

Guidelines for CLD Standards Council
Standards Mark (SCSM) for CLD
Learning Providers

FOREWORD

The Approval Committee of the CLD Standards Council is responsible for the approval of CLD learning programmes, whether delivered by universities, FE colleges or other learning providers, in a range of settings. We are keen to support the responsive and creative learning programmes being developed for and by the sector. Part of our support is the introduction of the Standard Council Standards Mark (SCSM) which these Guidelines explain.

We created the SCSM in response to feedback from a changing, growing and developing sector. The SCSM is an award that celebrates and supports continuous improvement. It is a form of quality assurance; providers who are awarded the SCSM have been judged by their peers to be providing learning that equips practitioners with the knowledge and skills needed to deliver effective, responsive CLD practice. The SCSM is the first Standards Council Approval process to recognise providers and not individual programmes.

It is my pleasure to commend these Guidelines to you.

Sheena Watson
Chair of the Approval Committee

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The CLD Standards Council for Scotland

The CLD Standards Council for Scotland is the professional body for everyone active in Community Learning and Development in Scotland. Our vision is one of supporting the continuing improvement of Community Learning and Development practice to provide quality services for communities and individuals across Scotland. Using CLD principles and values we work with our partners to raise standards, increase public satisfaction and achieve sustainable progress.

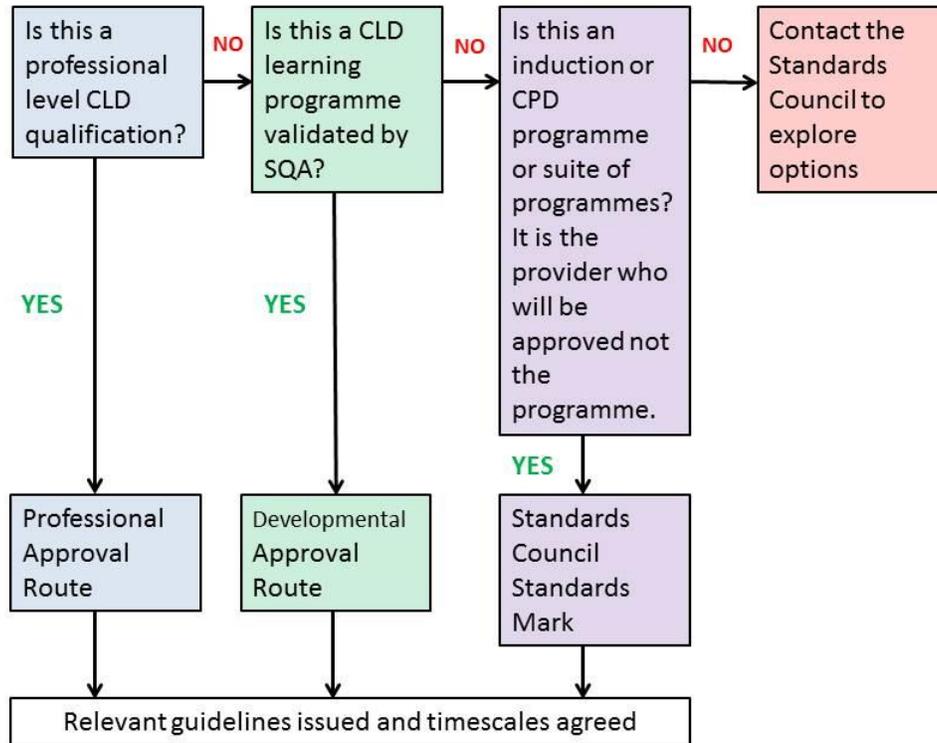
The development of a national body for CLD was a commitment made in the Scottish Executive's report *Empowered to Practice* (2003) which considered the future of CLD learning in Scotland. In June 2004 a Short Life Task Group was convened to consider the development of a practitioner-led body. It recommended that the Standards Council be established and this was agreed by Ministers. The full report *Strengthening Standards: Improving the Quality of Community Learning and Development Service Delivery* (2007) is on our [website](#).

An Interim Standards Council was put in place in 2007 and began a period of development and dialogue with the sector. This led to a strong and positive response across Scotland from practitioners, managers, learning providers, policy makers and others with an interest in developing the sector. In March 2009, the CLD Standards Council was founded and the Cabinet Secretary for Education and Lifelong Learning directed it to:

- Deliver a professional approval structure for qualifications, courses and development opportunities for everyone involved in CLD
- Consider and establish a registration system available to practitioners delivering and active in CLD practice
- Develop and establish a model of supported induction, CPD and learning opportunities

There are now over 60 people from the sector actively involved in the committees and work of the Council. You can find details, including profiles of our committee members, on the CLD Standards Council website: [CLD Standards Council website](#)

Which Approval route is for me?



The Competence Framework for Community Learning and Development



All submissions presented for SCSM must be able to evidence the use of the CLD Competence Framework and commitment to mapping of the competences within the CLD programmes. This will show how participants are prepared for practice in this field of work.

