



CLD Professional Approval Process

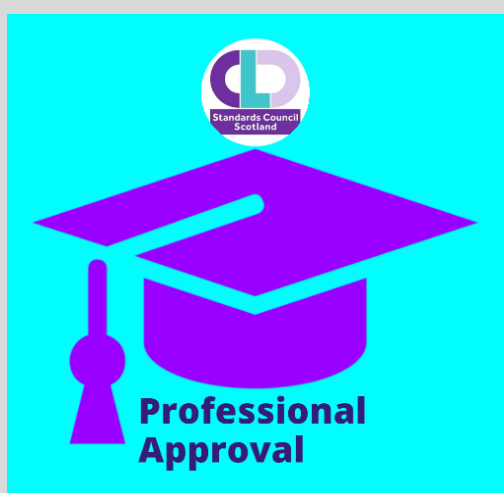


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Introduction

This Approval Process Document should be read in conjunction with CLDSC [Professional Approval Standards](#) and [Practice Placement Standards](#) documents. This document provides details of the process that will be applied when an Educational Provider requests CLD Professional Approval for a programme they deliver.

The CLD Standards Council Scotland (CLDSC)

The CLD Standards Council Scotland (CLDSC) is the professional body for people who work and volunteer in community learning and development. Registered members of the Standards Council include people such as community development, adult learning and youth workers. Our vision is that the communities and people of Scotland are served by CLD practitioners that are recognised as competent, confident and committed to equality, empowerment and life-wide learning for all. Using CLD principles and values we work with our partners to raise standards, increase public satisfaction, and achieve sustainable progress.

CLDSC is a membership organisation responsible for:

- delivering a professional approvals structure for qualifications, courses and development opportunities to everyone involved in CLD
- maintaining a registration system available to practitioners delivering and active in CLD practice
- developing and establishing a mode of supported induction, professional learning and training opportunities

The Standards Council has been in existence since 2008, with an ever increasing number of registered members.

There are now over 50 people from the sector actively involved in the committees and work of the Council. You can find details of our committee members on the [CLD Standards Council website](#).



All submissions presented for Professional Approval must include mapping of the programme content to the [CLD Competence Framework](#). This will show how participants are prepared for practice in this field of work at the appropriate level.

The Professional Approval process

Aims and objectives of Professional approval

- to maintain and enhance the quality of existing learning in line with stated standards of competence
- to ensure comparability of learning standards
- to provide a national system of mutual recognition and transferability of an individual's qualifications
- 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 people value Professional approval

There are clear benefits in gaining approval for your learning programme. Approval by the Standards Council can help you:

- promote your learning programme and organisation to a range of learners including practitioners wishing to undertake professional development
- prepare learners for working in the CLD sector
- align your programme with the CLD Competences
- demonstrate clearly that your programme aligns to CLD values and principles and the Code of Ethics
- ensure your learning programme aligns to the relevant national occupational standards
- provide evidence of the quality of your learning for funding bids
- raise the profile of CLD in your organisation and learning community
- provides statistics to CLDSC which can be used in discussions with Ministers and other stakeholders to evidence the requirements of the CLD sector

The Approval Officer

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

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
- support you in the Approval process

Timescales

The Approval process takes as long as is necessary for the educational provider, in discussion with the Approval Officer, to put together the relevant documentation which is then submitted to the panel.

Annual Review

As part of our role in monitoring qualifications, we produce annual reports on approved programmes for CLD. As well as ensuring Student CLD Practitioners receive a good standard of learning, the reports create a picture of the developing workforce, highlights shifts and changes in trends.

CLD Standards Council reviews programmes to:

- ensure that the programme is operating in accordance with the criteria for professional approval
- alert CLD Standards Council to overall patterns and trends in CLD learning
- enable the institution/provider to inform CLD Standards Council of any significant changes planned to the approved programme and to seek approval for such changes and
- ensure that the programme is subject to a process of continuous improvement

Completion and return of CLD Standards Council Annual Review Form to the timescale specified is a requirement for continuing approval.

To enable CLD Standards Council to carry out its monitoring/review function, institutions/providers are required to send to CLD Standards Council annually:

- a completed Annual Review report (links will be sent to allow access via Smart Survey)
- programme quality enhancement processes carried out
- external examiners' reports, including the institution's responses to recommendations from the previous year's report and forward plans made to address points raised in the current reports
- any reports of a formal review of courses (e.g. carried out by the institution or external body, e.g. QAA)
- any other information relevant to the professional nature of the programme

The CLD Standards Council will inform programme leaders of professionally approved programmes in September about the due date for submission of programme statistical data for the annual review process. Statistical data is normally required to be submitted mid-December.

