'If you are writing a course from scratch, the submission programme provides a very helpful framework. For example to get endorsement a course has to include a variety of ways to assess students work. This requirement encouraged us to be creative about assessment. It also helped us argue for alternatives to assessment at HE level'

'Endorsement forced us as providers to make sure that tutors had recent and relevant Community Development work experience. This noticeably improved the quality of the teaching'

‘To get endorsed a course has to subscribe to and communicate a clear values base for Community Development work. This helped us to keep the values in there when under pressure to be less contentious’

‘Staff and students felt that their work was being recognised. It was an endorsement of them.’

Further information on the value of endorsement can be found on Why Get Endorsed part of our website.

ii. Process of Endorsement

There are a number of steps to achieving endorsement by the Board. It is based upon the submission of written evidence against our criteria which are drawn from:

- The CD NOS (2015)
- Indicators used by other Awarding Bodies / Validation Panels
- Identified good practice in programmes

There are 9 sections with the Submitters Pack which cover the criteria used to make a decision about endorsing a programme. The Board is always interested in good practice developments and so there are opportunities within the submission to indicate other areas of good practice which can inform the criteria requirements, as the Board continues to develop systems and processes.

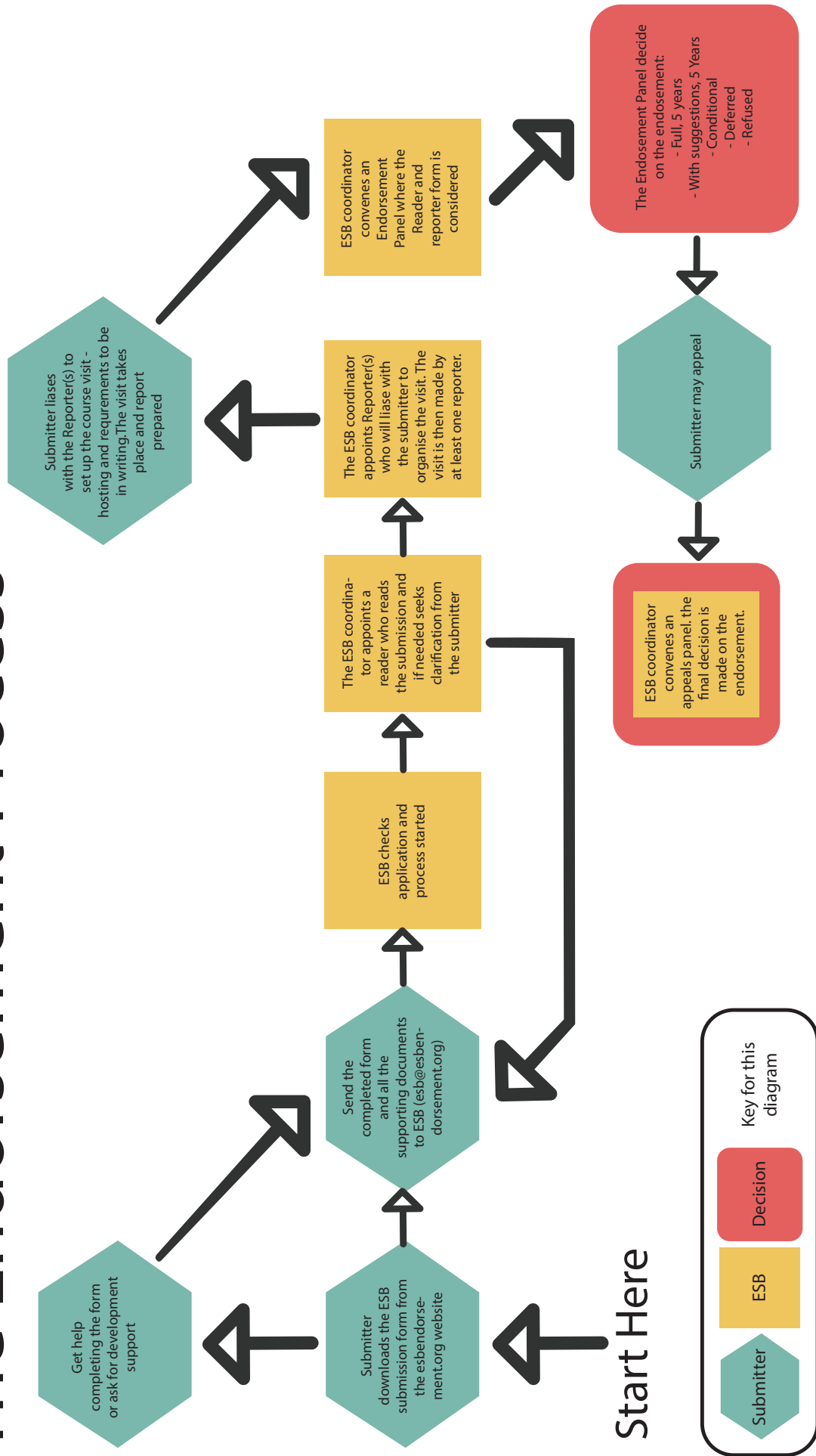
The completed Submitters Pack and associated evidence is read by one or more approved Readers, and involves a visit, by one or more Reporters, to meet with staff involved and course participants. All of the Board's Readers and Reporters have an in-depth knowledge of Community Development practice and learning; they have applied for and been through a rigorous selection process, and have attended our internal training programme. The Reader and Reporter process is to ensure that enough information is gathered to be able to decide if a provider meets our requirements, and that the information is being judged by people who understand Community Development and Community Development practice, training and learning.