The Framework, including the breakdown of indicators for each competence, is reproduced in full at Annex 1.

What is the Standards Council Standards Mark (SCSM)?

The SCSM is awarded to organisations that provide practitioners with quality CLD learning opportunities.

Our vision for all CLD practitioners is that their participation in continuous professional development activities will be a central and established part of their practice.

The SCSM will nurture a culture of learning in our sector in order that individual practitioner's engagement with professional learning will contribute to the development of the whole profession. Through this they will demonstrate and enhance their commitment to a culture of learning:

- ✓ Where learning is celebrated, recognised and encouraged
- ✓ Where learning is reflected on and shared
- ✓ Where challenge is relished and embraced
- ✓ Where critical reflection is embedded in practice
- ✓ Where individuals can explore learning related to their role throughout their careers

This culture is underpinned by the values and competences of CLD and commitment to our Code of Ethics.

The SCSM:

- Provides national recognition of CLD learning opportunities for practitioners with strong focus on the values, principles, competences and Code of Ethics for CLD
- Celebrates success and promotes good practice and impact
- Establishes a developmental framework using peer moderation to enhance learning opportunities for CLD practitioners

The SCSM is designed to support employers to:

- ✓ Ensure that their organisation becomes a learning community for the entire workforce
- ✓ Develop and implement a CPD policy
- ✓ Provide continuous leadership and support for CPD opportunities
- ✓ Strengthen and extend local partnerships
- ✓ Encourage sharing of impact and learning from good practice

The SCSM does not replace the existing routes available for approval of individual learning programmes. The chart on page 4 will help you identify the correct route for you. If you need further guidance, please contact the Approval Officer.

Being an SCSM learning provider

Successful learning providers are awarded the SCSM for a period of 3 years. After 3 years learning providers must apply to renew their SCSM.

Halfway through the SCSM period, learning providers must submit an update review report and any other relevant documentation to the Approval Committee. Providers may then be subject to a review visit, for which one to two months' notice will be given.

A fee will be charged to learning providers to cover the costs of the approval process. The amount of the fee will be agreed by the Approval Committee and reviewed annually. For more information please contact the Approval Officer on 0141 282 5257.

Aims and objectives of the SCSM

- To maintain and enhance the quality of existing learning in line with stated standards of competence
- To ensure comparability of learning standards
- To enhance learning provision through co-operation, networking and collaboration between participating bodies
- To enhance the effectiveness and range of learning opportunities
- To enhance the status of Community Learning and Development

Why learning providers value the SCSM

Award of the SCSM can help you to:

- Promote your organisation to prospective practitioners wishing to undertake professional development
- Align your programme with the CLD Competences
- Prepare learners for working in the CLD sector
- Demonstrate clearly your programme aligns to CLD values and principles and Code of Ethics
- Ensure your CLD learning aligns to the national occupational standards
- Promote quality learning and CPD opportunities with CLD
- Raise the profile of CLD

The Approval Officer

The Approval Officer's role is to support and guide learning providers through the process. They co-ordinate the process and liaise between the learning provider, the Approval Committee and the SM Group.

The Approval Officer will be on hand to:

- answer any questions you have;
- provide further information and guidance on the process;
- advise on the documents you are required to submit, and
- support you in the process.

The SM Group

This is a group of peers from the CLD field. The panel is drawn from the group and will include a member of the Approval Committee, who will take the role of Chair, and two other members who will have experience of delivery or design of similar programmes in a similar context. Once the SCSM is established, SM Group members will be representatives from existing SCSM learning providers.

Timescales

The SCSM award process is completed twice a year. Once a learning provider has expressed their interest in applying for SCSM, the Approval Officer will:

- advise them of the next available award date;
- will agree a visit to discuss the process and agree timescales
- support them to put together the relevant documentation, and
- provide reminders of key deadlines.

Although the process will vary for each learning provider, the following timeline provides an example of a manageable timescale.

Where SCSM award date is June:

- Send formal notice of application to Approval Officer in January
- Work on submission with guidance from Approval Officer from February – April
- Final submission to Approval Officer in May

Update Review

SCSM learning providers will be subject to a review conducted half way through the approval period. Details of the process will be provided when SCSM is awarded. The review will include a 30 minute meeting with the Approval Committee to present and update on progress as an SCSM provider.*

Following the review, the Approval Committee may request a visit to the provider. If so, 4 – 8 weeks' notice will be given.

**The 30 minute meeting may take place in person, by teleconference or by video conference*

SCSM renewal

Providers are awarded SCSM for a period of no more than 3 years, at which point they must renew. The Approval Officer will contact the provider at least six months prior to the end date of the SCSM period to discuss renewal.

The SCSM submission process

Informal expression of interest

The Approval Officer will liaise with the learning provider and offer advice on the best route of approval.