To enable the CLD Standard Council to carry out its monitoring/review function, providers are required to complete an online pro-forma which asks for mainly quantitative data but includes some qualitative response boxes to identify issues or areas of good practice. The information to be supplied includes (but not limited to):

- data on admission, progression, completion and destinations and the demographic profile of new Student CLD Practitioner numbers
- details of staffing levels and numbers of CLD qualified staff
- issues for programmes or areas of good practice to share
- proposed changes to the current programme
- report on any action taken on recommendations arising from the approval visit

Reports to individual institutions will be sent, normally, after the May meeting of the Approval Committee of the CLD Standards Council Scotland. The report comprises commentary on the evident quality of the programme and recommendations for further development. In cases of unsatisfactory performance, the programme team will receive written confirmation on action required and the position of the Approval Committee regarding the continuing approval of the programme.

If the CLD Standards Council identifies concerns about the progress of a programme in respect of the agreed terms of, and criteria for, professional approval, it will seek to secure a satisfactory outcome with the providers. Following discussions with the provider this may result in imposition of a further condition that must be satisfied for continuing professionally approval status.

NOTE: It is not the intention of CLD Standards Council to burden institutions with requirements for additional documentation beyond that which will normally be available for internal purposes. Rigorous reports prepared for internal quality assurance purposes will normally meet the CLD Standards council requirements.

Re-approval

Programmes retain professional approval for a period of normally no more than five years, at which point they must re-submit. The Approval Officer will contact the Educational Provider at least six months prior to the end date of the approval period. A plan for re-submission of the programme will be agreed.

Mutual Recognition across the UK and Ireland

Professional (higher education) qualifications are recognised in England, Wales, Northern Ireland and Scotland as long as the programme of study has been professionally validated/approved by the [NYA \(England\)](#), [ETS Wales](#) or the [Joint ETS for Northern Ireland and Ireland](#) and CLD Standards Council Scotland. This mutual recognition agreement was arranged by Joint Education Training Standards Committee (JETS).

JETS is a co-operative Scheme of the UK & Ireland Joint ETS administered by its members: ETS (England), ETS (Wales), the North-South ETS (All Ireland), and CLD Standards Council for Scotland. The primary responsibility of JETS is to validate and endorse courses leading to professional qualification in youth work (and for CLD in Scotland) in their respective jurisdictions. This workforce development function, alongside a broader commitment to continuous professional development (CPD) for all staff, is at the heart of the profession's obligation to ensure that youth workers (and CLD Workers) are fit to practice. JETS meets to share good practice, to develop commonality of approach, and to take joint action on any issues and concerns.

IF an extension to the agreed approval period is required

Where an extension to the approval period be required, it has been agreed by [Joint Education Training Standards \(JETS\)](#) that the educational provider must submit in writing stating the reason for the extension. In order to protect the mutual recognition arrangement agreed by JETS, the maximum agreed extension will be 12 months. It is expected that the majority of extensions can be granted following a discussion with the Approval Officer. If there are any significant changes, to staffing for example, this may require more intervention than other issues.

Submitting a programme for approval

Informal expression of interest

The Educational Provider contacts the Approval Officer who will offer advice on the best route.

It should be noted that not all expressions of interest will proceed beyond this point. The Approval Officer may advise or seek confirmation from the Approval Committee that although the programme may be of good quality it would be unable to meet the CLD Standards Council Standards for Approval. A full explanation of this will be given in the event of these circumstances.

Joint academic/Institutional Led Review (ILR) Approval

Where it is identified in the informal expression of interest discussions that a Joint Academic/ILR Approval is the preferred route the Approval Officer will supply the Joint Academic/ILR Approval process documents and that process will be followed from that point. The remainder of this document would not apply to Approvals of this type.

UK Joint Approval via Joint Education Training Standards (JETS)

From time to time the Education Training Standard (ETS) in an individual jurisdiction or CLDSC in Scotland, may receive a request for validation/endorsement/approval for a programme leading to professional qualification which is designed to be delivered in more than one jurisdiction.

