



# CLD Developmental Approval Guidance 2025





## **DEVELOPMENTAL APPROVALS PROCESS GUIDANCE**

### Overview

This document is to be used as a guide for Providers when filling out the Application form. Each question has a section and has been presented in a way that conforms to Scottish Government accessibility guidance. There will be examples/exemplars, links to supporting documents and clear concise instructions to follow. You will have most, if not all the information, required but if you have any questions please do not hesitate to reach out to the CLD Standards Council team or the Development Officer on the emails below.

The application form commits the learning provider to ensuring that all submissions clearly demonstrate a CLD focus and connection to the standards. These are the essential criteria and if they cannot be met then the submission will not progress. Other criteria also apply.

- the programme has a suitable amount of practice hours (where required for the award) in a CLD setting.
- the content covers the range of contexts within CLD – work with adults, communities and young people
- the course/programme is mapped to the CLD Competences
- CLD Code of Ethics is included
- the policies, principles and values of CLD in Scotland are included.
- the programme is staffed/supported by suitably qualified & competent CLD practitioners.
- a commitment to making students aware of the ability to use i-develop to support their CPD and influence their coursework.
- a commitment to making learners aware of the ability to become an Associate or Registered Member of CLD Standards Council for Scotland.

## Section 1

This section is where you document all of your organisations details and contacts. Please ensure that these, particularly the primary contact details are up to date and have alternative contacts/emails/telephone where possible.

## Section 2

“This section is where you can evidence how your course complies with the CLD Standards Council Values and Ethics. This is divided into sections where you can give your evidence as well as reference supporting documents that demonstrate/support your evidence.”

Q8 - Please supply an overview/plan of the course/programme you wish to submit for approval

If you have already submitted a course overview to SQA for your accreditation please use this and add to it as you feel necessary. This can be added to your application as an appendix or as a stand-alone document which can be added to your shared folder. If you use the latter (stand-alone document) please make it clear in the response box the name you have given the document, what is included in it and the hyperlink to the document.

Q9. What partnerships does your establishment have with other organisations and the wider CLD community/Profession i.e Local Authorities, third sector, other educational establishments?

This is where you can demonstrate your working relationships with wider partners and how these have been utilised to strengthen and continuously develop the CLD principles, standards and values at the centre of your course. Please use this section to highlight any and all examples that show the work you are doing to promote and deliver CLD practices.

Q10 Detail any consultation with employer providers and other stakeholders to identify the audience for this programme/course?

This is where you can outline what work has been undertaken to identify the audience for this programme or course. You can draw on your Local Authority CLD Plans, HMIE inspections or how you are responding to priorities from Local and Voluntary sector employers.

Q11 Detail the hours of practice-based learning that the programme contains?

This is where you can detail the number of hours of practice that learners will undertake that is included in the award (where there is practice embedded in the award).



\*National Progression Awards are theoretical only and contain no practice.

\*\* The Scottish Vocational Qualifications are wholly practice based – no hour calculation is required.

\*\*\* The HNC Working with Communities has a minimum of 240 hours – 400 hours of practice depending on Institution.

Q12 How does the design and delivery of the programme reflect the values, ethics and principles of CLD and reflect the CLD competencies.

Competent Practitioner Framework | CLD Standards Council for Scotland

This is where you can outline how the Competent Practitioner Framework is embedded in the programme/course and where the Values, Ethics and Principles of CLD are included or embedded within the material and in the provider organisation.

Q13 Which National Occupational Standards have been taken into account in the development of this programme. Please be explicit about how and why each one is being used.

The current NOS's are

- Adult Learning (2023)
- Career Development NOS (2021)
- Community Development NOS (2023)
- Family Learning (2023)
- Learning and Development NOS (2021)
- Youth Work NOS (2019)

Your course may cover all or just some of these so it is important that identify which ones are relevant to your course and how they are applied

## Section 3 - Equality and Diversity

Q14 –

This section should include

- how the programme advances equality and diversity through the values, principles and ethics of CLD.

How does your course address and advance equality and diversity in how it's delivered, what the course contains and how it supports students/staff. How do you promote your course within diverse communities and how successful it this.

- how the learning materials demonstrate and support diversity in the CLD workplace (learner focused).