Formal Notification

The learning provider notifies the CLD Standards Council in writing of their intention to apply for SCSM. This can be done via email to contact@cldstandardscouncil.org.uk or by letter to the Chair of the Approval Committee, c/o CLD Standards Council, The Optima, 58 Robertson Street, Glasgow G2 8DU

Pre-approval visit

The Approval Officer will agree a time and date to meet with the Provider to talk through the entire process and to agree timescales.

Preparation of written submission

The Approval Officer will liaise with the learning provider and offer advice on the submission document (see SCSM Standards Guidance – Annex 3). The length of the document will vary depending on the learning provider.

The SCSM Standards Guidance gives some exemplars but learning providers must supply their own specific evidence for each of the Core Standards. The evidence provided should be CLD focused and be proportionate, appropriate, relevant and contextualised. It is important that the evidence supplied is current and still in use.

It is recommended that learning providers use the order of Core Standards in the SCSM Standards Guidance to structure their submission. This will help both the team preparing the submission, ensuring all necessary content is included, and the SM Group considering the submission.

All submissions must clearly demonstrate quality approaches in the three Domains: Planning, Delivery and Review, and the learning provider must consider the best evidence of the *Core Standards* within these areas. The evidence should already be available to the provider and should therefore not require the provider to write a whole new set of documents for this submission.

The Three Domains

Planning – is about the thought processes in place at the planning stage. Who do you involve? How are you sure this learning is required/suitable/viable? Who is available to deliver with correct qualifications/experience?

Delivery – this area is about how you will deliver the CLD Learning and showcase the CLD competences, values, principles, code of ethics etc? How is programme delivered to meet needs of all?

Review – this area is about how you capture the feedback/evaluation? How will you action this? Will you be able to commit to the resources of the SM Group?

The SM Group will be looking for evidence that:

- The learning prepares participants for Community Learning and Development practice, including the relationship between programme content and the CLD competence framework.
- The CLD values and principles and Code of Ethics inform any programme
- The provider will react quickly to include new CLD policies
- There is reference to all strands of CLD
- Every programme supports equality and diversity among the CLD workforce
- The provider will agree to become a member of the SM Group and will participate in moderation of future SCSM award applications.
- The provider will contribute to raising the profile of CLD
- The provider will name 2 contacts within their organisation to ensure that the quality of CLD learning is continuously evaluated and improved.

The Approval Officer will discuss the draft submission with the learning provider and comment on a draft submission as often as is necessary.

The Panel

The Approval Officer will convene a panel from the SM Group when both the Officer and the learning provider are satisfied that the submission document contains the relevant information.

The panel will consider the submission individually and raise any questions via the Approval Officer. The Approval Officer will collate these questions and present them to the learning provider with a deadline for response.

Once the panel are satisfied they have enough information to make a decision, the Approval Officer will arrange for a teleconference to allow them to share their views and reach their final decision.

The Decision

The Approval Officer will contact the learning provider to make them aware of the decision.

There are 3 possible decisions:

- a) SCSM awarded
- b) Further information required therefore SCSM award pending
- c) SCSM not awarded

Feedback will be available for all decisions.

The decision will be presented to the next Approval Committee for official award.

Appeals Procedure

If the Approval Committee has not approved a learning programme, the learning provider may submit a written appeal to the Chair of the Approval Committee. The appeal must be lodged within the 28 days following receipt of the written report and clearly state the grounds on which it is based. Should it be agreed that there is a case to answer; the organisation will be invited to provide further written evidence and be given an opportunity to present a case in person.

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

The Appeal Panel will endeavour to meet as soon as possible and usually not later than two months following the formal notification of agreement to hear the appeal. The Chair of the original SM Group will be invited to explain its actions/decisions to the Appeal Panel.

The Appeal Panel will have the power to:

- Allow the appeal
- Allow the appeal subject to specified conditions and/or recommendations or
- Dismiss the appeal.

The Appeal Panel will determine its own procedure within these Guidelines. It will convey its decision in writing to the applicants and to the Approval Committee and give reasons for its decision.

The Appeal Panel's decision is final.

Annex 1

Annex One - Competence framework in full.

The Competences for Community Learning and Development (2009)
<http://www.cldstandardscouncil.org.uk>

Annex Two – flow chart diagram

Annex Three – SCSM Standards Guidance

The CLD Competences and Approval Submissions

Using the Competences for Approval Submissions

In order to simplify the mapping of the CLD Competences to the content of training programmes, we provide here a lettered and numbered version of them.

When preparing a submission document, the training provider can use the letters and numbers in combination as shorthand to demonstrate where content is meeting a Competence.