It might be one:

- which is described as distance learning
- for which, the geographical boundaries for the delivery of the programme are not clear
- which is delivered in more than one jurisdiction because of the nature of the providing body and/or
- which is deemed to be particularly relevant to a major constituency of youth workers in another jurisdiction

In these circumstances the Approval Officer will direct the Educational Provider to the JETS Joint Validation/Endorsement Guidelines and will make the relevant jurisdictions aware of the expression of interest. The Joint Validation/Endorsement Guidelines process documents will be followed from that point. The remainder of this document would not apply to Approvals of this type.

CLD Professional Approval Standards process route once Approval Officer has agreed to proceed:

Preparation of written submission

The Approval Officer will liaise with the Educational Provider and offer advice on the submission document. The length of the document will vary depending on the educational provider and the programme.

Educational providers must use the order within [Professional Approval Submission Checklist \(annex 3\)](#) within CLDSC Professional Approval Standards, to structure their submission. This will help the team preparing the submission to ensure all necessary content is included and will assist the Approval Panel members to consider the submission.

The Committee will only agree to progress a submission for Approval when the programmes meet the following conditions:

- [CLD values, principles, competences and ethics](#) are explicit throughout the programme
- the SCQF levels or notional levels for each year/stage of the programme are stated clearly
- reference is made to all strands of CLD (for example, CLD-adult learning, CLD-youth work and CLD-community development)
- the selection process for Student CLD Practitioners must have clear set criteria for recognising prior learning and experience. CLDSC would recommend that if a HNC (or equivalent) type of CLD qualification is being used to consider direct access to year 2 of the programme that the qualification should be approved by CLDSC. Further information can be found in point 3.4 within the [CLD Professional Approval Standards document](#).
- Practice Placement within the programme is supported by CLD Qualified Practitioners/Supervisors who are Registered Members of CLDSC. (If this is not possible, the supervisor must be mentored by a Registered Member of CLDSC throughout the process. The signing off of the Student CLD Practitioner as satisfactory will be responsibility of the mentor in discussion with the supervisor)
- ensure a data sharing agreement is in place between the Educational Provider, practice placement provider and CLDSC
- the programme allows for the appropriate amount of supervised Practice hours as set out in table 2.2 from CLD Professional Approval Standards document
- delivery of CLD programmes within institutions must be from a staff team that is predominantly CLD Qualified and has a ratio of no less than 1 permanent member of teaching staff to 20 FTE students. Normally this means one full-time member of CLD-qualified core staff per full-time year group. Sessional staffing should not exceed 30% of the FTE staff. It is recommended that appropriately qualified staff are registered with CLDSC
- programmes are subject to validation and review processes under the quality assurance processes of a university or degree awarding institution
- students are encouraged to register with CLDSC as an associate member
- the Educational provider agrees to completion of the annual review process

In the approval process, the CLDSC has chosen to refer to

- educational providers
- practice placement supervisors
- Student CLD practitioner (SCLDP)
- supervised practice placement
- practice learning

We appreciate that different providers will choose to use different terminology such as fieldwork, fieldwork supervisors, practice learning tutors. However, within your submission it is critical that you provide clear indication of the terminology you use against those mentioned above. Full details of terminology within the approval process is provided in [Annex 1 Glossary of terms](#).

On graduation, Student CLD Practitioners must have achieved the required skills, knowledge and competences to be considered as fully Competent CLD Practitioners. A CLD Qualified Supervisor **or** mentor must provide sign off that the Student CLD Practitioner has reached the standard required in order to practice effectively. Templates and supporting documents are available in the [CLD Professional Practice Placement Standards](#).

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

The Approval Panel

The Approval Officer will convene a panel when both the Officer and the Educational Provider are satisfied that the submission document is complete.

The Approval Panel will be chaired by a member of the Approval Committee. It will comprise of a minimum of 3 people, usually including an experienced practitioner and an Educational Provider offering programmes at a similar level. The Approval panel members will each be sent a copy of the submission and asked to consider whether the programme prepares participants for practice at the appropriate level.

Before the visit

The finalised submission will be reviewed by the Approval Panel before the visit to ensure that the programme will prepare participants for practice at the appropriate level. The main focus for dialogue and clarification with the educational provider will also be agreed.

The Approval visit

The educational provider would normally host the approval visit at their base or offices but it may also be agreed by all parties that a virtual process is more appropriate. A process will be agreed for this by all involved.

