



# **GUIDELINES FOR GRADUATE AND POST GRADUATE QUALIFYING COMMUNITY EDUCATION TRAINING**

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## **FOREWORD**

**Community education practice has had a significant impact on Educational development in Scotland. It can claim to have been learner-centred and committed to a local decision-making before either concept became fashionable.**

**The providers of qualifying courses in community education can rightly claim to have introduced the first competency-based degree programmes in Scotland and CeVe has sought to move forward the debate on competence. It has, in effect, been an employer lead body, primarily concerned with the ability of qualifying community educators to do the jobs required of them.**

**Community educators must, however, be able to draw on both theoretical and practical understanding of the problems they face in practice. They have to balance innovation and development against the need to maintain existing programmes and meet new expectations of service.**

**Training, therefore, has to equip individuals with the methods and skills to translate their knowledge into practical educational initiatives. Training providers must prepare the qualifying community educator for the reality of work, which combines high expectations, increasing demands and, considering the small scale establishments involved, a high level of exposure. Within community education practice, there is a great diversity of settings, approaches and issues, held together by a common core of values, methods and approaches.**

**These guidelines attempts to balance the degree of prescription required to achieve and maintain standards with the freedom necessary to encourage further innovation and development. The process of endorsement must ultimately demonstrate how training programme will quip qualifying community educators to hold professional posts, with all that this implies.**

**STEWART MURDOCH, CHAIR, CEVE  
1995**

## INTRODUCTION

The recognition by Government that educational must be both lifelong, as well as being an integral part of any social, economic and political strategy, has led to the emergence since 1975 of a new profession, that of the community educator, to complement the work of the school teacher and the college lecturer. Its focus is to educate, animate and empower young people and adults, *outwith* the school and the college, to be able to address personal, social, economic and political change *throughout* life.

Community education is provided by local authorities and other agencies, such as voluntary organisations often funded by local and national

Government. Community educators are skilled in educating young people and adults to come together to learn and to take action through personal and community development. Community education is provided by over 1,500 professionally qualified community educators. These staff may specialise in, for example, health education, environmental education, training for community enterprise development, community arts or workplace education. There are also 80,000 part-time and voluntary adult tutors, community work assistants and youth leaders working alongside the professional full-time staff.

This booklet has been prepared by CeVe (Community Education Validation and Endorsement) following extensive consultations with training providers, employers, fieldworkers, and students. It offers guidelines for those providing degree level courses leading to the B.A. in Community Education and post graduate Certificates/Diplomas.

CHARLIE McCONNELL, EXECUTIVE DIRECTOR,  
SCOTTISH COMMUNITY EDUCATION COUNCIL, 1995

## **BACKGROUND**

### **THE ORGINS OF THE COMMUNITY EDUCATION PROFESSION**

It was the Government Report “The Challenge of Change” chaired by Kenneth Alexander that recommended the setting up of the community education services in Scotland in 1975. Whilst community education has its origins prior to 1975, the Alexander Report gave public policy recognition to the term, through recommending to Government the merging of the former adult education, youth and community work services under a new title – community education. Alexander drew upon the three traditions, placing community education within a lifelong and a community development framework.

The Alexander Report recognised the need to train community educators to the highest quality to take this challenge. A further working party was established by the Government, chaired by Elizabeth Carnegie, to make detailed recommendations on professional training. The Carnegie Report, published in 1977, reviewed existing professional training provision in Scotland through the still somewhat separate traditions of adult education, youth and community work provided by several Colleges of Education and Universities.

The Carnegie Report focused primarily upon content of training, recommending a social and political science base and taught and practical elements in adult education, community work and youth work. By the end of the 1970’s and early 1980s integrated professional community education courses at diploma and post-graduate certificate level were available in Scotland. There did not exist at this time, however, a central validation and endorsement process or national body to oversee training.

A desire by practitioners, employers and trainers to raise status of the profession developed, paralleled by a

growing interest in opening up new forms of flexible access to training and accreditation. In 1982 the national agency for community education, the Scottish Community Education Council, recommended by the Alexander Report, was established by the Scottish Office. As one of its first tasks the Scottish Community Educational Council established a second working party on training chaired by Geoffrey Drought. This committee reported in 1984 under the title “Training for Change”. It examined in detail issues of flexibility and accessibility to training, the need to enhance the quality of training, and the need to establish “Training Council” to oversee the training system. Whilst the Carnegie Working Party had set out a common core content of knowledge and skills, generally accepted by the Drought Working Party, “Training for Change” focused upon establishing a flexible community education training system through which there should be a variety of routes recommending the introduction of a modular approach to training. The Report also called for improvements in the quality of fieldwork practice and supervision and for employers to be given greater recognition in the planning of training.

Modularisation of training and tentative experimentation with innovative access routes continued through the 1980s. There was greater clarity in terms of focus upon learning outcomes through both college and practice elements of training.