For example:

Purpose: *This session enables participants to explore issues of confidentiality and boundaries for youth workers (Competences: B2, B4, B6, E8, G3)*

Outcomes: *by the end of this session participants should:*

- ▶ *Understand the importance of confidentiality in terms of a youth worker's relationship with a young person.*
- ▶ *Understand the issues surrounding the role of a youth worker and their relationship with a young person.*

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

Values

The values of CLD are¹

- Self-determination - respecting the individual and valuing the right of people to make their own choices.
- Inclusion - valuing equality of both opportunity and outcome, and challenging discriminatory practice.
- Empowerment - increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action.
- Working collaboratively – maximising collaborative working relationships with the many agencies which contribute to CLD and/or which CLD contributes to, including collaborative work with participants, learners and communities.
- Promotion of learning as a lifelong activity – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life

¹ Taken from the Interim Standards Council's proposals, 2008

Competent CLD workers

Competent CLD workers will ensure that their work supports social change and social justice and is based on the values of CLD. Their approach is collaborative, anti-discriminatory and equalities-focused and they work with diverse individuals, communities of place or interest and organisations to achieve change. They can influence or lead people, understanding when this is or is not appropriate. Central to their practice is challenging discrimination and its consequences and working with individuals and communities to shape learning and development activities that enhance quality of life and sphere of influence. They have good interpersonal and listening skills and their practice demonstrates that they value and respect the knowledge, experience and aspirations of those involved. They will initiate, develop and maintain relationships with local people and groups and work with people using:

- non-formal contact;
- informal support; and
- informal and formal learning and development opportunities

Competent CLD workers will also have self-management skills, such as time management and communication, that are appropriate to the level at which they are practising. While these are not detailed in the competences, they are covered through the SCQF framework and the National Occupational Standards.

Critically reflective CLD workers

CLD practitioners are aware of their values and principles and critically reflect on their practice and experience so that they integrate their knowledge, skills, values and attitudes and use these effectively in their work. They use self-assessment, participative processes and evidence of the impact of their work to plan and manage their activities.

These are essential to their ability to develop and manage their own practice and identify their own learning and development needs.



A: Know and understand the community in which we work

Purpose: so that practitioners can work with individuals and communities to identify and plan action based on knowledge of some of the internal and external influences at work.

Context: understanding the context within which our work takes place will be based upon our knowledge of social, political and wider environmental influences on communities. Competent CLD practitioners are aware of the relevant global and local factors that impact on the community with which they work.

As a competent practitioner with an understanding of the community/ environment in which you work, you will be able to demonstrate that you can:

1. conduct an external community/ environment assessment, considering the political, economic and social context of the community;
2. investigate internal views and information relating to the area within which you work;
3. critically analyse internal and external factors impacting on individuals and communities;
4. identify needs, assets and opportunities using relevant information and evidence;
5. involve other stakeholders in identifying and agreeing needs and local priorities;
6. evidence an awareness of challenges relating to barriers to participation within the local community/environment;
7. ascertain conflicting needs and demands.

B: Build and maintain relationships with individuals and groups

Purpose: so that people's ability and opportunities to work together are enhanced.

Context: CLD is built upon the interactions between people, be these community members, activists or those working with organisations offering support. These relationships provide the basis to support learning and engage people in action to support change within their communities.

As a competent practitioner able to build and maintain relationships with individuals and groups you will be able to demonstrate that you can:

1. seek out and engage with individuals, groups and communities;
2. practise in different roles, such as facilitating, supporting, leading, advocating, that are appropriate to the work in which you are involved;
3. use informal dialogue in individual relationships and within groups;
4. handle challenges and opportunities constructively;
5. understand and deal with the underlying dynamics at work within relationships and groups;
6. work towards the resolution of conflict;
7. recognise the power dynamic and action needed to equalise power relationships in decision making;
8. facilitate endings for individual and group relationships where appropriate.

C: Provide learning and development opportunities in a range of contexts

Purpose: so that people can identify and achieve their individual and collective goals.

Context: CLD is based on providing learning and development opportunities that are accessible and responsive to individual and community priorities. These opportunities create personal and community benefits such as improving self-confidence and skills and enhancing employment opportunities, as well as supporting health and well-being, community regeneration and individual and community activity.

As a competent practitioner able to provide learning and development opportunities in a range of contexts you will be able to demonstrate that you can:

1. provide education and development opportunities that are developed in dialogue with individuals and communities;
2. generate learning opportunities that will stimulate personal and community change;
3. tackle barriers to participation;
4. develop, design and deliver learner-centred programmes;
5. take advantage of learning and development opportunities in everyday situations;
6. use appropriate methods and techniques;
7. support progression and transition;
8. use appropriately targeted methods to promote learning and development opportunities.

D: Facilitate and promote community empowerment

Purpose: so that people can take individual and collective action to bring about change.

Context: CLD practice is built on critical analysis of internal and external factors that influence individual and community priorities and has a distinctive role in working with people to take action to identify and influence decisions that impact on the quality of individual and community life.