The educational provider representatives **must** include those responsible for the submission document and some of those who are expected to deliver the learning. It is normal for the panel to meet with:

- Senior Management team
- Staff delivering the course
- CLD Student Practitioners
- CLD practitioners supervising within the workplace and/or placements,
- any other stakeholders involved in the development, delivery or management of the programme

Critical Friend

Educational providers can appoint, in consultation with the Approval Officer, the assistance of a “Critical Friend”. This is a person nominated by the educational provider who is an experienced practitioner, trainer, or of equivalent standing, and who is familiar with the learning programme submitted for approval but **independent** of the provider.

The Critical Friend is a credible witness and a resource for both the panel members and the educational provider. They can attend the pre-visit Panel meeting to provide background to the development and approach of the programme. This enables the panel to develop greater understanding of the programme and clarify any points of information before meeting with the educational providers directly, when they can ask more in-depth and meaningful questions regarding the learning provision.

The Approval Panel decision

At the conclusion of the approval visit, a verbal indication of the likely decision will be provided. This often includes conditions and recommendations.

- **Conditions** must be met within agreed timescales
- **Recommendations** are points of development for the programme team to consider
- **On rare occasions, an approval panel may decide not to grant approval.**

A full written report will be sent to the educational provider shortly after the decision. It will include one of the following decisions:

- that the programme be approved for a period not exceeding five years
- that the programme be approved for a period not exceeding five years, subject to certain listed conditions being fulfilled within an agreed timescale
- that the programme not be approved for the reasons stated in the report

The decision of the Approval Panel will be presented to the Approval Committee for official sign off.

CLD Professional Practice Placement Standards

[CLD Professional Practice Placement Standards](#) should be read in conjunction with [CLD Professional Approval Standards](#) and this CLD Professional Approval Process documents

The CLD Professional Practice Placement Standards were developed to create a set of clear principles for placement practice to promote quality placement experiences regardless of which educational provider the Student CLD Practitioner is attending. The Placement Standards will be useful for CLD Students, Placement Providers/Agencies and Educational Providers. A Practice Placement Supervisor may find that they have Student CLD practitioners from various Educational Providers and the Practice Placement Standards document will promote an equitable experience for all students. It acknowledges the diversity of practices by considering what constitutes a CLD placement and defines the roles and responsibilities of everyone involved.

Appeals Procedure

If the Approval Committee has not approved a learning programme, the educational 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 personally.

An Appeal Panel will then be convened. It will usually include two members of the Approval Committee, one of whom will act as a 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 Approval Panel 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
- 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 decision of the Appeal Panel is final.

Annex 1 Glossary

The terminology used across Educational Providers and the CLD field of practice has changed over the years. Therefore for clarity the following definitions apply within this document:

CLD Field: the settings where community learning and development practice takes place.

CLD Sector: The overarching grouping of any organisations involved in delivery of CLD services, whether statutory or third sector based.

Educational Provider: Any organisation providing CLD learning. This could be a college, a university or independent training/learning provider.

Learner: the people/groups that students work with in the Community.

Placement: the setting and the time that Student CLD Practitioners are based in agencies and organisations in the field.

Placement Provider: an organisation with the ability to support a Student CLD Practitioner. They have agreed to complete the plans and programme of learning associated with a practice placement.

Practice Learning: the learning that happens within placement.

Practice Placement Supervisor: the agency practitioner who supports and assesses the Student CLD Practitioner's ability, skills and professional competence whilst on placement.

Practice Research: the practice based research projects that might be carried out by students on placement.