In 1990 the “National Council” function was finally established by the Minister of Education as CeVe (Community Education Validation and Endorsement), a committee serviced and supported by SCEC.

CeVe has the following delegated powers approved by the Minister for Education.

- a) To maintain and implement methods leading to endorsement of qualifying training for professional staff in community education.

- b) To maintain and implement methods leading to mutual recognition of community education qualifications within the European Union and internationally
- c) To maintain and implement methods leading to the endorsement of training for part-time and voluntary workers and for pre-qualifying training
- d) To maintain and implement methods leading to endorsement of in-service courses and staff development programmes
- e) To provide such advice as may from time to time be required
- f) To establish sub-committees

The CeVe Committee has members appointed by SEEC, representative of the principal local government and voluntary sector employers, the professional associations and trade unions, and the main training providers.

CeVe established a number of standing sub-committees in December 1991, one of which was the Qualifying Training Sub-Committee. The aim of this sub-committee is to “ensure that professional standards are enhanced through endorsement of courses leading to a professional qualification in Community Education”. It has the following remit:

- a) To examine all courses which training providers submit for endorsement and, if appropriate, endorse
- b) To develop and monitor the guidelines to training providers of under-graduate courses
- c) To develop and monitor guidelines to training providers of post-graduate courses
- d) To review the endorsement of existing courses
- e) To encourage the development of innovative ways of delivering qualifying training

The central concern of CeVe in devising the guidelines for the endorsement of training is to ensure the preparation of the highest quality community educators at all levels. The first point of entry for professional

posts is the degree level qualification, which these guidelines address.

This documents, revised during 1994, provides the basis on which CeVe will decide whether a particular training programme can be endorsed. Section 2 describes the Value Base and Principles. Section 3 defines what is meant by competence for community educators through functional analysis for training providers. Section 4 examines the variety of employment settings within which community education is practised. Section 5 explores the content and form of training. Sections 6 and 7 are the guidelines for training providers at under-graduate and post-graduate level. Within the guidelines are criteria which set out the features of initial training characterised as being appropriate. The final section outlines the Procedures which CeVe will follow when considering a training programme for endorsement.

# VALUE BASE AND PRINCIPLES

## DEFINING COMMUNITY EDUCATION

In 1990 the Minister of Education approved the following definition of community education against which functional analysis for community educators was carried out:

“Community education is a process designed to enrich the lives of individuals and groups by engaging with people living within a geographical area, or sharing a common interest, to develop voluntarily a range of learning, action, and reflection opportunities determined by their personal, social, economic and political needs”.

The function role of the community educator in society, therefore, is that of an animateur, positively intervening and engaging with people within their community, motivating, organising and enthusing them to acquire new knowledge, skills and confidence. In Scotland this has been closely linked to community development strategies for tackling social exclusion, for supporting individual and community enterprise and self help and for encouraging public participation in determining.

## THE VALUE BASE

At the core of the training and practice of community education is an active concern to promote certain professional values, which underpin and give coherence to its operation. The Report on community education training “Training for Change” published by the Scottish Community Education Council in 1984, noted that:

“despite the differing traditions of adult education, youth and community work, there is a common ground. They have, as a common aim, the building of health democracy in a pluralist society...founded...on a belief in the individual as an active participant in a shared process of personal and group development through education”

This value base has since been reinforced and developed in the first published CeVe Guidelines (1991), the Principal Community Education Officers’ Report “Value for People” (1993) and the Convention of Scottish Local Authorities Report on Community Education (1995).

The underlying values at the heart of the community education are that education:

- Respects the individual and the right to self-determination;
- Respects and values pluralism;
- Values equality and develops anti-discriminatory practice
- Encourages collective action and collaborative working relationships;
- Promotes learning as a lifelong process;
- Encourages a participating democracy

## PRINCIPLES OF COMMUNITY EDUCATION PRACTICE

In its first published guidelines, CeVe noted that these values should themselves be reflected “at the level of the operating principles” of community education practice. Community education providers should encourage:

- Equality of opportunity, positive action and open access particularly for disadvantage learners;
- Active participation of learners in the process of identifying learning needs, planning a learning programme and monitoring it;
- Flexibility of approach, covering content, location and style;
- Recognition that learning can relate to personal, social, economic and political experiences as well as more academic and vocational subjects;
- An emphasis upon learning as well as teaching, and on matching the content and manner of delivery to the needs of the people concerned;
- A positive response by participants to change and to

**demands made on them in the present and the future.**

## **COMPETENCE IN COMMUNITY EDUCATION**

In the guidelines for qualifying training CeVe has taken account of the national trend towards a competence based approach to training. In adopting this approach, CeVe has not simply adopted a “mechanistic” model of training, but sought to develop broader application and understanding of competence defined terms of the values and principles outlined in Section 2. Competence in community education practice is the product of an integration of knowledge, skills and values, with the competent community educator being able to think, to act and to critically reflect on practice.