As a competent practitioner able to facilitate and promote community empowerment you will be able to demonstrate that you can support individuals, groups and communities to:

1. analyse and understand power dynamics and decision-making processes;
2. use community action as a means to achieve change;
3. be inclusive and involve the wider community;
4. interact within and across communities;
5. participate in decision-making structures and processes;
6. campaign for change;
7. identify and manage community assets.

E: Organise and manage resources

Purpose: so that individuals, communities and organisations can achieve effective management of community assets and resources, services and organisations.

Context: CLD practitioners need to understand the culture of organisations, the responsibilities of those involved and how organisation and management styles, practices and governance relate to sustainable organisations.

As a competent practitioner with an understanding of planning, organising and managing resources you will be able to demonstrate that you can:

1. develop and plan programmes and project activities;
2. manage and monitor programmes and project activities;
3. promote and manage a culture based on equality;
4. organise, deploy and monitor resources effectively;
5. recruit, manage and support people (staff, volunteers);
6. identify and access funding/ resources;
7. understand and manage risk;
8. interpret and apply relevant legislation (e.g. equalities, Child Protection, Health and Safety).

F: Develop and support collaborative working

Purpose: so that people can enhance decision making and collaborative activities that impact on the quality of life of individuals and communities.

Context: CLD practitioners need to understand, recognise and value the benefits of collaboration and build appropriate and effective alliances, networks and other forms of working together.

As a competent practitioner able to develop and support collaborative working you will be able to demonstrate that you can:

1. develop and support collaborative working within your own organisation;
2. initiate collaborative working with relevant organisations;
3. participate in partnership and collaborative working;
4. support community participation in partnership and collaborative working;
5. clarify and articulate the role of your own organisation and that of others;
6. negotiate and agree roles in collaborative and joint work, taking a leadership role where appropriate;
7. identify, put in place or provide appropriate training and development opportunities for collaborative working;
8. challenge and be challenged on issues undermining effective partnership working, being aware of tensions and conflicts;
9. manage the ending of collaborative and joint relationships.

G: Evaluate and inform practice

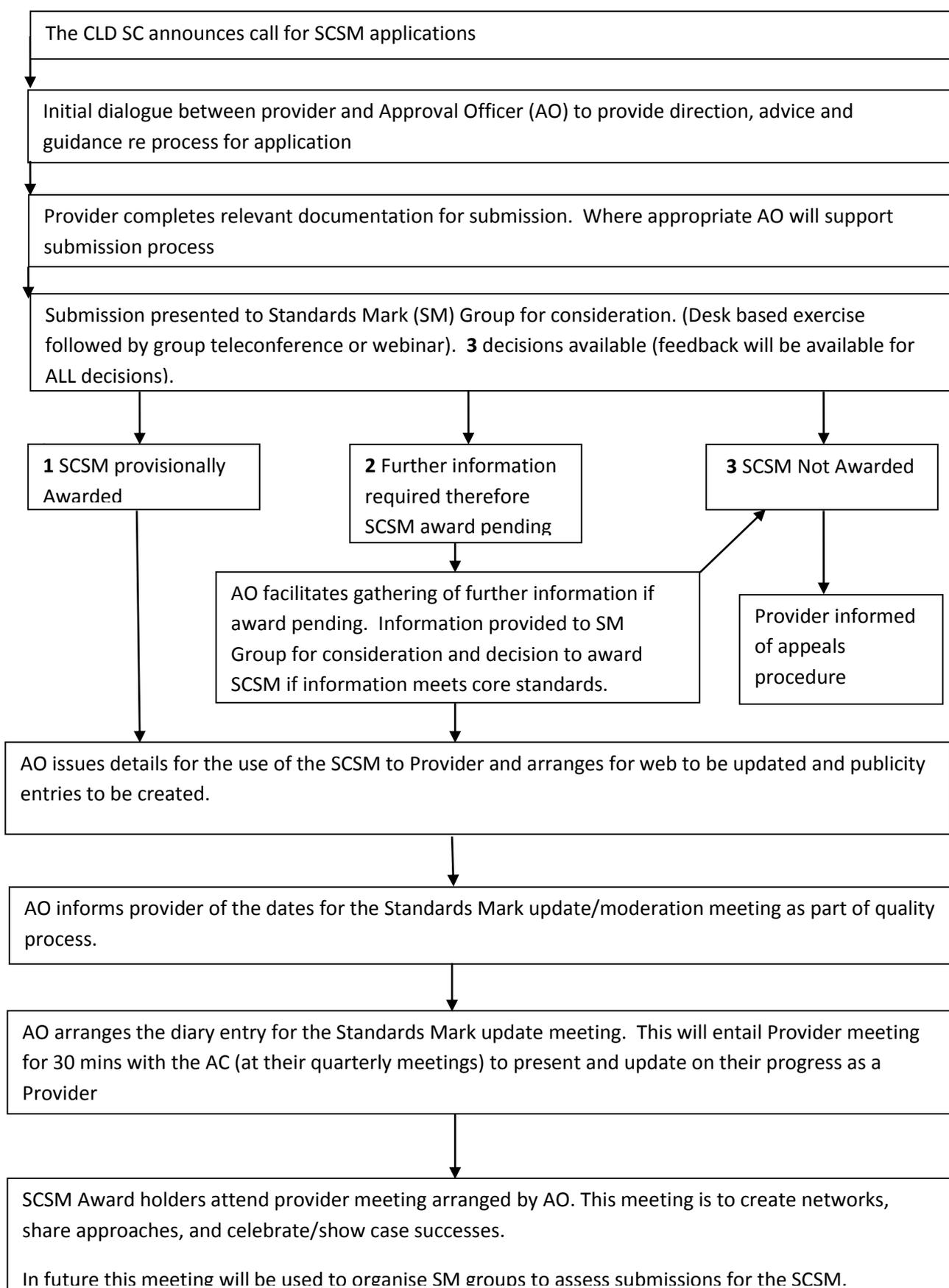
Purpose: so that robust evidence can sustain, inform, influence and change policy and practice.

