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**Dual Validation with NYA**

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

**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 which defines Community Development, is 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 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 modules and programmes as well as a rigorous endorsement process, which recognises good practice and encourages improvement.

### **Dual endorsement – Community Development and Youth Work**

Following trials of processes, the opportunity for HEIs to go through one process for recognition of both the Community Development and the Youth Work components of programmes has been developed. This process pulls together the two sets of criteria and enables submitting institutions to complete common documentation to apply for recognition. While the process takes place simultaneously it is important to stress that institutions are aiming to achieve endorsement/ validation from ESB and NYA separately. It is the process that is shared, not the endorsement.

The criteria used by ESB for endorsement of the programme is identical in dual endorsement to that used for single endorsement by ESB.

## A: Understanding Endorsement

### i. Endorsement of Community Development Work Training and Learning

The Board is only concerned with endorsing modules/programmes that are aiming to deliver Community Development training, learning or assessment opportunities. Where dual endorsement is undertaken alongside Youth Work, the Board's concern is only with Community Development training and learning opportunities.

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.*

**NOTE:** Youth Work has its own set of NOS which are used as part of the Youth Work validation process against JNC requirements.

#### **Developing New Courses:**

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

#### **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 5 sections which ESB requires to be covered in the dual submission document which cover the criteria used to make a decision about endorsing a programme.

The completed Submission and associated evidence is read by one or more approved Readers, and involves a visit, by two Reporters, to meet with staff involved and 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.

**NOTE:** Although these institutions will be undergoing a process of dual endorsement, the criteria used for the endorsement of Community Development learning and training will be the same as those used for single endorsements.

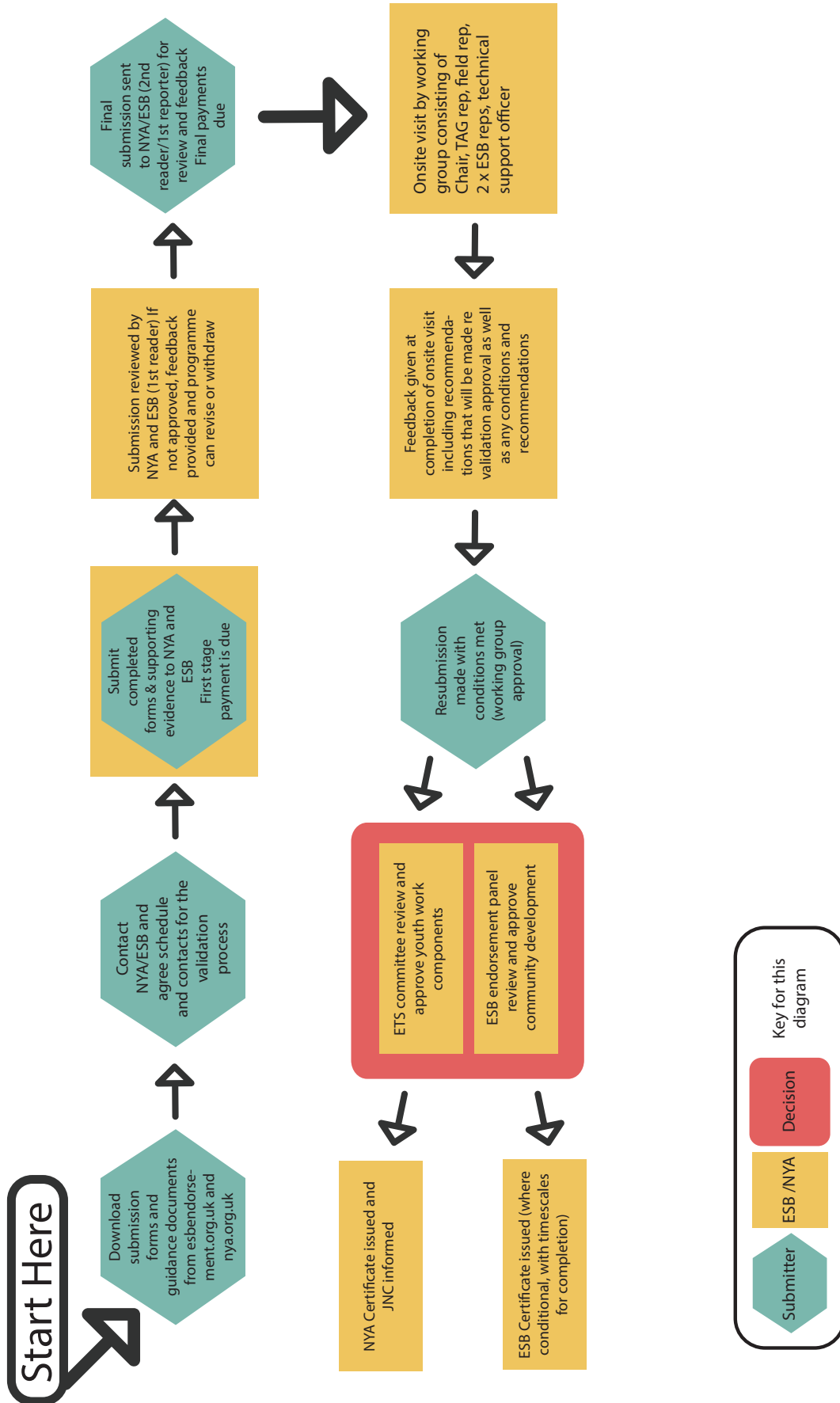
See the endorsement process diagram on the next page as well as the information below - in essence the steps are as follows:

- 1. Submitter preparation:** the submitter obtains the guidance packs, NOS matrix and evidence mapping documents from the Endorsement Standards Board web site or from NYA/ETS and decides if the module / programme fits with the Key Purpose of Community Development as expressed in the CD NOS (2015). If support or consultancy is required, please contact the Board.
  - 2. Completion of submission:** the submitter completes the relevant submission and the NOS matrix and evidence mapping documents and sends it and supporting documents to the NYA/ETS with a copy to the Board via: [esb@esbendorsement.org](mailto:esb@esbendorsement.org). If there is supporting documentation that is not electronic, please send three (3) copies to the ESB address ([esb@esbendorsement.org.uk](mailto:esb@esbendorsement.org.uk)). 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 a 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.
  - 6. Programme visit:** the Readers report is passed to the Reporters and a joint visit with NYA is arranged to meet the programme team, programme participants, placement supervisors etc. to confirm the details outlined in the submission and to gather any additional information outlined in the Reader's report. At the conclusion of the visit, the lead Reporter will outline what their recommendations to the Panel will be. Please note: these are recommendations to the Panel – the decision on Endorsement rests with the Panel. Following the visit, the Reporters compile a report which is submitted to the Panel, with their recommendations.
- Note:** within the visit, the ESB Reporters will only be concerned with the Community Development Work Validation against the ESB criteria. All concerns and decisions relating to Youth Work will lie with the NYA representatives on the Programme visit.
- 7. Panel meeting:** indications of the likely outcome of the endorsement decision and any conditions will be given at the end of the programme visit. However, this is only an indication, the decision on endorsement rests with the ESB panel meeting. A panel of 3 people is convened who read the Reader and Reporter forms. The Reporters attend the Endorsement Panel to answer questions and clarify points and the Panel makes the decision on ESB Endorsement, 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 for Dual Validation



### 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 course/ programme being submitted (see separate sheet on the ESB website for details of our charges). Discounts can be given if more than one programme is submitted at the same time.

**NOTE:** Separate charges are made by ESB and NYA. Payment processes for both must be complied with to enable dual endorsement to proceed.

### 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](mailto:esb@esbendorsement.org) email address.

### vi. Reporting Visit: What You Need to Know

#### *Arranging the visit*

For dual endorsement, visits to institutions are undertaken jointly with NYA. These visits are arranged well in advance and changing the date is unlikely to be possible.

The visit will entail either a face-to-face meeting the day before the visit or a Skype call shortly before the visit for the panel. This meeting is part of the process which enables discussions of the submission, agreement on the areas for focus, a drafting of question areas and a sharing of the question responsibility amongst the ESB and NYA panel in order to facilitate a visit in which duplications are avoided. The intention is to ensure that the information can be gathered for both ESB and NYA submissions while presenting a seamless process for the submitting institution. It is also worthy of note that any area of concern raised by either party is likely to be an area of concern to the other.

For dual endorsement visits, there is a common structure to the event. This will involve timetabled meetings with Senior Management, the staff team, representatives of the programme steering group employers, field based supervisors and student representatives. Lunch will be included and students as well as placement representatives usually join the panel for this.