See the endorsement process diagram on the next page as well as the information below - in essence the steps are as follows:

- 1. Submitter preparation:** the submitter obtains the packs from the England Standards Board web site and decides if the programme fits with the Key Purpose of Community Development as expressed in the CD NOS(2015) . If support or consultancy are required please contact ESB.
- 2. Completion of submission:**the submitter completes the relevant submitters pack and sends in and electronic copies of the full set and supporting documents to the Board via: esb@esbendorsement.org. If there is supporting documentation that is not electronic please send three (3) copies to the ESB address (please enquire). The more complete the information is at this stage, the quicker the endorsement process can proceed.
- 3. Initial check:** on receipt of the pack it is checked to ensure that it fits within the Board's remit and that all the relevant paperwork has been sent through.
- 4. Formation of the team:** the Board sets up the team of Readers and Reporter(s) as required by its policies and procedures
- 5. Initial consideration of submission:** the submission is read by the lead Reader and the Reader/ Reporter who match the information provided against the criteria expectations and produce a summary report which includes a list of other information needed to make a decision. If you are submitting a short course then there may be one Reader who also reports, for longer programmes teams of Reporters are used, one of whom will have been a Reader
- 6. Programme visit:** the Readers report read by the Reporters to plan a visit where they will meet tutors/ trainers and participants to confirm the details outlined in the submission and to gather any additional information outlined in the Reader's report. The Reporters compile a report which is submitted to the Panel, with recommendations.
- 7. Panel meeting:** a panel of 3 people is convened who read the Reporter's report and have access to the Readers' reports. The Reporter attends the Endorsement Panel to answer questions and clarify points and the Panel makes the decision, based on the information available to them and their discussions .

- 8. Feedback:** the submitter is informed of the decision. If conditions have been imposed then when the submitter confirms that these have been met the information will be considered by the Endorsement Panel at an agreed date (unless the Chair of the Panel has been given delegated powers to agree the endorsement once certain minor points had been resolved).
- 9. Right of Appeal:** the submitter has a right of appeal about the process and the outcome. In such circumstances an Appeals Panel will be convened by the Board on receipt of a written appeal citing the nature of the appeal.

The Endorsement Process



iii. Types of Endorsement

The Board can make 4 decisions:

1. **Five (5) year full endorsement:** of a programme; maybe with some suggestions for areas that could be developed
2. **Conditional endorsement:** which means that there will be some conditions to be met before the 5-year endorsement is granted; these conditions will be spelt out by the Endorsement Panel. Once the submitter has taken steps to meet these (usually by providing additional information, but it can involve another visit by a reporter), the Panel will look at the submission again and decide if the conditions have been met and the 5 year endorsement will be granted. A programme will have one year to meet the conditions, otherwise its conditional approval lapses
3. **Conditional endorsement for 1 year:** this normally applies to a new course which has met the criteria on paper but where there are no participants to meet and talk to. A visit will be made by a Reporter during the first rerun of the course and, following consideration of the information gathered, the Endorsement Panel will make a decision and can award the 5 year endorsement
4. **Refusal of an application:** this can occur when the Endorsement Panel decides that the programme is not of the quality that it would want to endorse, nor does it consider that the application can be brought up to standard by the use of conditions.

iv. The Costs of Endorsement

The Board does not receive any public funding and is self-financing. It pays the Readers, Reporters and panel members for their work unless their organisation is in a position to gift their time.

The Board has a charging policy which relates to the length of the programme being submitted (see separate sheet on the ESB website for details of our charges).

v. Annual Updates

The Board monitors the programmes it endorses through an annual update system where submitters are asked to let us know about changes to their original submission.

If the changes are significant and affect much of the submission, such as a complete change of trainers, then Reporters may re-visit to check that the standards are being maintained.

You are required to complete the annual review form each year and send back to ESB. You will normally be sent a request to fill in the annual return. The form can be found on our website or can be requested via the esb@esbendorsement.org email address.

vi. Reporting Visit: What You Need to Know

Arranging the visit

When visiting a course or a programme the Reporter(s) will use his/her own judgement when negotiating the specific arrangements. She/he will be expected to strike a balance between a rigorous assessment and the needs of tutors/trainers and participants. For example:

- The Reporter(s) will try not to take up too much of the teaching time on a course, particularly short courses. If all contact with participants has to be in teaching time then the Reporter will be as brief as possible, and where circumstances allow, the Reporter can extend contact with participants and tutors more informally, for instance fitting discussions into the lunch period
- Similar considerations apply to visiting course sessions e.g. 30 minutes at the end of a session, moving on to lunch may be useful to help the Reporter(s) get a feel for the course or programme. Sitting through an hour and a half lecture is not likely to be the best use of the Reporter's time and may be intrusive for participants.
- The Reporter(s) will structure her/his time to make sure she/he collects evidence to address all the points raised by the Reader. For example, if the Reader has expressed concerns about the placement arrangements and support, the Reporter(s) would want to meet a good cross-section of the placement supervisors during the interview.

- Where there is more than one Reporter, it is likely that they will use their time to see different groups of people, for example one may talk to course participants while the other is talking to tutors.

Preparing for the visit

The criteria against which the programme is assessed are those laid out in the Submitters' Application Pack. The Reporter(s) will use the visit form to help devise questions that will:

1. Gather any information required by the Reader(s) – details of what is required will be sent to the submitter in advance of the visit
2. Generate enough evidence to make a recommendation about the course (this includes judging whether the course is appropriately balanced)

The programme content criteria refer to the Key Areas for Community Development practitioners and the skills, knowledge and value-based practice as described in the Standards within the CD NOS(2015). The Reporter(s) shall base his/her decisions on whether the programme takes particular account of Standards 1,2,3,4 and 6 and the following principles within the taught workshops as well as the assessment portfolio:

- Working to create sustainable communities involves taking account of inextricably linked social, economic and environmental issues which all have to be addressed to gain sustainability in the long term;
- Anti-discriminatory practice involves considering the impact of local actions on all disadvantaged communities. This includes, where appropriate, disadvantaged communities in other countries;
- Participation necessarily includes communities recognising and using their power, including through collective action for social change.
- Community development practice has a clear theoretical basis, which should be acknowledged. This includes drawing upon writers such as Paulo Freire and other's work on developing critical consciousness and political literacy.