Context: Competent CLD practitioners require to build evidence-based practice based on an appreciation of the value of research and evaluation. They need a knowledge of the methods and techniques commonly used and an understanding of the current issues and challenges in evaluation, quality assurance and performance measurement in CLD.

As a competent practitioner with an ability to evaluate and inform practice you will be able to demonstrate that you can:

1. understand the differences between research, evaluation and associated concepts;
2. employ appropriate tools, frameworks and methodologies in the evaluation of practice;
3. draw on evaluation findings to inform your own practice;
4. use participative evaluative processes;
5. promote and support community led research and evaluation;
6. analyse policy, research and evaluation evidence;
7. learn from other perspectives and challenge your own assumptions;
8. interpret and use evidence related to outcomes and impact;
9. present evidence to a range of audiences using appropriate tools and technologies.

Standards Mark Process for Provider



SCSM Proforma

This form can be used to support you in completing your application for SCSM. Please remember that the SCSM is about the Learning Provider overall and the approaches they take to any CLD learning. It is not about an individual CLD programme or course. If you would like a copy of a completed sample submission please contact the Approval Officer.

Learning Provider Name:

Learning Provider Address:

Name of Contact :	
Contact email address:	
Contact telephone number	

A. Background information, purpose and rationale (this should be no more than 1000 words in total)

This section should give the SM Group:

- Details of Learning Provider
- A description of the Learning Provider’s learning culture / approach to workforce development including references to national policy and guidance
- An account of who your broad audience is and how that audience is identified, including details of consultation with employers, providers and other stakeholders to analyse training/CPD needs and plan delivery programmes.
- A exemplar list of the CLD Learning programmes that you consider meet the Core Standards for SCSM*

***Please note: not all programmes delivered by the Learning Provider must meet the Core Standards. In addition, some programmes will not be considered as part of the SCSM process because they need to be approved using the Developmental Approval process. Examples of these programmes include the PDA, Modern Apprenticeships and the HNC. Details of the approval routes available are provided on page 4 of this document.**

B Core Standards

All submissions must clearly demonstrate quality approaches in the three Domains: Planning, Delivery and Review. The learning provider must consider the best evidence of the *Core Standards* within these areas. The SCSM is about how the organisation approaches any CLD learning that they undertake. SCSM is about the organisation's approach overall and is not about individual CLD programmes or courses.

The Three Domains

Planning - What are the thought processes in place at the planning stage? Who do you involve? How are you sure this learning is required/suitable/viable? Who is available to deliver with correct qualifications/experience?

Delivery - how will the CLD Learning showcase the CLD competences, values, principles, code of ethics etc? How is programme delivered to meet needs of all learners or participants?

Review - how do you capture the feedback/evaluation? How will you action this? Will you be able to commit to the resources of the SM Group?

The following **Core Standards** must all be met for the SCSM to be successfully awarded. It is the responsibility of the applicant to identify evidence of meeting each standard. The illustrations are to provide examples of what this evidence may look like and should not be used as a list of specific requirements. As SCSM is about a range of learning the evidence provided should reflect this. Learning Providers should select evidence from a range of programmes

CORE STANDARDS			
<p><u>Planning Standards:</u></p> <p>The CLD Provider can demonstrate that its organisational policies, systems, culture and strategy for workforce/volunteer development meet the SCSM Planning Standards.</p>		<p>Here are examples of documents that have been provided as evidence for previous submissions. Each provider will be different and have different evidence available to them. Please insert details of the document being supplied as evidence and where this is a large document please reference the page number.*</p>	<p>Please provide a brief statement (2 sentences max) of why you believe this piece of evidence is relevant</p>
CORE STANDARD	EVIDENCE	ILLUSTRATIONS	
<p>1.1 Demonstrate that CLD Standards Council values, principles and ethics are evident in organisation's corporate policies, systems and culture.</p>	<p>Organisation's corporate policies, systems and culture includes evidence of, for example:</p> <ul style="list-style-type: none"> • Inclusion equalities policies • Marketing strategies ensuring equality and opportunity outcome for participants. • Details of the range of CLD context that learners are 	<ul style="list-style-type: none"> ➤ Links to key documents on providers websites ➤ Promotional leaflets ➤ Registration forms ➤ Promotional DVD's providing explanation of what CLD is/what is involved ➤ Quality and Management documents ➤ Equality and diversity policies ➤ Strategic Plans 	