Programme: the learning being undertaken by the Student CLD Practitioner

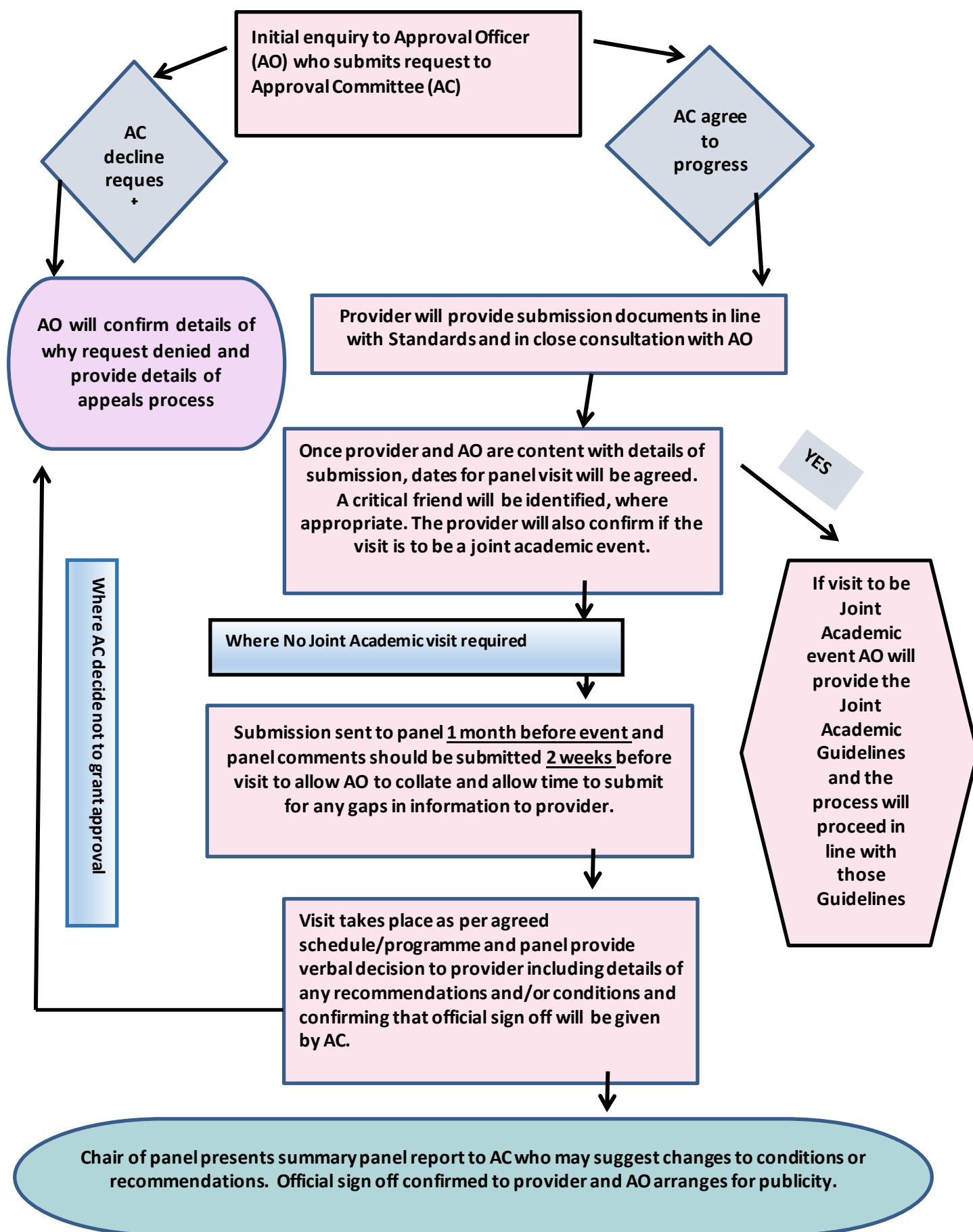
Student CLD Practitioner: students on placement in relation to their college or university programme or a volunteer who may be undertaking learning as part of their work within an organisation.

Supervised Practice: practice undertaken with direct supervision

Tutor: the Higher Education, Further Education or independent training/learning tutor who supports the Student CLD Practitioner with their continuing professional and academic development.

Work-based Learning: consists of structured opportunities for learning, is achieved through authentic activity, and is supervised in the work place.

Annex 2 Professional Approval Flow Chart



Annex 3 – Professional Approval Submission Checklist

This form is used to support you in completing your submission/application for Professional Approval. The Approval Panel will also use this form to direct themselves to the specific areas within your submission. This checklist must be read in conjunction with this CLD Professional Approval Process document, the [CLD Professional Approval Standards document](#) and the [CLD Professional Practice Placement document](#).

A word version of this document is available by emailing contact@cldstandardscouncil.org.uk

Educational Provider name (title as it will appear on any certificate granted by CLD Standards Council Scotland):	
The exact title of the qualification as it will appear on any Certificates and details of any awarding bodies. (This information will be used to check for Registration of Members with CLD Standards Council for Scotland in future)	
Address of educational provider:	
Delivery Locations:	
Name of Contact(s) at educational provider:	
Contact(s) email address:	
Contact telephone number	

Internal use: The following are guidance notes for panel members in relation to column 3 of the document:

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

Panel member 1 = red

Panel member 2 = blue

Panel member 3 = green

CLDSC Development Officer = purple

Thank you.