CeVe, the training providers, and the community education profession have been at the forefront in developing a competence based approach rooted in the ability of the community educator to “do” but also have the capacity to reflect critically upon contexts, processes and change. Qualifying community educators will, therefore, need to demonstrate that they are able to conceptualise, reflect and analyse competing theories, ideologies and models of practice, and to demonstrate these in fieldwork practice as educators.

### **FUNCTIONAL ANALYSIS**

In order to describe the competencies necessary to be a community educator, i.e. An educator engaging within the community around people’s personal, social, economic and political needs, CeVe undertook a “functional analysis” of community education. This involved identifying the key purpose of the occupational area, the key purpose being broken down into key roles which themselves are broken down into elements of competence. These elements were revised in 1994.

CeVe has determined six key elements. These are:

- a) To engage with the community. The community educator requires to be able to intervene within a given community; establish and sustain contact with local adult,

youth and community organisations; identify needs; reach and engage with traditional non-participants; establish inter-agency links with other professionals working in the area; begin to identify from assessed needs of the community, the concerns and aspirations of the people in the area and relevant opportunities for community action and learning.

- b) To develop relevant learning and educational opportunities. The community educator requires to be able to target individuals and groups within a community; provide potential participants with appropriate guidance; take advantage of spontaneous learning and development opportunities in everyday situations; design with the participants relevant learning programmes and curricula content; identify any special learning needs; promote and market learning and community action; implement the learning and teaching programme; and use a range of formal and informal educational methods and techniques.

- c) To empower the participants. The community educator required to be able to empower the participants through developing collective action and learning; involve participants in planning, delivery and evaluation; enable participants to work towards their goals; encourage community-led development; develop the confidence, knowledge, skills and understanding of the participants; and widen participants’ awareness of the concepts of power and change.

- d) To organise and manage resources.

The community educator requires to be able to develop and plan a work programme; organise and deliver quality activities and projects; recruit and manage human resources such as part-time staff and volunteers; identify funding and resources; apply relevant legislation and policy; demonstrate skills in self-management; manage financial resources; and manage equipment and physical resources.

- e) To practice community education within different settings.

The community educator requires to be able to express the values underlying community education through practice; apply the principles underlying community education in practice, apply the community development approach; practice across a range of age groups and within a range of settings; identify the external influences on the development of practice; demonstrate skills in working as apart of a local multi-agency team; and be able to implement appropriate exit strategies from the community and learning groups.

- f) To use evaluative practice to assess and implement appropriate changes

The community educator requires to be able to use appropriate quality assurance and performance measurement techniques; plan and apply a range of participative methods of evaluation; use information technology; demonstrate skills in report writing and presentation for a variety of audiences; and use findings to influence practice.

These key elements of community education are further broken down into key competencies.

It is important to stress that whilst disaggregated for the purpose of clarity, these elements form part of an integrated process. In endorsing training programmes, CeVe will be concerned to ensure the coherence of the programme. This is a key issue of design, which needs to be addressed by training providers in partnership with fieldwork placement agencies to combine a holistic approach to practice without omitting aspects of that practice. This requires that curriculum design and assessment strategy provides an integrated process in practice. Various areas of performance will be assessed concurrently from the different key elements and performance criteria, which can be used to assess

aspects of more than one competence.

## **SETTINGS IN COMMUNITY EDUCATION**

In analysing the competences necessary to be a community educator, CeVe is aware that the practice of community education takes place in a wide variety of settings.

With local government re-organisation local authority education departments remain the main employers of community educators in Scotland, however, a significant number of community educators are also employed within other local authority departments such as community and neighbourhood services, social work, community leisure services, by the voluntary sector and by F.E Colleges.

The rich variety of posts, settings, contexts and organisations reflects the growing influence that community education has had in recent years but also poses a challenge to CeVe and all training providers. Whilst the key purpose of some of these employing organisations may be only in part educational, the professional community educator, is trained to operate primarily in an educative way. Increasingly community educators are being employed in inter-disciplinary and inter-agency teams. With changes in the role of local government, trends in decentralisation of service provision and area management, it is important that barriers and negative perceptions are broken down between different professions. As community educators are increasingly required to work alongside eg. Teachers, social workers, planners, health professionals, so too there is a need at pre-and- in -service level for inter-professional training. CeVe actively encourages this trend. Training providers should demonstrate opportunities for training in inter-professional working.

Compared with other parts of the U.K. in the strength of community education in Scotland has emerged from integration of adult education, community work and youth work practice/theory since 1975. A new occupation and profession has emerged that has also been able to synthesise and build upon these three traditions. The community educator is now recognised alongside the school teacher and the college lecturer as an educational professional. Whilst recognising that specialisation may be demanded of community educators, training providers should reinforce integration and synthesis through both institution and practice elements of the training programme.