Include evidence of how the course content reflects current, relevant examples and evidence of how the learning materials you give to the learners have been assessed and clearly show how you embed diversity and inclusion. This should be clearly laid out and you can either use bullets points, a table or in narrative form

- what learning, development and support does the learning provider make available to staff in the area of equality and diversity? (e.g. policies, training, management skills, recruitment skills).

This is where we would like to see how you champion and ensure that your staff are equipped and up to date with diversity and inclusion training and how this reflected in your work place. Please use examples and case studies if you can they are very helpful to the Approvals Panel members and also give you chance to show the excellent work you are doing in this area.

- how do you raise awareness of the course within diverse communities and how successful is this?

This is where we would like to see how you champion and ensure that your staff are equipped and up to date with diversity and inclusion training and how this reflected in your work place. Please use examples and case studies if you can they are very helpful to the Approvals Panel members and also give you chance to show the excellent work you are doing in this area.

## Section 4 - Participants

Q15

This section should include and evidence

- how learners are selected for the programme of learning.

Please detail by what methods or means learners are selected or placed on the programme of learning. i.e mandatory training, open recruitment or personal development.

- how practice placement supervisors are involved in the selection process, where applicable to the award.

What steps have you taken to ensure that the expressed needs of practice supervisors are an integral part of the interview/selection process you have in place for potential candidates.

- what progression routes are participants made aware of?

Do you keep up to date with the professional development routes for candidates/participants and how do you ensure that all learners are aware of these as future career paths. Also do you make them aware of the potential of progressing to a degree using this course as part of their application.

- what support do participants receive in connection to undertaking practice based learning (before, during and after)?

Does your course make it clear that to become and remain a competent and effective practitioner continuous professional development should include practice based learning and how they can achieve this.

## Section 5 – Content/Structure/Mode

This section is where you can evidence how your course introduces the learners to CLD theories and practice approaches.

**As an approved provider you are required to commit to the CLD Standards Council Scotland providing an input to students on membership and ethical practice.**

Q16 This section should include and evidence course based learning.

- how the programme reflects and refers to current policies, all CLD practice contexts and should include reference to theoretical models/approaches both current and historical.

Please detail what theories, policies and approaches are embedded within the programme of learning and how this links to the domains of CLD practice.

- how the programme raises awareness of improvement through self-evaluation using available frameworks i.e. How good is our community learning and development?

What self-evaluation frameworks are introduced to students and how as learners do they explore these tools and frameworks? Please provide examples of what frameworks are taught or used.

- how the programme offers a balance between contact and non-contact time, promotion of self-management, and embeds critical reflection on/in all aspects of learning and practice.

Please detail the time or hours that learners are expected to complete on their programme of learning, including direct contact time, non-contact time, independent study and critical reflection and evaluation.

Q17 This section should include and evidence practice based learning where applicable to the award.

- how practice placements are identified and supported.

Please detail the arrangements of how practice placements (where they are required by the award/programme) are found and supported on the programme? i.e. through the Professional Learning Networks, via the CLD Standards Council, Community Learning Partnerships or those organisations involved in the development and implementation of the local CLD plan.

- confirm use of all relevant documentation including, but not restricted to - appropriate health & safety, public protection and public liability insurances.

This is where you can evidence and detail that the relevant health and safety policies, insurances and public liability and procedures are in place organisationally to support effective placements.

- confirm that Practice Placement Standards documentation is in use (where a placement is required).  
Professional Practice Placement Standards | CLD Standards Council for Scotland

This is where you can confirm and evidence if you are using the CLD Standards Council Professional Practice placement standards documents or if you are using centre designed specific documents, please ensure copies are attached.

- provide details of how the required placement hours will be achieved as part of this course (where applicable to the award or programme).

Please detail (where applicable to the award or programme) the amount of learning hours that will be practice based and how these hours will be achieved by the learner.

- provide details of how practice placements will be quality assured.

This is where you can evidence how practice placement will be quality assured. I.e. by ensuring that there is competent supervision of students at the same SCQF level or higher, use of the Practice Placement Standards documents, Training Provider/College Lecturer supervision and assessment of students or via supervisor/line manager reports. Please provide example of the documentation in use.

## Section 6 – Staff & Placement Supervisors

Staff and Placement Supervisors who are delivering or supporting this programme have the relevant skills and experience of Community Learning and Development to deliver/support this programme to learners at the relevant level. Staff are expected to be members or associate members of the CLD Standards Council.