In their further comments and summing up Reporters are expected to consider overall balance. Is the balance between the following elements right for the type and level of the course or programme?

- Level of support to participants;
- Organisation and management;
- Delivery;
- Content;
- Equality and values.

B: Completing the Application Form

When you look at the application form you will see that there are 9 sections within it which are asking for information about your organisation and details of the programme/ course you are seeking endorsement for.

The Board recognises that the paperwork may be daunting for a provider of a short / non accredited course, however, it is keen to ensure that endorsement is available equitably. Please contact the Board as an individual will be able to help you complete the paperwork.

Whilst we can accept information provided to other validating bodies, please select the appropriate sections. We do not wish to wade through a lot of inappropriate material. You may be asked to resubmit if the reader cannot easily find the relevant evidence.

General points

In all of the sections please complete all of the questions; if a question does not apply to you please say so - blank spaces cause confusion!

If you wish to use material you have written for other bodies then please make sure it is carefully cross referenced to the particular section/ page/ criteria. It is not helpful to indicate "see enclosed submission to xxxxx Board". Please complete the form (even if it is just to cross reference to relevant material) and make a list of the material you have enclosed with the submission.

Section 1: Information about Your Organisation

Questions 1 – 13

These questions ask for information about your organisation so that the Board is clear about who you are, what your main activities are and what resources you have available. This basic information about you and where you operate provides the context.

The Board asks about employer involvement as it is concerned that employers get involved with supporting local training providers and accept their courses as useful to their staff, and that they begin to recognise relevant qualifications for paid Community Development posts.

Section 2: About the Programmes Being Submitted for Endorsement

Questions 1 – 8

Section 2 asks about the programme being submitted for endorsement which helps the Board decide if this is suitable for consideration for endorsement.

Answers to the above, along with the completed initial Matrix, also provide clarity about the level and size of the programme/ course being submitted. This will ensure the right Panel is convened to look at your proposal, and makes sure you are invoiced correctly!

Asking about the rationale for your programme development enables you to set the scene for the Reading/ Reporting team to understand what is behind your proposal.

Section 3: Information about the content

Section 3 is about the content of your programmes and consists of three broad criteria to be met.

The Board expects all courses/programmes to demonstrate a detailed understanding of the CD NOS 2015 and their active use in the design and implementation of endorsed CD courses/ programmes.

Criteria:

3.1.1 - 3.1.6

This is about how you have mapped specific Key Areas and Standards, including knowledge and skills requirements within each, to your programme content and learning outcomes. In all programmes the Board is looking for a focus on Key Area One as core. Please indicate where you are covering these topics in your programme

3.2.1 - 3.2.3

This is about how the CD Key Values and their application to practice have been embedded into your programme through the working knowledge of those involved in design, development and delivery. In addition, the opportunities available to participants to explore how the CD Key Values inform their practice and the implications of doing so.

The Key Values of Community Development and their application to practice should be applied to all programmes. On short courses you may only be covering one or two elements of the Key Values and that may be perfectly adequate, you need to tell us how you think which are applicable and where they fit in (you may include a session plan which shows this, or the learning outcomes for a longer programme). For a 2-3 year full time course we would expect to see all the Key Values linked to practice development.

3.3.1 - 3.3.3

This is about how you are customising your programme to meet the needs of particular groups and also ensuring that effective use is made of their experience and expertise.

The Board is also keen to see that the learning needs of participants have been taken into account when planning a programme so there is an expectation of a choice of options on longer courses and that there is some negotiation with participants on shorter courses so that the content may be adjusted to make the best use of peoples available time for learning.

The Board is looking to see that you have used the relevant and appropriate parts of the CD NOS (2015) when designing your programme e.g.

- If it's a short course on evaluation for Community Development practitioners we would be looking to see if you had included the key elements from Standards within Key Area Two,
- If it is a programme for managers on designing evaluation frameworks we would expect to see you had included elements from the Standards within Key Area Two, Key Area Five, Key Area Six and Key Area Seven.
- An OCN introduction to Community Development skills would be drawing on Standards within Key Areas Two, Three and Five.

All of the above at an appropriate Level and, of course, with an expectation that the core Key Area One has already been covered as mandatory. As reflection is a requirement of Key Area One (Standard 4), an approach to this would be expected in all courses, particularly in the use of learning from each other and in any assessment strategy.

The full details of the CD NOS(2015) can be found on the ESB website esbendorsement.org.uk

For your convenience we have included the Key Purpose and Key Values at the end of this document

Section 4: The Use of Practice

Section 4 is about the use you make of practice development within your course/programme, informed by the CD NOS 2015. There are two broad criteria to be met which seek evidence to demonstrate that participants are equipped to develop their skills as a CD practitioner, have appropriate opportunities for practice development and use reflection as a major tool within this.

Criteria:**4.1.1 - 4.1.7**

This is about ensuring that suitable, and appropriately resourced, opportunities for practice learning are negotiated and offered. Participants are enabled to prepare thoroughly and expectations regarding reflection on practice and assessment are clear and agreed, using Key Area One of the CD NOS (2015) as mandatory within a framework for this. This would also demand that all those involved in organising / verifying / assessing practice are suitably knowledgeable and experienced in Community Development.

4.2.1 - 4.2.3

This is about ensuring that reflective practice is a developed skill requiring evidence of learning from it and the application to continuous development of practice.