CeVe recognises that some employers, largely outwith the local authority education services do, or example, focus primarily upon education work with adults, or upon work with young people, or in supporting community action. The Scottish experience suggests that integrated community education practice has significantly strengthened the quality of the education intervention and the ability through its community-based emphasis to reach new target groups. Local authorities require community educators with an ability to transfer across age groups and socio-economic contexts. Continued political, social and economic change and the trend towards pluralism of service provision have created new opportunities for employment settings in other agencies for people entering into their first professional post. This trend is likely to continue. As the employment settings for community educators and the needs of individuals and communities change so too does the need for community educators to acquire an ability to work in different settings. This should not lead to a fragmentation of the community educators approach but rather a transferability of skills.

**It would be unrealistic to expect qualifying community educators to be competent in every context and with all groups. By the nature of the world we live in, the settings and an understanding of them is in any event constantly changing. Community educators require opportunities for continuing professional development through in-service training.**

**Initial training at qualifying level for entry into their first professional post, requires that all qualifying community educators, in addition to satisfying the competences outlined within the three primary practice contexts of adult education, community work and youth work, are encouraged to pursue one or more areas of professional interest in some depth selected from;**

- **A range of target groups**
- **A range of geographic settings**
- **A range of appropriate specialist fields**

**(see Appendix 2 for examples of the above)**

**All qualifying community educators should be able to work with more than one target group, and in more than one setting and specialist field.**

**Membership of the European Union (E.U.) and Directives from the Commission provide wider opportunities for employment of community educators in other member countries. Whilst there are considerable differences between contexts, organisations, policy and administrative structures, training providers through such schemes as ERASMUS and SOCRATES are encouraged to provide opportunities for trainees to understand about E.U. policy and to undertake exchanges and practice placements in E.U. countries.**

## **CONTENT AND FORM OF TRAINING**

As the context and settings for community education practice is changing, so too does the content of training require to be updated. Whilst CeVe offers guidelines and form of training it accepts the broad recommendations outlined in the Cranegy and in the “Training for Change” Reports i.e. programmes should be underpinned by a social and political science conceptual framework; programmes should be fully up-to-date in terms of community education practice/theory in Scotland, the UK. And internationally; programmes should cover changes in education and social policy and public administration; programmes should address the three traditions of community education – adult education, community work and youth work and their integration; and programmes should introduce students to a range of target groups, geographic settings and specialist fields. Training providers should update all theory and practice-based content on a regular basis, utilising appropriate training materials relating to the key elements.

The challenge facing CeVe as the national training standards committee is to ensure national coherence in the content and form of qualifying training provision without being over-prescriptive. The content of programmes down from the key elements of community education, are unlikely to differ greatly between training providers. It is not the intention of CeVe to prescribe in detail the curriculum or teaching methodology used in training programmes, although an outline of the curriculum and teaching technology would be required as part of the submission.

Training providers must equip the qualifying community educator to be able to practices across Scotland (and increasingly other parts of the E.U.). CeVe recognises that encouraging principles of both flexibility and a system of articulation and accreditation can be contradictory. Comparability between training providers, and

encouragement to innovate are both necessary.

The CeVe Committee remains concerned about the need to promote various pathways into training and to encourage articulation between training providers. This particularly relevant in relation to such issues as APL and APEL (Accreditation of Prior Experiential Learning), credit accumulation, and the ability of a student to transfer between courses or to compete qualifying training through more open learning routes.

CeVe has identified three concerns in this respect, which training providers should address in submissions. These relate to:

- Assessment and accreditation of the individual learner for APL and APEL
- Articulation of programmes with other endorsed qualifying and pre-qualifying programmes
- Recognition for the participant who leaves at the end of a given period, prior to completion of the programme, of the training undertaken, so that they might continue training at a later date or with another training provider

Guidance for training providers with respect to articulation and pathways is outlined in the CeVe guidance notes – Articulation and pathways to Training.

CeVe expects training providers offering degree level community education training to give recognition to applicants having completed pre-qualifying endorsed training programmes, helping then enhance their practice by accrediting previous training either as access to the Degree or, if appropriate, exemption from certain elements of the programme. A modular structure to degree design and APL procedures should provide flexibility to allow applicants to obtain credit for appropriate pre-Degree training programmes. The credit accumulation and transfer scheme (ScotCat) provides a recognised national system between training institutions.

# **GUIDELINES FOR PROVIDERS OF QUALIFYING TRAINING AT UNDER-GRADUATE AND POST-GRADUATE LEVELS**

## **INTRODUCTION**

Section 8 contains the guidelines, which should be met for the endorsement of training programmes for community education for trainees who already hold a degree of a UK University or equivalent qualification. Training programmes will be endorsed which enable trainees to demonstrate that they have achieved the competences that are required of a community educator. (Points relating exclusively to post-graduate training are highlighted in bold.)