	<p>made aware of such as learning for adults, learning for children and young people and learning that builds stronger communities.</p> <p>(Details can be obtained in Strategic Guidance for Community Planning Partnerships: Community Learning and Development)</p>	<p>➤ Operational plans</p> <p>If you are using a large document and only certain pages are relevant please direct us to these specific page numbers.</p>	
<p>1.2 Demonstrate clearly that the following are evident in organisation's workforce and volunteer development:</p> <ul style="list-style-type: none"> • CLD values and principles • CLD Competences • Code of ethics • National CPD strategy • National policies • Promotion of opportunity to Register 	<p>Organisation's workforce and volunteer development clearly demonstrates evidence of, for example:</p> <ul style="list-style-type: none"> • Inclusion policy and implementation plan • Provision for personalisation of learning, development, empowerment and choice • Recognition and provision for those with additional support needs • Access and transferability to partner provision with opportunities for further learning and growth. 	<ul style="list-style-type: none"> ➤ Links to relevant policies on organisations website ➤ Strategic planning documents ➤ Workforce development plans/strategies ➤ Booklets detailing partnership working ➤ Annual reports ➤ Examples of use of or encouragement to use i-develop ➤ How people are made aware of the opportunity to register with CLD Standards Council? ➤ Samples of mapping exercises ➤ Training need analysis (TNA) ➤ Excerpts from tutor packs showing links to competences ➤ Promotional leaflets 	

<p>with CLD Standards Council for Scotland</p>	<ul style="list-style-type: none"> • Use of competency framework within CPD practice • Use of i-develop e-portfolio <p>Please provide examples of how the values, principles and code of ethics are evident, along with brief narrative detail of how the examples provided meet this standard.</p>	<ul style="list-style-type: none"> ➤ Examples of how policies have been implemented ➤ Brief details of what is included within a programme <p>If you are using a large document and only certain pages are relevant please direct us to these specific page numbers.</p>	
<p>1.3 Provide evidence of a commitment to become a functional member of the SM group and to commit to having 2 named contacts within organisation to ensure that the current CLD focus is maintained throughout the CLD learning material.</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Details of staff committed to this role • Details of systems to replace staff leaving this role and provision of appropriate training to replacement • Details of how identified staff will meet this commitment. 	<ul style="list-style-type: none"> ➤ Names ➤ Contact details ➤ Brief statement about how they see themselves supporting the SM Group. 	
<p>1.4 Demonstrate that qualifications and experience of staff</p> <p>a) <i>managing</i> workforce and volunteer development processes</p> <p>b) <i>delivering</i> workforce and volunteer</p>	<p>Evidence could include:</p> <ul style="list-style-type: none"> • Sample CVs • CPD logs • i develop portfolios • CLD qualifications 	<ul style="list-style-type: none"> ➤ CVs for employers ➤ CVs for involvement in CLDSC ➤ Screen shots from i-develop ➤ Names and qualifications listed. 	

development aligns with CLD			
<p>Please provide details of Planned Potential future developments related to the planning domain e.g.</p> <ul style="list-style-type: none"> • comparing your provision against standards set by other organisations (HGIOCHLD, LEAP, IPP, National Awards) • Articulation of qualifications and learning through SCQF (RPL) • Relevant NOS (National Occupational Standards) 			
CORE STANDARDS			
<p><u>Delivery Standards:</u></p> <p>The CLD Provider can demonstrate that its planning and delivery of CLD learning for CLD meets the SCSM standards</p>		<p>Here are examples of documents that have been provided as evidence for previous submissions. Each provider will be different and have different evidence available to them. Please insert details of the document being supplied as evidence and where this is a large document please reference the page number.*</p>	<p>Please provide a brief statement (2 sentences max) of why you believe this piece of evidence is relevant</p>
CORE STANDARD	EVIDENCE	ILLUSTRATIONS	
2.1 Demonstrate that learning outcomes are clearly articulated and relate to CLD Competence Framework	<p>Includes evidence of, for example:</p> <ul style="list-style-type: none"> • Mapping of competences to programme content • Assessments relate to evidence of competences 	<ul style="list-style-type: none"> ➤ Mapping exercises ➤ Samples from tutor packs ➤ Details of how links made to i-develop/CLDSC website ➤ Completed Assessment docs showing evidence of use of competences ➤ Samples of Unit descriptors 	