*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 sessions and on placement:

- 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: Submitting your information to ESB

ESB have adapted their criteria for endorsing programmes to enable programmes making a submission for dual validation to produce one document.

Please ensure that as you prepare your submission that within your document you cover the 5 areas as detailed below. You need to complete the signposting document so that our readers can see where you have provided information that meets our criteria. Please also complete the matrix of where the CD NOS are covered within your programme. Both of these documents should be returned along with your main submission document.

### Section 1: Your organisation and details of the programme

#### 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 programme being put forward for endorsement

#### Questions 1 – 7

Section 2 asks about the programme being submitted for endorsement, it also asks 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, your planned target audience and your selection and recruitment of participants.

### Section 2: Resources for staff and participants

#### Questions 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.

1. Staff are recruited with appropriate knowledge of CD and CD NOS. They hold the qualifications or have the experience necessary to deliver, assess and quality assure CD learning. The boards criteria is for 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 experience as well as reflective practitioner skills. Staff will have developed an excellent understanding of the latest National Occupational Standards and how they relate to the programme; the participant's Community Development practice and skills and knowledge development.

2. Staff CVs demonstrate their understanding of CD and subject specialisms. They should have a clear understanding of the values, practice, and principles of Community Development and demonstrable experience of working within the values of Community Development. A thorough understanding of social exclusion and can demonstrate positive steps to tacking discrimination and promoting equalities and personal development is expected. Staff have 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. Please ensure that attached to their CVs there is a paragraph specifically about their skills, knowledge and experience of CD.

3. Support given to 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. Staff have appropriate induction and opportunity for updating of CD knowledge and skills as the political, economic and social circumstances that affect communities change.

4. Staff have access to relevant resource materials to teach, and to meet specific needs of participants. The programme provides sufficient resources to enable participants to learn and produce quality work; where participants have particular needs to support their learning then these are provided.

5. The needs of participants have been assessed and responded to appropriately; this can be for participants

who speak English as a 2nd or 3rd language, who have an impairment that affects their learning like dyslexia, or a mobility or sensory impairment.

### Section 3: The content of your programme

**Questions 1 - 6** are about the content and coherence of your modules/programmes. The Board expects all modules/ programmes to demonstrate a detailed understanding of the CD NOS 2015 and their active use in the design and implementation of endorsed CD modules/ programmes.

1. The mapping of specific Key Areas and Standards, including knowledge and skills requirements within each, to your programme content and learning outcomes. In all modules/ 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 using the separate Matrix. For your convenience, we have included the Key Purpose and Key Values in Appendix A.
2. 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. It includes 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.
3. The opportunity exists for participants to create a pathway through your programme that meets their learning needs and enhances their employment possibilities, through the provision of optional units or tailored areas of study and assessment within the broader modules.
4. Reflective practice is a developed skill requiring evidence of learning from it and its 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 programme with a reference to Key Area One of the CD NOS (2015). The Board expects that participants are supported to reflect critically on their practice and to learn from this, and the experiences of others.
5. A variety of methods are used within your programme to enable participants to learn from each other and from others engaged in the CD field, putting the asset based approach of working with communities into practice within the programme.
6. Enabling participants to develop a clear progression route through the programme to enable them to build upon prior experience, and cover gaps so that they meet the CD NOS skills and knowledge requirements, and that there are regular reviews and updating of plans.

### Section 4. Practice opportunities and assessment

#### Questions 1 - 5

1. There is a range of opportunities for practice learning and development. Placements must ensure that participants are able to work with a wide range of people within communities, and that the focus for working with young people is about social change through a collective approach. At Degree level the Board has a minimum 25 % requirement of the total programme hours for practice opportunities with its guidance on Good Practice of 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.
2. 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. 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.
3. There are adequate support mechanisms in place to support participants who may be on placements outside of normal working hours, and that there are opportunities for participants to flag up problems they may be encountering on their placements with a relevant member of the programme staff
4. Preparation for the arrangements and requirements for assessment of practice and learning from experiences. 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. Learning agreements, 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 on-going basis

5. The organisation of practice and placements should include people with an understanding of Community Development to support both students and agencies. The assessment should be undertaken by someone with Community Development experience and an understanding of the National Occupational Standards.