Column 2 is to be completed by the educational provider and should:

- a) provide detail on what constitutes appropriate evidence for the submission document
- b) directs the panel members to the appropriate section/area of the submission document.

Standard 1 - Visibility and Suitability

The organisation demonstrates: commitment to partnership working with local CLD providers and FE/HE institutions; an inclusive approach to the effective marketing of the programme; the values and principles of CLD are embedded in the programme.

The organisation must direct the approval panel to the appropriate evidence in the submission document:

No	Criteria	Title/details of supporting documents for submission. For example – Appendix A page 20 – to be completed by Provider.	Comments from panel member/officer (for internal use by CLD Standards Council)	Decision/Action required (for internal use by CLD Standards Council)
1				
1.1	Link to website giving details of the educational provider and the relevant School that programme sits in.			
1.2	List of Partnerships in the CLD Sector			
1.3	The promotional strategy and data for sustainability and viability of the programme (support from Senior Management within educational provider)			

Standard 2: Equality and Diversity

The organisation models and promotes equality and diversity in their own practice and this informs the Student CLD Practitioners' practice.

The organisation must direct the approval panel to the appropriate evidence in the submission document:

2	Criteria	Title/details of supporting documents for submission. For example – Appendix A page 20 – to be completed by Provider.	Comments from panel member/officer (for internal use by CLD Standards Council)	Decision/Action required (for internal use by CLD Standards Council)
2.1	Where can reference be found to equality and diversity within your submission document with:			
	1) a Student CLD Practitioner focus and			
	2) a Staff focus			

Standard 3: Participant Standard

The selection process ensures participants understand and are committed to the field of community learning and development and are made aware of the progression routes available to them.

The organisation must direct the approval panel to the appropriate evidence in the submission document:

3	Criteria	Title/details of supporting documents for submission. For example – Appendix A page 20 – to be completed by Provider.	Comments from panel member/officer (for internal use by CLD Standards Council)	Decision/Action required (for internal use by CLD Standards Council)
3.1	Details of the selection process and how this involves input from those in the CLD sector (e.g. through the interview process)			
3.2	Level and type of experience required to enter the programme			
3.3	Evidence of commitment to working in the community learning and development sector			
3.4	Evidence of learning ability appropriate to the academic requirements of the programme			
3.5	Mechanisms for assessing the learning ability of potential Student CLD Practitioners with experience, but few or no educational qualifications			

3.6	<p>What procedures and mechanisms are there for articulating prior learning or experience and giving credit exemptions towards the programme?</p> <p>CLDSC would recommend that if a HNC (or equivalent) type of CLD qualification is being used to consider direct access to year 2 of the programme that the qualification should be approved by CLDSC. For further detail on this standard including any possible direct entry to year 3 please refer to CLD Professional Approval Standards document section 3.4</p>			
3.7	What progression routes are participants made aware of?			

Standard 4: Content/Structure/Mode Standard:

The content and structure of the CLD programme reflects current policy and practice of CLD and practice placements comply with CLDSC requirements.

The organisation must direct the approval panel to the appropriate evidence in the submission document:

4	Criteria (QAA benchmark statement Nov 2019) – sections 4, 5, 6 and 7 provide useful information)	Title/details of supporting documents for submission. For example – Appendix A page 20 – to be completed by Provider.	Comments from panel member/officer (for internal use by CLD Standards Council)	Decision/Action required (for internal use by CLD Standards Council)
4.1	The broad audience for the programme and: - how that audience was identified, - details of consultation with employers, providers and other stakeholders as per QAA 2.1			
4.2	As per QAA 4, Detail how the programme reflects and refers to:			
4.2.1	- Current and historic policies, theories and strategies			
4.2.2	- Practice and thinking in community learning and development.			
4.2.3	- The 3 contexts of CLD practice			