Overall, the Board will be looking for evidence that there are clear links between participants' Community

Development practice and the learning on the course/ programme with a reference to Key Area One of the CD NOS (2015).

On long programmes where learners may have had no previous Community Development experience, as we understand it, the Board would expect practice placements built into the programme.

The Board's minimum requirements for each level are:

Level 1: there is evidence that learning draws upon and links with current practice or a case study

Level 2: there is evidence of participants being practitioners and reflecting on their own practice

Level 3: as for Level 2 but there also needs to be verification of practice

Levels 4 – 8: There is a requirement for externally assessed practice at Levels 4 and above.

For example:

- at Level 4 the current City & Guilds programme requires demonstration of practice
- at Foundation Degree level practice should be in line with the requirements for a Foundation Degree, at Degree level the Board has a minimum 25 % requirement but the Board's guidance on Good Practice is 50%. Full Degrees need to be equipping people to graduate as 'professional' CD practitioners and therefore requires formal assessment of practice in CD settings.
- Postgraduate programmes need to incorporate formal reflection on practice

For both work-based practice and any additional placements the Board would expect there to be formal assessment of practice. The assessment should be undertaken by someone with Community Development experience and an understanding of the National Occupational Standards. The Board would expect the National Occupational Standards to be reflected in the criteria for setting up a practice placement and in the criteria for successful completion of the placement.

The organisation of practice and placements should include people with an understanding of Community Development to support both students and agencies.

Community Development has a body of essential skills that need to be learnt and developed, so the Board would expect that in preparation for practice, or in the integration of theory and practice, that core skills are being taught on any programme.

Further guidance on practice and an example of good practice can be found on the ESB web site.

Section 5: The Way You Organise Programmes/ Courses

Section 5 is about the way you organise programmes/ courses.

There are three broad criteria to be met which The Board sees as vital components in the delivery of good quality CD courses/ programmes.

Criteria:

5.1.1 - 5.1.3

This is about who does your tutoring, how you recruit and select sufficient numbers of staff, and provide training and resources, to run the programme/ courses. The Board expects that the following core competencies will be met by those recruited who should have:

- qualifications or experience necessary to deliver, assess and quality assure CD learning
- substantial CD experience, paid or unpaid, or be a recognised trainer of CD or hold a qualification in Community Development, youth and community work or other relevant study at level 5 or above
- a clear understanding of the values, practice, and principles of Community Development
- demonstrable experience of working within the values of Community Development
- a thorough understanding of social exclusion and demonstrate positive steps to tackling discrimination and promoting equalities and personal development

- developed an excellent understanding of the latest National Occupational Standards and how they relate to the course / programme; the participant's Community Development practice and skills and knowledge development
- the ability to encourage reflective practice to enable the participant to learn from their own experience and assess whether learning and/or personal growth has occurred

5.2.1 - 5.2.5

This is about the support you give staff, ensuring induction training to the programme they will be involved in and that they understand, and have a working knowledge of, the Community Development National Occupation Standards 2015. It is also about ensuring that they are reasonably resourced to deliver, have opportunities for continuing professional development and have appropriate skills/knowledge gaps identified and met. This will also include updating re any revisions to the CD NOS and practice requirements.

5.3.1 - 5.3.3

This is about how staff are allocated to a programme to meet the needs of that group of participants, and how they are skilled up to work with different groups.

Section 6: Recruiting People onto the Programme

Section 6 is about how you recruit people onto your programmes and enable progression both within and beyond.

There are three broad criteria to be met which will demonstrate that the Key Values underpinning CD have been taken into account when recruiting people onto your programme and in their support as learners.

Criteria:

6.1.1 - 6.1.3

This is about how you publicise your programme. The Board is seeking evidence that the publicity for an open course, or the material provided to participants of a group you are designing a course for, is clear and explains what the programme is about. Evidence should demonstrate that a number of ways have been used to provide information about the programme, so that participants can make an informed choice about the programme and its suitability for them.

6.2.1 - 6.2.3

This is about whether your entry requirements and recruitment processes are appropriate and do not discriminate against potential participants e.g. if participants are expected to have a high level of written English for an introductory/ entry level course then that would seem inappropriate. In addition, the Board is concerned that methods are used to take into account prior learning or experience when assisting people to decide on the most appropriate programme to study.

6.3.1 - 6.3.3

This is about how you take into account the needs of participants, and ensure that people are not deterred from programmes because of lack of accessibility e.g. of venues, language support, finance etc. In addition there is a focus on ensuring those successfully recruited are well informed, understand and contribute to their internal progression through learning plans etc and have an opportunity to consider progression externally to a particular course/ programme.

Section 7: Support to Participants

Section 7 is about the support you give to participants and methods used. There are two broad criteria to be met which will demonstrate how participants are supported to achieve maximum benefit from the learning opportunities available to them. Particular attention needs to be made to equality of opportunity and anti-discriminatory practice in course/programme delivery.

Criteria:

7.1.1 - 7.1.6

This is about how you offer appropriate support to all participants, especially those who do not have a formal

background in education and learning, and who may be returning to study after a long period.

When endorsing programmes The Board has identified the following key considerations:

- Participants who speak English as a foreign language do better when they have access to language support on introductory programmes
- Individual tutorial time is often essential to help participants put their learning into their practice and to have the opportunity to check their learning on specific topics; feedback on a participant's progress motivates and encourages participants to continue to learn
- Disabled participants are often discriminated against through the lack of appropriate teaching support and resources available and The Board will be looking for evidence that the training providers use accessible venues, that lack of resources is not used to routinely discriminate against Disabled people, and that trainers are trained and aware of the needs of Disabled participants. It is expected that the social model of disability has influenced the design and delivery of the programme.