In broad terms the guidelines provide a model of training designed to ensure that trainees are adequately prepared for first entry to professional service. The model required requires the careful selection of candidates with experience of community education, as an unqualified employee or volunteer, the accreditation of their prior and experiential learning, followed by the negotiation of learning programmes which must include field-based learning.

CeVe does not consider these guideline as fixed for all time; they can – and will – be amended in the light of experience and by due process. The guidelines are not simply a “template” against which courses will be rigidly judged, but they – and the endorsement process itself – are to be seen as developmental. That said, training providers seeking to submit their programme to CeVe for validation and endorsement should keep to the general headings and order headings outlined.

The guidelines are a series of statements about the features of initial training which characterise it as being appropriate. These include such matters as the nature of the programme, its content, the methods used, the levels of entry, the

arrangements for assessment and evaluation, and the resources available.

Once endorsed for a period of no more than five years, training providers would be required to submit to CeVe at the mid-point of the endorsement period, the external examiner’s reports and any other relevant documentation. Programmes will be subject to a review visit by a Review Panel appointed by CeVe.

## **GENERAL CRITERIA FOR UNDER-GRADUATE AND POST-GRADUATE TRAINING PROGRAMME SUBMISSIONS**

- Training providers must demonstrate and illustrate how training programme prepares trainees to undertake community education, which recognises the needs of the community, the needs of the employers, the role of other agencies and professionals, part-time staff and volunteers.
- Training providers must demonstrate that the training programme is consistent with the values outlined in Section Two.
- Training providers must detail programme content and the relationship between content and the key elements.
- Training providers must normally provide modular structure for the programme.
- Training providers must indicate the nationally comparable levels of training of all years of the programme e.g. ScotCat levels.
- Training providers must demonstrate methods for accreditation of prior learning and experiential learning and where the programme articulates with pre-qualifying training.
- Training providers must demonstrate and detail the role of the programme in the continuing education of the trainees, including personal and social development.
- Training providers must demonstrate the relationship between theory and practice within both institution and field-based elements.
- Training providers must demonstrate opportunities for training in inter-professional working.
- Training providers must detail their equal opportunities policy.

## **STRUCTURE OF PROGRAMME SUBMISSIONS**

All submissions should observe the following guidelines

### **A. PURPOSE AND RATIONALE**

**A.1** Aims and objectives of the training programme, as a whole should be clearly stated.

**A.2** A synopsis of the training programme indicating any special emphases or features should be provided.

**A.3** Any special features concerning the recruitment of trainees and the work for which they are being prepared, e.g. reflecting a particular “catchment area” and/or “target group” should be detailed.

### **B. PARTICIPANTS**

**B.1** The selection and admission requirements and procedures should be clearly stated.

**B.2** These details, together with the purpose and rationale for the training programme, should be made available to potential trainees.

**B.3** Applicants from candidates with experience but few or no educational qualifications should be encouraged and procedures detailed for accrediting both prior experiential learning (APEL) and for assessing their learning ability to undertake the training programme.

**B.4** Training providers should detail procedures and mechanisms for accrediting prior learning (APL) and credit exemptions towards parts of the three qualifying degree, stating where the programme articulates with pre-qualifying training.

**B.5** The admission requirements should take note of:

- Relevant experience and commitment to working in the field of community education;

- Evidence of learning ability appropriate to the inter-personal and the academic requirements of the programme;
- Age. On completion, this should normally be 21 or over.

### **C CONTENT**

**C1.** CeVe recognises that in achieving competence as a community educator, a sound understanding of practice and theory and of the inter-relationship between the two are essential. The development of practice skills is not simply acquired on field placement; nor the acquisition of a theoretical underpinning and analysis on the academic parts of the programme. For example training in educational skills can take place in both settings, whilst the fieldwork supervisor should be assisting the trainee to reflect upon the placement practice and relate to theoretical models. Training providers will be required to provide outline information on the content of the programme and on teaching methods. It is recognised that all modules or ScotCat rated parts of a programme should form part of an integrated training process, which should be clearly outlined in the submission.

**C2.** All modules of a programme should describe:

- The Title
- The rationale – to give a clear idea of what the module is about
- The preferred entry level – to show the level of prior learning or experience without which a trainee might have difficulty in completing the module
- The learning outcomes and performance criteria – to specify clearly the key competences which are accredited
- The content/context – to give an indication of the range of contexts within which a module could be offered e.g. institution and/or field based and the subject matter which would be covered in achieving learning outcomes

- The learning and teaching approaches – to suggest learning strategies which enable the learning outcomes to be achieved in as trainee-centred, participative and practical as possible.
- The assessment procedures – to indicate the most appropriate way in which the learning outcomes are to be assessed and give a description of the level of performance which must be reached if the performance criteria are met.

**C3.** Training should provide a social and political science, educational and social policy and public administration foundation; knowledge and understanding of the history and development of community education and community development; and a range of theories, methods and techniques.