4.2.4	- Any options for modules and why these are considered appropriate for a CLD degree			
4.2.5	- The values and principles of CLD in design and delivery			
4.2.6	- SCQF level (or notional level) and length of the programme,			
4.2.7	- How and where are QAA Benchmarks referenced within delivery of the programme			
4.2.8	- Detail the National Occupational Standards used within this programme			
4.2.9	- What processes are followed before, during and after practice placement?			
4.2.10	Detail how self-management and critical reflection on practice fostered as referenced in QAA 2.13			
4.3	Map the seven CLD competences against learning outcomes. (it is not necessary to map to the level of indicators)			
4.4	<p>Induction includes an input by CLDSC (Virtual or face-to-face) to introduce (this list is not exhaustive):</p> <ul style="list-style-type: none"> • What is CLD and who is the Professional Body? • Competences, • CLD Code of Ethics, • CLD values and principles • registration • mutual recognition • CLDSC have an e-reader available • i-develop and • CLD Professional Practice Placement Standards 			

4.5	Supervised Practice: - include the extent of supervised practice-based learning within the course. Details can be found in a table within the Approval Standards document 2.2			
4.6	How are practice placements identified and developed? Provide details of the arrangements for maintaining up-to-date placement agency profiles and provide lists of the potential placement agencies to CLDSC. Ensure you have sought permission from these agencies to share this information with CLDSC.			
4.7	What approach is taken to provide awareness of securing improvement through self-evaluation using a range of frameworks such as How Good is our Community Learning and Development and LEAP ?			
4.8	How does the programme enable Student CLD Practitioners to demonstrate and foster essential digital skills in their practice			
4.9	Please include details of the intended balance of contact and non-contact time for the programme			
4.10	Full details of Unit/module materials must be made available during the visit (Virtual or face-to-face), along with a comprehensive selection of resources, references, reading lists, texts and journals used in the programme. Only material that is directly referred to/forms part of the submission needs to be supplied in advance of the visit.			

	<p>There is an option for participants and delivery team to prepare a short presentation (no more than 20 mins) on the key documents within the programme that demonstrate CLD focus.</p> <p>This must be agreed with the Approval Officer before the approval event and could be provided to the panel to consider in advance.</p>			
4.11	<p>Delivery of CLD programmes within institutions must be from a staff team that is predominantly CLD Qualified and has a ratio of no less than 1 permanent member of teaching staff to 20 FTE students. Normally this means one full-time member of CLD-qualified core staff per full-time year group. Sessional staffing should not exceed 30% of the FTE staff. It is recommended that appropriately qualified staff be registered with CLDSC.</p>			
4.12	<p>How will students be guided to use the CLD Professional Practice Placement Standards on entry to the programme?</p>			
4.13	<p>What is the process for obtaining PVG (or equivalent) before practice starts?</p>			

Standard 5: Staffing Standard (both academic delivery staff and practice placement supervisors)

The delivery staff and practice supervisors have the required CLD Qualification and experience as specified by CLDSC requirements

The organisation must direct the approval panel to the appropriate evidence in the submission document:

5	Criteria	Title/details of supporting documents for submission. For example – Appendix A page 20 – to be completed by Provider.	Comments from panel member/officer (for internal use by CLD Standards Council)	Decision/Action required (for internal use by CLD Standards Council)
For Teaching Staff:				
5.1	Provide details of the qualifications and experience (including CLD experience and publications) of staff delivering on the programme			
5.2	Arrangements for on-going CLD focused/related Professional Learning (CPD) and the support provided to enable the teaching staff to stay up to date with current CLD policy and practice			
5.3	Each module in the programme should be listed and detail which are delivered by CLD Qualified staff and which are delivered by non CLD Qualified staff.			
For Practice Supervisors:				
5.4	Practice Placement within the programme is supported by CLD Qualified Practitioners who are Registered Members of CLDSC. (Where this is not the case, the provider must detail the mentoring process in place to support this situation. The mentor must be a			

	Registered Member of CLDSC and in line with QAA 6.6, mentors must be fully briefed by the higher education provider and therefore the mentor must not be a member of the teaching staff. The signing off of the Student CLD Practitioner as satisfactory will be responsibility of the mentor in discussion with the practice supervisor)			
5.5	What support/learning in relation to practice placement supervision have practice placement supervisors undertaken?			
5.6	How does the Educational Provider ensure that CLD Professional Practice Placement Standards are supplied to and used by the Practice Placement Supervisors? Where Educational Providers own Guidelines are used how are links made to the CLD Practice Placement Standards CLD Professional Practice Placement Standards and Templates			
5.7	Detail the interaction with the Employers of Practice Supervisors, including but not limited to: <ul style="list-style-type: none"> - promoting the importance/benefit of offering a CLD Practice Placement opportunity - ensuring that the employer can provide the appropriate support, opportunity and time to the Student CLD Practitioner and the Practice Placement Supervisor - give recognition of the additional responsibility undertaken by the Practice Placement Supervisors 			

