Inputs		Activities	Short-term outcomes	Medium-term outcomes	Long-term outcome	NPF
		Ensuring application of Standards (Approval Routes; Guidelines; Standards; JETS) <b>2</b>	Providers, practitioners, students & employers increase awareness of Approvals process & its benefits <b>18</b>	New CLD practitioners have the skills for CLD practice in line with PP Guidelines <b>28</b>	Communities & people of Scotland served by competent & confident CLD practitioners committed to equality, empowerment & life-wide learning for all <b>39</b>	
	<b>APPROVALS</b>	Monitoring and quality assurance Professional Practice Panel; Visits; Reports) <b>3</b>	Employer & student assurance that courses are fit for purpose <b>19</b>	The CLD profession has the trust & confidence of the public, learners & communities (parity of esteem) <b>29</b>		
	APPR	Advice & guidance on programme design ( <i>Professional discussions</i> ) 4				
		Approval Panels ( <i>Member recruitment &amp; training; Meetings &amp; Decisions</i> ) <b>5</b>	Panel Members increase their understanding, skills & ability in running an effective approvals process and QA system 20CLD Practitioners understand how the Standards can be used to improve outcomes for learners and communities 21Stakeholders, practitioners & employers increase positive perceptions of CLDSC's role & benefits (including practice being delivered by CLDSC Members) & communicate these 22	All CLD practitioners model the responsibilities & behaviours set out in the Standards 30All CLD practitioners display consistent & high quality CLD practice 31CLDSC has the trust & confidence of its members & the public to undertake its role 32All CLD practitioners improve their leadership capacity 33		
		Registration Process (Checks; Members registered; Quals List; Register; Stats;				
	TION	Certificates/Cards; Responses to enquiries) 6 Setting Registration Requirements (Code of				
Staff	REGISTRATION	Ethics; Standard of Registration; Competent Practitioner Framework ) 7				We live in
Chair Committees IT		Promotion of Registration (Communications activities) 8				communities that are inclusive,
Volunteers Framework Agreements Partnerships	& INFORMATION	Intelligence gathering & Research ( <i>Member</i> Consultations; Research Projects) <b>9</b>				empowered, resilient & safe <b>40</b>
Income 1	& INFOR	Advocacy (Issue raising; Following up Member concerns) <b>10</b>	CLDSC Members increase sense of effective voice, influence and visibility <b>23</b>	All CLD practitioners are part of a self-sustaining professional learning community <b>34</b>		
	POLICY	Influencing Policy (Policy Groups & Networks; Formal Consultations; Employers' Code) 11				
	BNIN	i-Develop (Competencies; Courses; Links; Fora; Logs; Practice Exemplars) <b>12</b>	Policy makers increase awareness of value of CLD practice & sector needs	CLD contribution is recognised early & represented in every appropriate policy area <b>35</b>		Key mechanism to achieving medium, long
	DNAL LEAR	PL Resources (Research/TESS access; Practice Resources; ACOSVO membership) 13	24 CLDSC Members increase confidence through increasing skills, improving knowledge and reflecting on professional learning 25	All CLD practitioners have an increased sense of CLD professional identity & pride in the profession <b>36</b> CLDSC members see that CLDSC is a		term & NPF outcomes: All CLD practitioners willingly become members of the CLDSC & renew their
	PROFESSIONAL LEARNING	Delivering & Supporting PL (Strategy; Inputs/Talks; Conferences; PL Grants;				registration 41
		Networks; Officer support) 14 Communications & Branding (Website; Communications Tools) 15	CLD Practitioners improve professional networks (social capital) 26 Committee Members increase skills, knowledge, understanding and effectiveness 27			CLDSC Theory of Change
	ABILITY			member led organisation <b>37</b>		Change
	ORG. CAP ABILITY	Committee Recruitment/ Support ( <i>Training;</i> Briefings; Meetings) <b>16</b>		CLDSC members are better able to influence their working lives <b>38</b>		
		Governance (MOUs; Documentation) 17				