## **D. STRUCTURE**

**D1.** The structure of the training programme should be clearly stated.

**D2.** Training should provide trainees with an integrated understanding of the community education fields as a whole.

**D3.** Training should provide trainees with experience of process skills, practical skills, knowledge of a range of client groups, and understanding of the value base and operating principles (See section 2).

**D4.** By nature of the community education practice many competences will be achieved in the “workplace”, such field-based learning must be supervised and assessed.

**D5.** Post graduate trainees must have experience of community education before they begin a programme.

Evidence of such experience should be presented by the participant and accredited by the training provider against competences described in the previous section. The remaining competences should be gained and accredited during the training process. This training process will include field-based learning.

## **F ASSESSMENT**

**F.1** Assessment should be valid and credible and based upon the performance criteria

**F.2** Assessment procedures should be clearly stated, together with the appeal procedures for both the institution and field-based programme.

**F.3** Trainees should be assessed in field-based learning, and in institution-based learning.

**F.4** The supervisors of fieldwork should be involved in the assessment procedures; their authority in the assessment of fieldwork, including the passing and failing of trainees, should normally be no less than that of the other staff on the programme.

**F.5** External examiners and/or assessors with knowledge of the theoretical and practical competences required in community education should be appointed. Employer and practitioners’ perspectives should be reflected in the appointments and their initial appointment and subsequent changes should be notified to CeVe. Cv’s of external examiners/assessors should be submitted.

**F.6** There should be a policy concerning arrangements for credit transfer.

**F.7** There should be a policy concerning accreditation of prior learning and experiential learning.

## **G EVALUATION**

**G.1** The arrangements for evaluation during and after training, including who is to be involved and consulted and how changes are effected, should be detailed.

**G.2** Details of how the views of external examiners and/or external assessors, present and past trainees, actual and potential employers, from the statutory and voluntary sectors, and field workers, are solicited, should be outlined.

**G.3** The internal arrangements for critical appraisal should be detailed.

**G.4 Quality assurance procedures should be clearly stated.**

## **H. STAFF**

**H.1 Between 50% - 60% of the training programme is undertaken within the training institution. The role of the teaching staff is vital, providing lecturing input and tutorial support. The training provider should detail the support provided to enable the teaching staff to carry out these roles.**

**H.2 The ratio of trainees to teaching staff (or their full-time equivalents) should be detailed in the submission. Training providers should provide a summary of:**

- The staff-student ratio
- The balance of contact and non-contact time, including tutorial support in each year

**H.3 The teaching staff should include experienced practitioners; those who are employed by training providers for the prime purpose of delivering community education training should normally be:**

- a. Professionally trained in community education; and
- b. Have recent and relevant experience. Training providers will be required to submit brief CV's of those responsible for institution-based training.

**H.4 In-service training should ensure that staff have experience of current practice. In particular, training providers should make an explicit statement of how their staff will update on practice experience.**

## **I. FIELDWORK PRACTICE**

**I.1 The field placement is a vital element of the trainee's learning, with between 40% - 50% of the programme allocated to this. The fieldwork practice supervisor is a training partner with the professional studies staff.**

**I.2 The supervisors of fieldwork should normally have a) recognised qualifications in the field of community education, and b) a minimum of two years' post-qualifying experience in community education.**

**I.3 They should normally have undertaken endorsed training in fieldwork supervision and be supported in their role as supervisors.**

**I.4 They should be supported by their employers and given recognition for their responsibility in carrying out their duties as supervisors.**

**I.5 They should be supported by the training provider through agreed contracts and at least one fieldwork placement visit per placement by a member of the teaching staff, as appropriate to the length of placement and the stage of training.**

**I.6 The system for accrediting and registering fieldwork supervisors should be outlined.**

**I.7 Training providers should maintain up-to-date placement agency profiles.**

**I.8 Fieldwork practice documentation, such as placement contract, should be provided as part of the submission i.e. In appendices.**

## **J ADMINISTRATIVE AND CLERICAL STAFF**

**J.1 The administrative and clerical support should be documented and be sufficient to meet the demands of training and placement-based activities.**

## **K. SUPPORTING RESOURCES**

**K.1 Training providers seeking endorsement should detail provision made in respect of each of criteria listed below:**

**K.2 There should be opportunities available to trainees to make use of facilities (e.g. sports-hall, theatre).**

**K.3 There should be adequate and appropriate accommodation for the training programme.**

**K.4 It is essential that trainees have access to up to date practice and theory texts and other materials in community education and related areas. These materials should reflect the multi-culture nature of society and a commitment to equality. Training providers will be required to submit a**

**full list of texts and other materials used in training.**

**K.5 There should be access to new technology, media resources, library, reprographics, including the use and accessibility of resources of other faculties, institutions or organisations.**