## **Section 5: Assessment of learning and Quality Systems**

### **Assessment of learning Questions 1 -3**

This section is about ensuring that participants leaving the programme have developed their critical reflective practitioner skills.

1. Planning to develop and assess the participants developing skills as a reflective practitioner
2. A range of different assessment tasks are available to participants so that different communication skills that CD practitioners will need are developed during the programme.
3. Feedback is essential to enable the participants development of knowledge and skills. The Board expects that, on all programmes, formative assessments are the basis of re-planning to meet the needs of participants and to ensure they are on track to achieve the specified learning outcomes.

### **Quality systems Questions 4 - 6**

This section 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.

4. Outline your internal moderation systems and explain how this ensures consistency across modules and tutors and if appropriate different delivery sites.
5. Good practice requires that all modules and programmes be evaluated at appropriate intervals, and the information gathered used to inform future developments. 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.
6. Ensuring that external quality assurance system requirements are met e.g. OFSTED, HE etc.

# 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. 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

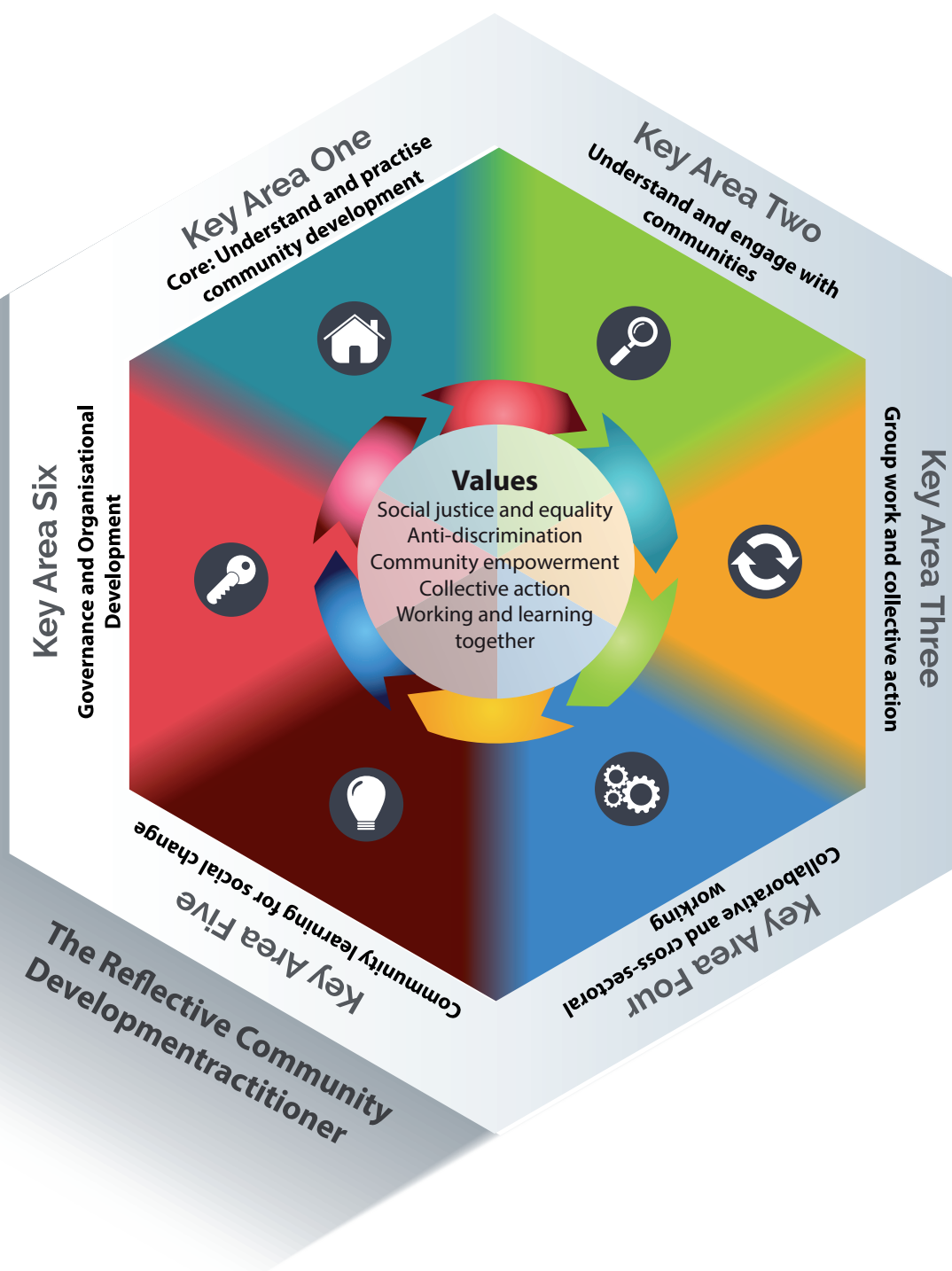
The Community Development National Occupational Standards (CD NOS) consist of six key areas that between them contain 25 standards. Key Area 1, Understand and practise community development, underpins all other 5 key areas. The Standards identify the roles that practitioners adopt within the community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