7.2.1 - 7.2.3

This is about the range of methods employed to facilitate participants' learning that it is not just based on trainer/tutor input. The Board is interested in training that is effective, experiential, fun, takes account of different ways of learning, and utilises the expertise of all participants, encouraging them to work and share together as a learning group. It is expected that a variety of methods is being used (please give examples) and the Board would encourage the use of visits, speakers and discussions as well as the use of visual material, and relevant case studies and scenarios which help people relate to their own situations.

Section 8: Assessment of Learning

Section 8 is about the assessment of learning. There are two broad criteria to be met which require evidence to demonstrate that both formative and summative methods of assessment are used to track and record participants' learning and achievement.

On accredited programmes an assessment strategy, which allows participants to demonstrate their competence in a number of different ways, is expected.

On non-accredited programmes informal assessments are expected.

Criteria:

8.1.1 - 8.1.5

The Board expects that, on all course/programmes, formative assessments are the basis of re-planning the programme from session to session in order to meet the needs of participants and to ensure they are on track to achieve the specified learning outcomes. Handbooks/ guidance and other forms of support are provided to assist participants to structure/present their evidence at predetermined intervals and constructive feedback is given on an ongoing basis.

8.2.1 - 8.2.3

On accredited programmes the Board seeks evidence that support is provided to enable participants to present their work to the Awarding Body or for final assessments at the predetermined time. Whether accredited or non-accredited, a range of methods is available, or media accepted, to enable participants to demonstrate their achievement of learning outcomes and developed skills and knowledge.

Section 9: Quality Systems

Section 9 is about your quality systems which includes effective internal systems of moderation and evaluation. Where appropriate, this will also include ensuring that external quality assurance system requirements are met e.g. OFSTED, HE etc. There are two broad criteria to be evidenced.

Criteria:

9.1.1 - 9.1.5

On accredited courses you will have in place an internal moderation system which should meet the requirements of both external and internal bodies.

The Board would expect that the following core competencies would be met by those recruited as moderators / verifiers who should have:

- qualifications or experience necessary to assess and quality assure CD learning
- substantial CD experience, paid or unpaid, or be a recognised trainer of CD or hold a qualification in Community Development, youth and community work, play work or social work at higher education diploma foundation degree level (5) or above
- a clear understanding of the values, practice, and principles of Community Development
- demonstrable experience of working within the values of Community Development
- a thorough understanding of social exclusion and demonstrate positive steps to tackling discrimination and promoting equalities and personal development
- developed an excellent understanding of the latest National Occupational Standards and how they relate to the course / programme; the participant's Community Development practice and skills and knowledge development
- the ability to assess whether learning and/or personal growth has occurred from reflective practice

The Board requires evidence that your moderators are given induction and on-going training and meet together with tutors and trainers to jointly review quality of delivery, ensure standardisation as your awarding body requires and further develop the programme.

9.2.1 - 9.2.3

Good practice is that all programmes are evaluated at appropriate intervals, and the information gathered is used to inform future developments. The Board recognises that it is sometimes difficult to capture effective feedback from participants and more imaginative approaches than 'happy sheets' would be looked for.

A clear framework for evaluation, including timescales, who is involved, processes for gathering information and how this is used should be evidenced. Those involved in the planning, development and delivery of training, and the participants themselves, should have a clear understanding of the evaluation framework, its purpose and intended outcomes.

Appendix A: Community Development National Occupational Standards (CD NOS) 2015

Introduction

These revised National Occupational Standards for Community Development will provide a cornerstone and guiding framework for all Community Development practice across a wide range of roles, settings, levels of responsibility and present and future challenges.

The first national occupational standards for community work were produced in 1995 through the Care Sector Consortium, and were followed by new Community Development work standards in 2002 through Paulo, the National Training Organisation that covered Community Development work and a 2015 version. These, 2015 incarnation, are the fourth generation Community Development National Occupational Standards (NOS). A wide range of Community Development employers and practitioners have been actively involved at every stage, both past and present.

The Term Community Development Practitioner

Community Development is undertaken by a wide range of people in many different roles and settings, and some people may utilise their skills in Community Development in different setting – both paid and as a volunteer. These standards apply the term Community Development practitioner to anyone who undertakes Community Development practice (as defined in these standards) – whether as a generic Community Development worker or a member of another profession/occupation who is using a Community Development approach, and whether as a paid worker or a community activist /volunteer.

The definition of Community Development is expressed in the following Key Purpose:

The Key purpose of community development

Community development enables people to work collectively to bring about positive social change.

This long term process starts from people's own experience and enables communities* to work together to:

- » Identify their own needs and actions
- » Take collective action using their strengths and resources
- » Develop their confidence, skills and knowledge
- » Challenge unequal power relationships
- » Promote social justice, equality and inclusion in order to improve the quality of their own lives, the communities in which they live and societies of which they are a part.

**Communities refer to those that can be defined by geography, identity or interest.*

The Changing Context for Community Development

The interest in, and contexts for, Community Development practice have extended significantly since the first standards were developed, as the policies of some governments, administrations and organisations have recognised the need to work effectively with communities. The Community Development workforce is composed of:

- Community Development workers – with generic or specific briefs
- Community Development activists/ volunteers
- Other professional workers taking a Community Development approach to their role
- Managers of Community Development – paid or volunteer employers (trustees).

Community Development workers may be employed by public bodies, voluntary and community organisations, and a wide range of other organisations, agencies and partnerships. They may be neighbourhood based or have a community of interest or identity based focus. They may have a generic brief that is totally determined by the interests of the community, or start with a policy agenda, for example improving health.

Community Development activists/ volunteers often have a wealth of experience and skills they have developed over many years of involvement. They have a unique role and particular relationship to their communities. Their practice is frequently as “professional” as paid workers and they are often the ‘driving force’ for change. They can also provide valuable support to other less experienced Community Development practitioners.