Q18 For Teaching Staff – please include and evidence

- the qualifications and CLD experience (including research papers if applicable) of staff delivering on the programme.

This is where you can supply staff CVs or a table of staff qualifications and experience of CLD learning, activity or delivery that is relatable to the awards or programmes that are being offered.

- arrangements for on-going Professional Learning (CPD) and the support provided to enable the teaching staff to carry out their role.

This is where you can outline how staff are supported to achieve the requirement of 35 hours (pro rata) of Professional Learning that is required for Membership of the CLD Standards Council and how this is supported organisationally. You can detail what opportunities are on offer to staff and teaching staff.

- the ratio of learners to teaching staff (as full-time equivalents).

This is where you can indicate the ratio of teaching staff to students (as full time equivalents) a simple ratio or number description is acceptable to evidence this standard.

- demonstrate the support given to professional staff by way of admin/clerical support.

This is where you can outline what admin and clerical support is provided to the programme or award of learning and how this supports the teaching staff. Are there digital tools in use or specific clerical support in place for programmes.



Q19 For Practice Placement – please include and evidence (where applicable to the programme/award)

- how suitably qualified (to the same level or above) and experienced practice placement supervisors are identified, recruited and supported (where applicable to the award) for delivery.

Please detail the arrangements of how practice supervisors (where they are required by the award/programme) are found and supported on the programme, How do you ensure that supervisors are suitably competent to take on the role and have the ability and capacity to support a student. Supervisors would usually be qualified to the same level or above as the student undertaking the award. For example through the Professional Learning Networks, via the CLD Standards Council, Community Learning Partnerships or those organisations involved in the development and implementation of the local CLD plan.

- if the supervisors are not suitably qualified to the same level or above as the programme being delivered, what is in place to mitigate this i.e. mentorship from a CLD qualified practitioner

Please detail how non competent or suitably qualified supervisors are supported where they are being utilised to support a programme/award or student. Please provide any documents or training that is used.

- arrangements for on-going Professional Learning (CPD) and the support provided to enable practice placement supervisors to carry out their role.

Please detail the induction, support and professional learning on offer, to Supervisors from the programme or organisation ensuring that they are competent in supporting students. Is there a linked CPD offer from the programme or organisation to Supervisors or how are Supervisors signposted to appropriate CPD.

## Section 7 – Assessment, Support, Monitoring and Evaluation

This section is where you can evidence how your course assess, supports and monitors students work and placement (where applicable). How students are supported by staff and supervisors and how the organisation supports both learners and staff/supervisors.

Q20 assessment and Support - this section should include and evidence

- outline strategies for support where students are at risk of failing any element of the course requirements.

Please detail the support on offer and the organisations protocols for supporting a student that is at risk of failing any element of the course requirements – this should include any documentation or templates that are used in this process.

- describe the involvement of supervisors in the assessment of practice (where applicable).

This is where you can detail how (if applicable) supervisors are involved in the assessment of practice of students – if the Practice Placement Standards documents are not used what documentation is required from supervisors to sign of students practice on placement?

- describe the guidance and support provided to supervisors regarding assessing candidates and what level of performance is expected from the student/learner.

Please detail the induction and ongoing support on offer to Supervisors from the programme or organisation, ensuring that as supervisors they are aware of the standards of assessment in relation to the award or programme that they are supporting. Detail any documentation or training that is offered to ensure that Supervisors are competent and aware of the required level of performance from the student.

#### Q21 Monitoring and Evaluation

- describe how views from all stakeholders are sought and an example of a change/s that have been made as a result of this process. Documentary evidence can be attached if required.

This section is where you can evidence how stakeholders' views are sought in the delivery and contextualisation of the programmes and awards being delivered by your organisation. How is this feedback captured, monitored and actioned.

- describe organisational practices for monitoring, reporting and addressing attendance of students in both learning and placement settings.

This section is where you can evidence what processes and organisational policies are in place to support the attendance of students on the programme or award of learning and how attendance is also supported on placement. This can be evidenced via organisational & placement documents and the Practice Placement Standards.

- describe how diversity of the student population is monitored and reported?

Please detail the organisations approach to ensuring that appropriate monitoring of Equality, Diversity and Inclusion is undertaken and reported internally and externally in relation to the programmes or awards being delivered.