**K.6 There should be appropriate finance, costing, travel expenses and funds for fieldwork placement costs.**

**K.7 There should be appropriate funds for professional staff development and in-service training.**

## **L. CONTROL, MANAGEMENT AND DEVELOPMENT TRAINING**

**L.1 The training process should be controlled by clearly defined mechanisms.**

**L.2 It's management and development should be by a body, which, in addition to training staff, and in accordance with any constitutional requirements, of the institution includes:**

- **Representatives of actual and potential employers from statutory and voluntary sectors**
- **Representatives from community education professional associations**
- **Representation from trainees.**

## **PROCEDURES FOR ENDORSEMENT**

These procedures detail the process, which a training provider shall follow if they wish a qualifying training programme in community education to be considered for endorsement by the Scottish Community Educations Council's Community Education Validation and Endorsement Committee (CeVe).

### **INTENTION TO SUBMIT**

Training providers shall write to the Chair of CeVe at the offices of the Scottish Community Education Council (SCEC), Rosebery House, 9 Haymarket Terrace, Edinburgh EH12 5EZ, if they wish a training programme to be considered for endorsement but are not ready to make a formal submission. An officer of SCEC and members of CeVe shall meet to discuss informally with the provider the broad outlines of the programme, so that advice can be offered at an early stage.

### **SUBMISSION**

Once a training provider is ready to make a formal submission, the Chair of CeVe shall be informed in writing. A submission shall comply with the format specified in the guidelines for Graduate and post Graduate Community Education Training. 25 copies of the submission shall be sent to SCEC's offices. The submission shall be discussed at the next meeting of the CeVe committee and one of the three decisions shall be made. These shall either a) a call for more information; or b) a visit; or c) a call for more information and a visit.

Should a decision be made to visit, the training provider shall be informed and an "Endorsement Panel" shall be established. This Panel shall include one or two members from CeVe, one of whom will chair the Panel, two or three practitioners and trainers, a member nominated by the training provider as "critical friend" and a SCEC CeVe Officer.

A full record of CeVe's discussion of the submission, together with details of any further information required to

comply with the "guidelines", shall be sent to the training provider. The response and any further information from the training provider, the record of CeVe's discussion, and a copy of the submission, shall then be sent to the Panel and visit arranged.

### **ENDORSEMENT**

CeVe shall make a decision to endorse or not to endorse once the training provider has been given reasonable time to comply satisfactory with any conditions. A letter of endorsement shall be issued accompanied by the documentation on which that endorsement was based. The endorsement period would normally be for no less than two and no more than five years.

### **REVIEW OF ENDORSEMENT**

Endorsement shall generally be reviewed no later than every three years (usually the mid point of the period of endorsement). The review shall be based on documents such as annual reports, external examiner's reports, student course evaluation and satisfactory implementation of recommendations.

### **WITHDRAWAL OF ENDORSEMENT**

Withdrawal of endorsement (or a decision not to renew) may occur at any time. An institution may itself decide to close the programme, or may be required so to do by the relevant planning body. CeVe will withdraw endorsement if it has evidence that a programme is no longer meeting acceptable standards.

No decision to withdraw endorsement will be taken without a meeting between CeVe and those responsible for the programme at which the major reservations will be discussed and the training provider given an opportunity to respond.

### **APPEALS**

1. There shall be an Appeals Committee consisting of the following members of the Scottish Community Education Council: the Chair, the Executive Director, and two members of Council.

None of the members of the Appeals Committee shall have been involved previously as members of CeVe with any case, which is being considered on appeal.

2. Any appeal against a decision by CeVe concerning endorsement or withdrawal of endorsement shall be lodged in writing with the Executive Director of Scottish Community Education Council within 21 days following the intimation of the Decision to the Training Provider. Such an appeal shall briefly state the grounds of the appeal.
3. Appeals shall only be considered on the grounds that the decision is not properly in accordance with the criteria set out in the guidelines for Qualifying Training for Community Education.
4. Subject to the grounds for an appeal being accepted, the Training Provider shall be offered a fair and reasonable opportunity to present its case both orally and in writing to the Appeals Committee and CeVe shall be given a fair and reasonable opportunity to respond to the appeal. The Appeals Committee may impose such procedural rules or requirements as it may think fit to allow the appeal to be conducted fairly and with reasonable speed.
5. The Appeals Committee shall have power to dismiss the appeal, or allow the appeal subject to such conditions as it may specify. It shall give reasons in writing for its decision. Such decision will be implemented by CeVe.

### **ENDORSEMENT FEE**

A fee shall be charged to training providers for endorsement and for a review of endorsement. The amount of the fee shall be agreed by CeVe and reviewed each year.

## APPENDIX 1

### GLOSSARY OF DEFINITIONS

**Competence** embraces the specific skills, understanding, knowledge, values, attitudes and personal attributes required to undertake tasks effectively and to an appropriate standard. In the training of community educators it embodies the inter-relationship between values, ideologies and reflective action. The emphasis within training is on what students are able to do. Through identifying key elements of competence and appropriate learning outcomes, a competence-based training should ensure that students can conceptualise, analyse competing theories, ideologies and models of practice, and reflect critically on their actions which are informed by a strong ethical framework.