Other workers who are increasingly taking a Community Development approach include for example, community health workers, housing support workers, planners, community welfare rights workers, drugs and alcohol support workers, workers on advice and support projects for Refugees, asylum seekers and migrant workers, workers employed in CVS or other voluntary and community sector organisations, and firefighters.

National Occupational Standards (NOS) describe what a person needs to do, know and understand in their job, in order to carry out their role in a consistent and competent way. In essence, they inform ‘best practice’ by bringing together skills, knowledge and values.

While the NOS are for use in England, Northern Ireland, Scotland and Wales they have been developed in a way that should enable employers to use them appropriately in each jurisdiction. Also it is recognised that this may vary from one jurisdiction to another.

The aim is that the Standards are versatile and support employers in a range of ways including:

- Performance management (for example appraisals)
- Identifying training needs
- Aid in structuring learning programmes (formal and informal)
- Recruitment and selection (for example job descriptions)
- Assessing achievement
- Formal and informal recognition of competence (for example Continuing Professional Development)
- Careers guidance and counselling.
- Design of work programmes and projects

Community development values

The community development process is underpinned by a set of values on which all practice is based. Community development practitioners need to relate these values to their roles and actions. There are five key values that underpin all community development practice:

- » Social justice and equality
- » Anti-discrimination
- » Community empowerment
- » Collective action
- » Working and learning together

Social justice and equality

Work for a more just and equal society which recognises environmental, political, cultural and economic issues by:

- » Celebrating the strengths, skills and assets in communities
- » Acknowledging and challenging inequalities, injustice and imbalances of power
- » Promoting human and civil rights and responsibilities

Anti-discrimination

Respect, value, support and promote difference and diversity whilst rejecting and challenging any form of oppression, discrimination and sectarianism.

- » Recognise that discrimination works at individual, community, organisational/institutional and societal levels
- » Explore and challenge all forms of discrimination
- » Develop anti-oppressive policies and practices which actively support and value diversity

Community empowerment

Enable communities to develop confidence, capacity, skills and relationships to shape collective action and challenge imbalances of power.

- » Enable communities to recognise and build on their existing skills, knowledge and expertise
- » Promote the rights of communities to define themselves, their priorities and agendas for action
- » Provide the space for communities to develop critical, creative, independent and active decision making and participation

Collective action

Promote the active participation of people within communities, using the power of a collective voice and goal.

- » Recognise the wealth of creative and positive resources within individuals and communities
- » Promote and support diverse communities to agree and take action on their common concerns and interests
- » Use the power of the collective voice to plan and take collective action while respecting the rights of others

Working and learning together

Create and encourage opportunities for collective learning through action and shared reflection.

- » Learn from shared experiences of working in collaboration
- » Understand experiences in the context of wider social, political and economic forces
- » Encourage critical reflection on own practice, values and beliefs.

Overview of the Community Development Standards

There are twenty-five standards which are organised into six Key Areas. Key Area One is core to all Community Development practice and underpins all the others. Each standard contains the knowledge and understanding necessary in order to carry out the performance statements described in that standard. contained within it. Each standard ends with five examples of Community Development values in practice that ill

Use of the Standards

Key Area One: Understand and Practise Community Development has been designed as the core or underpinning standard and applies to all Community Development practice in all roles, settings and levels. People who describe themselves as Community Development practitioners need to be able to articulate their understanding of Community Development as a process and an activity which “aims to bring about change founded on social justice, equality and inclusion”.

Key Area One is applicable to all practitioners who undertake Community Development – whether as unpaid activity within their community, paid Community Development workers/ officers, or other professionals who are adopting a Community Development approach.

Key Area One is core and essential in its entirety for all Community Development practice across all levels, roles, and settings.

The standards provide the skills and knowledge set required by a Community Development practitioner working with different communities and groups. Any Community Development practitioner would be expected to be able to undertake work in each of the Key Areas 1-6, customising the details to their particular role.

There is a reflective practitioner diagram following a diagram showing the standards and key areas on the following page. A full list of the standards, including a brief overview of each standard follows these diagrams.