<p>2.2 Demonstrate that the CLD learning is inclusive, accessible and responsive to needs</p>	<p>Includes evidence of, for example:</p> <ul style="list-style-type: none"> • Variety of delivery modes available i.e. distance learning, e-portfolio, forum groups on-line • How programme contributes to TNA • Programme/ course initiation event around needs, barriers, support/additional support requirements • Details of the different modes in which the programme can be accessed e.g. distance learning • Extra support available to participants • Details of processes available to participants to signal when needs are not being met 	<ul style="list-style-type: none"> ➤ Lesson plans detailing, discussions, videos, group work, practice etc ➤ Links to relevant pages of websites detailing support available. ➤ Promotional material ➤ Samples of unit descriptors ➤ Copy timetables ➤ Links to websites ➤ Student handbooks ➤ Sample resources 	
<p>Please provide details of Planned Potential future developments related to the delivery domain eg</p> <ul style="list-style-type: none"> • How does the CLD learning enable/support participants to track their own progress • System for the recognition of prior learning and experiential learning • Relevant NOS (National Occupational Standards) • Commitment to sharing learning/offering of opportunities outwith own organisation 			

CORE STANDARDS			
<p><u>Review Standards:</u></p> <p>The CLD provider can demonstrate that it evaluates learning provision for impact, and has systems in place for quality assurance, moderation and feedback into the planning process, to meet the SCSM Standards.</p>		<p>Here are examples of documents that have been provided as evidence for previous submissions. Each provider will be different and have different evidence available to them. Please insert details of the document being supplied as evidence and where this is a large document please reference the page number.*</p>	<p>Please provide a brief statement (2 sentences max) of why you believe this piece of evidence is relevant</p>
CORE STANDARD	EVIDENCE	ILLUSTRATIONS	
<p>3.1 Demonstrate that the CLD learning is monitored and evaluated including details of</p> <p>a) the system in place</p> <p>b) what actions are taken as a result</p>	<p>Includes evidence of, for example:</p> <ul style="list-style-type: none"> • All CLD learning inputs are evaluated, with the involvement of participants as appropriate, and focus on impact questions. • Some of the CLD learning is evaluated with participants over a longer term period to assess impact, and changes made as required • CLD learning is monitored across a range of provision to ensure consistency. 	<ul style="list-style-type: none"> ➤ DVD interviews with graduates from programmes ➤ Reflective logs ➤ Samples of evaluation ➤ Reflective Guidance documents ➤ Evaluative reports ➤ Examples of how evaluative reports have influenced future programme delivery ➤ Action plans following evaluation/feedback ➤ Evaluation Proforma mapping against competences 	

	<ul style="list-style-type: none"> • Details of how evaluation is used to develop/advance CLD learning • Participants using learning logs to critically reflect on the learning opportunity, and its impact on them as an individual and their practice. • Qualifications, experience and specific roles and responsibilities of those involved in internal verification • Details of what quantitative and qualitative data is gathered and how this data is used to inform CLD learning 	<ul style="list-style-type: none"> ➤ Booklets sharing success stories ➤ Details of moderation undertaken by partners ➤ Quality Process manual ➤ Assessment Criteria 	
<p>3.2 Demonstrate how the monitored and evaluated feedback is used for continual improvement of CLD planning and delivery</p>	<p>Includes evidence of, for example:</p> <ul style="list-style-type: none"> • Commitment to appropriate number of staff to effectively conduct quality assurance and internal moderation • How workforce planning supports this. • Details of delivery staff recording critical reflection on learning delivered • Details of process for staff to identify training needs and additional support • Details of regular review of induction processes 	<ul style="list-style-type: none"> ➤ Use of HGIOCLD2 framework – ➤ Reports on how evaluation is used/actioned ➤ Quality process documents 	

	<ul style="list-style-type: none"> • Details of how evaluation is effectively used by delivery staff to inform practice. 		
<p>Please provide details of Planned Potential future developments related to the review domain eg</p> <ul style="list-style-type: none"> • CLD learning is quality assured and moderated through peer review or by an external organisation • Sharing and promoting of standards • How new CLD policies and strategies are implemented 			

*The following is how we would expect the illustrations to be referenced in the third column:

- Engaging Communities promotional leaflet – **Doc 1**
- Learning DVD which demonstrates range of CLD provision as provider- **Doc 2**
- What on where Newsletter website link - http://www.cldstandardscouncil.org.uk/News_Events/Events/index
- Quality and Management documents – **Doc 3**

Then if you need to use the same evidence or part of the same evidence in more than one Core Standard you can just reference the document again e.g. Quality and Management documents – **Doc 3 page 6 paragraphs 2 and 3.**

IF you are sending the evidence on disc or memory stick then we suggest that it is saved as follows:

Doc1_Engaging_communities_Promotional_leaflet

Doc2_Learning_DVD

Doc3_Quality_Management_Documents