**Performance Criteria** are defined as statements by which an assessor judges the evidence that an individual can perform the activity specified in a competence, to a level acceptable in employment.

**Teaching Staff** are those who are employed by training providers for the prime purpose of delivering community education training.

**Fieldwork Practice Supervisors** are those who carry responsibility for the supervision and assessment of fieldwork placements.

**Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL)** is defined as a process which enables people to gain certification for their past achievements. The emphasis is on what the individual can do or knows – the outcomes or achievements of previous learning and experience. The learning may have been achieved in different ways – through work experience, leisure pursuits or through training. The person seeking accreditation will be assessed on a portfolio of evidence, which proves their claim to prior learning and

experience, together with any other assessment required such as interview or observation.

**Critical Friend** is the person nominated by the training provider to the CeVe endorsement panel. This person would normally be an experienced practitioner, trainer or of equivalent standing, knowledgeable of the training programme, yet independent of the provider.

## **APPENDIX 2**

### **Examples of target groups:**

- Children
- Teenagers
- Young Adults
- Adults
- Older people
- Special needs
- Unemployed
- Women
- Ethnic minorities
- Disabled
- Travelling people
- Community economic development
- Community safety
- Health education
- Community care
- Home-school-community links
- Adult basic education/essential skills
- Outdoor education

### **Examples of geographic settings:**

- Urban/Rural
- Village
- Peripheral estates
- Islands
- Inner city
- Semi-Rural
- Isolated communities
- New Towns
- Designated areas of deprivation

### **Examples of Specialist Fields:**

- Community arts
- Environmental education
- Urban and rural regeneration
- Community planning

## **APPENDIX 3**

Adult Education. The Challenge of Change. Report by a Committee of Inquiry. HMSO. 1975

Professional Education and Training for Community Education. Carney Report. Scottish Education Department, 1977.

Training for Change. A Report on Community Education Training. Scottish Community Education Council. 1984.

Value for People  
Principal Community Education Officers' Group. 1993.

Community Development in the Community Education Service. Principal Community Education Officers' Group. 1990.

Adult Education in the Community Education Service. Principal Community Education Officers' Group. 1989.

Youth Work in the Community Education Service. Principal Community Education Officers' Group. 1989.

Community Education in Scotland. Convention of Scottish Local Authorities Working Party Report (CoSLA). 1995.

Community Education: The Making of an Empowering Profession  
Scottish Community Education Council. 1996.

**For further information and copies of these guidelines contact:**

**Scottish Community Education Council  
Community Education Validation & Endorsement  
Roseberry House  
9 Haymarket Terrace  
Edinburgh EH12 5EZ  
Tel: 0131 313 2488  
Fax: 0131 313 6800**

## **MEMBERSHIP OF CeVe**

### **CHAIR**

Stewart Murdoch, PCEO, Tayside Regional Council.

### **MEMBERS**

Tim O'Brien, Head of Training and staff Development, COSLA.

Ian Craik, Association of Directors of Education.

Pauline Ashton, General Secretary, Girl Guides Association (Scotland).

Peggy Macnab, Managing Officer North, Highland Regional Council.

Jim Donaldson, Director of Teaching and Learning, Scottish Higher Education Funding Council.

Ann Boyd, Product Development Manager, SCOTVEC.

Maria Slowey, Professor, Department of Adult and Continuing Education, University of Glasgow.

Terry Reid, Training Officer, Grampian Regional Council.

David Wiseman, Principal Officer, Social Strategy, Strathclyde Regional Council.

Lyn Tett, Director Community Education, Moray House Institute.

Myra Galloway, Team Leader – Musselburgh, Lothian Regional Council.

Rory Macleod, PCEO, Borders Regional Council.

Derek Crichton, Community Education Co-ordinator, Dumfries and Galloway Regional Council.

Lesley Greenaway, Training Officer, Volunteer Development Scotland.

Charlie McConnell, Chief Executive, Scottish Community Education Council (Ex Officio).

## **ASSESSOR**

Duncan Kirkpatrick, H.M.I., Scottish Office Education and Industry Department.

## **SCEC STAFF**

Fiona Blacke, Director, CeVe

Gordon Mackie, SDO, CeVe

## **CeVe Qualifying Guidelines Review Group (1994)**

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Derek Crichton, Dumfries & Galloway  
Region

Myra Galloway, Lothian Region, Chair  
Qualifying Sub-Committee

Charlie McConnell, Chief Executive,  
SCEC

Ian McGowan, Northern College

Ted Milburn, University of Strathclyde,  
Jordanhill Campus

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Tayside Region

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Watt University

Eugene Windsor, Fife Region