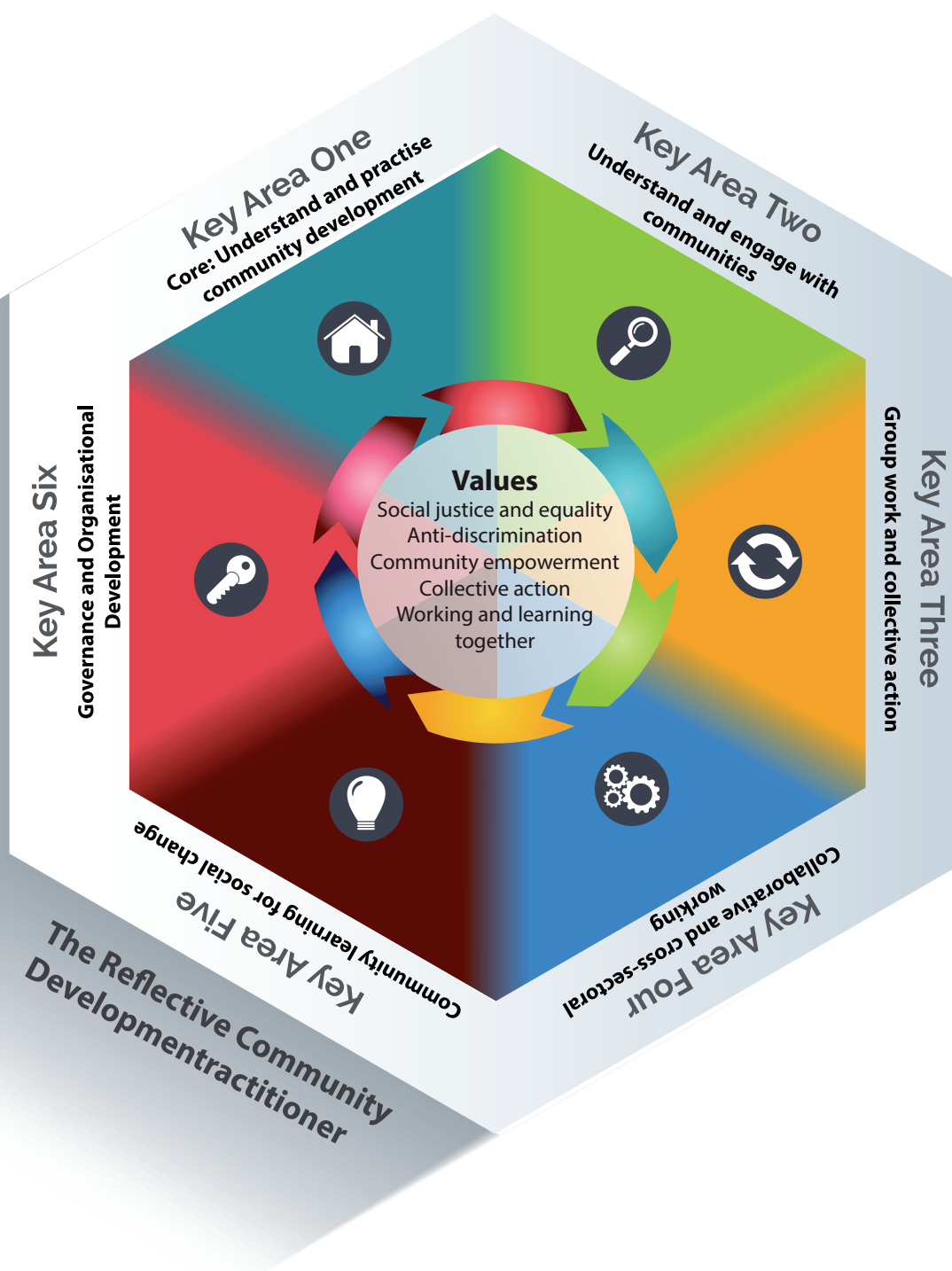
Key Areas and Standards for community development practice

The Community Development National Occupational Standards (CD NOS) consist of six key areas that between them contain 25 standards. Key Area 1, Understand and practise community development, underpins all other 5 key areas. The Standards identify the roles that practitioners adopt within the community development process and outline the knowledge, understanding and skills needed to carry out the roles.

1		<p>Understand and practise community development</p>	<p>S1 Integrate and use the values and process of community development S2 Work with the tensions inherent in community development practice S3 Relate to different communities S4 Develop yourself as a community development practitioner S5 Maintain community development practice within own organisation S6 Support inclusive and collective working</p>
2		<p>Understand and engage with communities</p>	<p>S7 Get to know a community S8 Facilitate community research and consultations S9 Analyse and disseminate findings from community research</p>
3		<p>Group work and collective action</p>	<p>S10 Organise community events and activities S11 Support communities to effectively manage and address conflict, within and between communities or community groups S12 Support communities who want to bring about positive social change S13 Facilitate community leadership</p>
4		<p>Collaboration and cross-sectoral working</p>	<p>S14 Promote and support effective relationships between communities and public bodies and other agencies S15 Encourage and support public bodies to build effective relationships with communities S16 Support collaborative and partnership work S17 Strategically co-ordinate networks</p>
5		<p>Community learning for social change</p>	<p>S18 Promote opportunities for community development learning S19 Facilitate community learning for social and political development</p>
6		<p>Governance and organisational development</p>	<p>S20 Advise on organisational structures to support community development S21 Plan and gain resources and funding for sustainability S22 Strengthen the organisational development of groups S23 Monitor and evaluate community development activities S24 Manage internal organisational development and external relationships S25 Supervise and support community development practitioners</p>

Reflect Action and the reflective community development practitioner

In community development practice the **how** and the **why**, the **practice** and the **process** are key to the work. Central to this is the reflective practitioner. The reflective practitioner regularly reviews how the values underpin, inform and are present within their community development practice.



Key Area 1

S.1 Integrate and use the values and process of Community Development

Community Development is a distinct way of working with communities: it starts by identifying what people want and then works in ways to support them to achieve this. This distinctiveness is what makes Community Development important in creating a fairer society. You need to know about, and work with, the process of Community Development work and the values equality and anti-discrimination, social justice, collective action, community empowerment, working and learning together.

S.2 Work with the tensions inherent in Community Development practice

In working in Community Development there will be times where there are conflicts between individuals, group members, groups within groups, between different groups, communities, organisations and agencies, conflict can come between Community Development values and processes and the ways other organisations work.

S.3 Relate to different communities

Community Development practitioners recognise that communities are diverse and complex and need to adjust their approaches to different communities, whilst enabling groups from different communities to work with each other. Community Development practitioners do not assume that a community is just one set of people and thereby forget to include the more marginalised sections of that community.

S.4 Demonstrate competence and integrity as a Community Development practitioner

Community Development practitioners are professional in their work with members of the community, that they work to the values of Community Development, reflect on the way they work and take up opportunities for improving what they know and how they practice Community Development.

S.5 Maintain Community Development practice within your own organisation

Community Development practitioners need to explain what Community Development is to members of the community, groups, agencies and to their own employers/ management committees. They do this in a variety of ways: explaining informally, running workshops, providing information, and encouraging the use of National Occupational Standards

S.6 Get to know a community

Community Development practitioners need to build relationships and understanding with people in communities and therefore need to get to know the community by finding out the perceptions of the community, agencies who work in that community and also through existing community research, data and information. Community Development practitioners build a profile of the communities they are working in.