	- agreeing to be added to a placement opportunity database held by CLDSC			
5.8	Provide an example of the Practice Placement Agreements entered into with the supervisors and explain the timeline associated with this			
5.9	How does the Educational Provider co-ordinate the placement/ practice learning and the assessment reports/feedback process. Please refer to CLD Professional Practice Placement Standards and Templates			
5.10	Details of the exchange of information between the educational provider and the practice placement. Is the appropriate Data Sharing agreement ¹ in place to ensure relevant information is shared with CLDSC (where appropriate)?			

¹ Data sharing DETAILS TO BE ADDED TO DOCUMENT ONCE FORMAT/PROCESS CONFIRMED BY A WORKING GROUP

Standard 6: Assessment Standard:

The Assessment process of CLD learning and practice is of high quality and ensures Student CLD Practitioners are leaving as professionally competent CLD practitioners.

The organisation must direct the approval panel to the appropriate evidence in the submission document:

6	Criteria QAA section 6 provides useful reading	Title/details of supporting documents for submission. For example – Appendix A page 20 – to be completed by Provider.	Comments from panel member/officer (for internal use by CLD Standards Council)	Decision/Action required (for internal use by CLD Standards Council)
6.1	Detail the nature of the evidence required for: - academic learning - placement learning QAA 6.5			
6.2	Detail the level of performance to be achieved in - Academic setting - Placement setting			
6.3	Provide details of the range of feedback strategies that will be used			
6.4	Provide details of the appeals procedures for all elements of the programme			
6.5	Provide details of the arrangements that are in place to provide assistance to learners who are struggling to meet the level of performance both academic and practice based learning			

6.6	<p>Assessment in relation to Practice Placement Element in order to become a CLD Competent Practitioner.</p> <p>The QAA Youth and Community Benchmark Statement 2019 section 6 provides useful guidance on Teaching, Learning and Assessment</p>			
6.6.1	How does the practice supervisor provide assessment of Student CLD Practitioners practice and “fitness to practise” in a Professional CLD Sector? QAA 6.8 and 6.9			
6.6.2	Detail process followed when Student CLD Practitioner fails or is heading to fail practice element of programme including relevant communication processes with stakeholders			
6.6.3	Detail the process and guidance provided to practice placement supervisors regarding assessment QAA 6.6 – 6.9			

Standard 7: Support Standard:

Adequate and appropriate administrative, educational and pastoral support is given to ensure effective learning and teaching is provided.
Allowing for a positive, quality experience for Student CLD Practitioners

The organisation must direct the approval panel to the appropriate evidence in the submission document:

7	Criteria	Title/details of supporting documents for submission. For example – Appendix A page 20 – to be completed by Provider.	Comments from panel member/officer (for internal use by CLD Standards Council)	Decision/Action required (for internal use by CLD Standards Council)
7.1	What resources and facilities are available to support the CLD programme and Practice placement?			
7.2	Detail how access to appropriate levels of technology and media resources is achieved			
7.3	What administrative and clerical support is provided to ensure effective delivery of the programme? How do you ensure this is sufficient?			
7.4	What pastoral support is made available and how is this promoted to the students			

Standard 8: Monitoring and Evaluation Standard:

Effective external mechanisms in place to obtain feedback from all stakeholders to ensure the CLD learning programme remains contemporary and relevant and reviews the quality of provision

The organisation must direct the approval panel to the appropriate evidence in the submission document:

8	Criteria	Title/details of supporting documents for submission. For example – Appendix A page 20 – to be completed by Provider.	Comments from panel member/officer (for internal use by CLD Standards Council)	Decision/Action required (for internal use by CLD Standards Council)
8.1	The internal arrangements for critical appraisal			
8.2	Detail process for sharing changes to the programme with CLDSC.			
8.3	Detail how the views of all Stakeholder and sectors are captured and implemented including managers, practitioners, supervisors, Student CLD Practitioners, actual or potential employers (statutory or voluntary) and external examiners			
8.4	Provide detail of the procedures for appointing external examiners and/or assessors with knowledge of the theoretical and practical competences required in Community Learning and Development			
8.5	Any additional quality assurance procedures should be clearly stated. Describe whatever systems you use and			

	whether particular to this learning programme or across the provider's organisation.			
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