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

Sample structure of an Endorsement visit as part of dual process with NYA

<b>Time</b>	<b>Event</b>	<b>College attendees</b>
9.00	Working Group arrival and private meeting	
10.00	Meet with Senior Management and programme leader. Session to include 10 min overview of programme from Programme leader.	
10.45	Meet with staff team	
11.45	Private meeting of the working group	
12.00	Meet with representatives from programme steering group, employers, field based supervisors etc.	
13.00	Lunch – taken jointly with reps from HEI, the field and students	
13.45	Meeting with student reps (if new: from other professionally validated programmes)	
14.30	Private meeting of working group	
14.45	Further meeting with staff team	
15.15	Private meeting of the working group	
15.45	Feedback to HEI	
16.15	Finish and depart	

## Appendix C - Essential documentation for dual endorsement applications

<b>Essential documentation for inclusion with applications for dual endorsement</b>	
1. Institutional Context	<p>Essential documentation</p> <ul style="list-style-type: none"> <li>» Narrative to cover the evidence requirements</li> <li>» Copies of partnership agreements (if applicable)</li> <li>» Budgetary evidence for programme</li> <li>» Signed document of support for the five years of the programme from chief officer of the institution</li> <li>» Organisational structure (immediate faculty)</li> <li>» Copy of prospectus (marketing material) web link information about JNC qualification</li> <li>» Institutions APL and APEL policy/procedures</li> <li>» Institutions equality and diversity statement/policy</li> <li>» ESB matrix to provide initial information about programme seeking endorsement</li> </ul>
2. Staffing, Services & Facilities	<p>Essential documentation</p> <ul style="list-style-type: none"> <li>» Narrative to cover evidence requirements</li> <li>» Clear presentation of exact staffing allocation to show the requirements are met (including JNC ratios)</li> <li>» Core staff curriculum vitae</li> <li>» Staff development programme</li> </ul>
3. Teaching & Learning Curriculum	<p>Essential documentation</p> <ul style="list-style-type: none"> <li>» Narrative to cover the evidence requirements</li> <li>» Programme (student) handbook</li> <li>» Module specifications (if not contained in above)</li> <li>» Reading lists</li> <li>» Mapping of the curriculum to the National Occupational Standards, QAA Subject Bench Marks/Quality Indicators, HE Framework and JNC Framework</li> <li>» ESB Matrix for section 3 cross-mapping National Occupational Standards</li> </ul>
4. Professional Practice Arrangements NYA	<p>Essential documentation</p> <ul style="list-style-type: none"> <li>» Narrative to cover the evidence requirements</li> <li>» Placement handbook</li> <li>» Programme (Student) handbook</li> <li>» Examples of placement paperwork if not in the previous documents</li> <li>» Example briefing/training/support materials for supervisors</li> <li>» Evidence of supervisors used to support the programme (JNC criteria for Youth Work)</li> </ul>

<b>Essential documentation for inclusion with applications for dual endorsement</b>	
5. Assessment and Quality Assurance	<p>Essential documentation</p> <ul style="list-style-type: none"> <li>» Narrative to cover the evidence requirements</li> <li>» Schedule of assignment tasks</li> <li>» Module specifications</li> <li>» Institutions policy/procedure around quality assurance practice, or example/web link</li> <li>» Reference to procedures for attendance</li> <li>» Example certificate and letter to students to show JNC status (Youth Work)</li> <li>» Clear statement of Youth Work Qualification on certification/ programme title</li> </ul>