Key Area 2

S.7 Facilitate community research and consultations

This is an essential ingredient in the Community Development process and may involve supporting groups to carry out their own consultations, feasibility studies, or views about statutory services and their plans. Community Development practitioners work with groups so they can carry out their own research.

S.8 Analyse and disseminate findings from community research

This is the natural follow-on from Standard 7. When a Community Development Practitioner has gathered the data they need to analyse and present the findings and recommendations to all those who need to know. This stage involves helping the group decide how to present the findings, what recommendations to make and how to set priorities. Then there is a stage of evaluating the process and outcomes and learning from the experience.

S.9 Support inclusive and collective working through Community Development practice

Community Development practitioners support people and groups to come together to identify common issues, to set aims and objectives and achieve their common goals. Community Development practitioners help groups recruit new members and build their strengths.

Key Area 3

S.10 Organise community events and activities

This is a main area of activity for most Community Development practitioners, who organise public meetings, workshops, open days, consultations, displays and neighbourhood forums. Community Development practitioners work with groups to plan, deliver and evaluate inclusive events.

S.11 Respond to Community Conflict

Working within communities is very complicated as there are many people, agencies and networks that are striving towards their own aims. Sometimes this can result in clashes, disagreements or a lack of co-operation. At all times Community Development practitioners need to work constructively to try to bring about a solution to dealing with any conflicts – between different groups, communities, or agencies working in the community and conflicts within the community itself. Community Development practitioners need to understand the likely causes of conflict between community groups and within groups.

S.12 Support communities to campaign for change

One of the key values underpinning practice is social justice. Community Development practitioners support community groups to pursue their aims and have their needs met to improve the conditions within that community. Community Development practitioners support groups to run campaigns of action (for example, over the lack of safe play spaces) through all of its stages.

S.13 Promote and support effective relationships between communities and public bodies

To bring about changes in a community, groups will often deal with the formal political and organisational frameworks, i.e. with those that have power; for this reason, Community Development practitioners provide community groups with a variety of support to engage with public bodies so that they can influence decisions and services, obtain information and can challenge decisions.

Key Area 4

S.14 Encourage and support public bodies to build effective relationships with communities

Engaging public bodies to make sure they can work effectively and in true partnership with community groups and communities is useful in getting the decision-makers to be more open and deal fairly with community groups. Such an approach also raises the profile of Community Development as a way to meet community needs.

S.15 Use a Community Development approach to support collaborative and partnership work

Community Development practitioners often bring a range of people together so that they can work together to achieve their individual organisation's aims. Community Development practitioners support partnerships to develop and grow into strong informal networks or formal consortia.

S.16 Apply a Community Development approach to strategically co-ordinate networks and partnerships

Decisions are often taken that impact on more than one community, or which could put some groups in competition with others for resources. Community Development practitioners encourage a long term and non-competitive approach to communities, encouraging groups to work together to bring about higher level/ strategic changes that will benefit them all.

S.17 Promote and develop opportunities of learning from Community Development practice

One of the main roles of a Community Development Practitioner is to encourage reflective practice and learning from experience and each other. Community Development Practitioners act as informal adult educators to support the learning of people in communities about how society works, how to organise and run activities. People learn by doing and sharing what they have done with others. Community Development practitioners help people to overcome their barriers to learning.

Key Area 5

S.18 Facilitate community learning for social and political development

The basis of Community Development is for communities to bring about changes, in order to do this they need to understand who has power to make decisions, to allocate resources, to make policies, and then how to influence those who can make the changes they desire. Community Development practitioners create opportunities for people to develop this political literacy and understanding of power and powerlessness. Community Development practitioners enable groups/ communities to see that they have similar problems, and that through networking and alliances they can be more effective.

S.19 Advise on organisational structures using Community Development perspectives

Groups need to organise themselves to be effective. Community Development support groups to decide what structures they want to achieve their aims, how to keep it flexible and able to change as the group changes.

Key Area 5

S.20 Plan and gain resources and funding for sustainability through Community Development practice

Many community groups and projects have limited resources and access to funding so Community Development practitioners help groups to look at ways to maximise their resources, how to tap into other groups and networks, support agencies, and develop skills in raising funds and applying for funding.

S.21 Strengthen groups using Community Development approaches and practice

Community groups will be more effective when they keep looking at how they are working and how they are achieving their aims and take steps to bring in new people and to review and replan their activities. Community Development practitioners support groups to evaluate their activities and progress, to review the ways they make decisions, and consider the issues around employing workers.

S.22 Set up new project and partnerships using Community Development approaches and practice

Communities may decide to set up new projects or to work with others in new partnerships in order to meet their identified needs. Community Development practitioners guide groups in their discussions about ways they could respond to identified needs. Community Development practitioners support groups in setting up new projects and partnerships to be viable and work effectively.

S.23 Use a Community Development approach to monitoring and evaluation

Community Development practitioners need to be able to demonstrate the impact of their activities and interventions with groups and projects. Community Development practitioners also support groups to demonstrate the outcomes of their activities, and to monitor their own progress.

S.24 Manage internal organisational development and external relationships

In order for organisations to carry out inclusive and effective Community Development work there is a need to manage internal structures and systems to support Community Development practitioners. Organisations and practitioners need to be open community issues and needs, which means that awareness of Community Development needs to be carried out within the organisation as well as managing the relationships between the organisation and the communities with which it works.

S.25 Supervise and support community development practitioners

Community Development practitioners (paid and unpaid) need to be supported, guided and managed. The approach to supervision, guidance and support should be informed by Community Development values. Supervision should prepare practitioners for the issues they will have to address in their practice.

Appendix B: References

Information in Section B regarding Levels has been drawn from these websites:

www.direct.gov.uk

www.qcda.gov.uk

www.ofqual.gov.uk

