



CLD Professional Approval Standards



FOREWORD

The Approval Committee of the Community Learning and Development Standards Council Scotland (CLDSC) is responsible for the approval of all CLD learning programmes, whether delivered by universities, further education colleges or other educational providers, in a range of settings.

The Approval Committee provides this CLD Professional Approval Standards document to ensure that Educational Providers who wish to seek Professional Approval for their CLD programmes have clear reference to the evidence sought by a Professional Approval Panel. Approval underpins the quality assurance process for all Community Learning and Development (CLD) programmes. The submissions for approval are validated by experienced CLD practitioners (Professional Approval Panel) to ensure those entering the profession are equipped with the knowledge and skills required to deliver an effective and responsive practice.

CLDSC are keen to support the creative learning programmes being developed for and by the sector. Part of our support is the introduction of the Standards Council Approvals Suite, made up of the Professional route, Developmental route and the Standards Mark route. The Approval Suite has been developed by the CLDSC in collaboration with the CLD field to enhance standards of CLD practice and address the demand for quality assurance at all levels of learning for CLD practitioners.

Professional Route	Developmental Route	Standards Mark
For providers offering initial professional qualifying learning opportunities at degree and post-graduate level.	For providers offering learning opportunities below degree level that have already been verified by an awarding body such as the Scottish Qualifications Authority (SQA).	For providers offering quality CLD continuous professional development (CPD) opportunities provided within CLD sector. The Standards Mark looks at the whole range of learning opportunities offered to staff and/or volunteers, not one specific programme, as well as the learning culture of the organisation.

This document relates to the Professional route. Work started on the CLD Professional Approval Standards in February 2020 to review the previous Professional Approval Guidelines. In March 2020, the COVID-19 pandemic centered our lives; it became evident that these Standards would need to be flexible and allow Educational Providers to use their creativity but also to ensure that Student CLD Practitioners received the best possible learning experience and were prepared for future practice, whatever that would look like. CLDSC were

keen to emphasise the important roles of Educational Providers, CLD Qualified Practice Placement Supervisors and Student CLD Practitioners in a quality learning experience. The creation of these Standards is an opportunity to reinforce the essential role of CLD sector in meeting the increasingly complex challenges of the 21st century. The Professional Approval Standards recognise the need for the commitment and collaboration of all in the CLD sector, and of wider labour market influencers, to support the professional learning required to grow a dynamic, forward-looking and expert workforce for the future.

The Standards outlined in this document are for the Professional route. They are appropriate for courses such as BA in Community Learning and Development or PGDip in Community Learning and Development. This document should be read in conjunction with the CLD Professional Approval Process documents and the CLD Professional Practice Placement Standards documents. (Further information on Developmental and Standards Mark can be found on CLDSC website.)

It is my pleasure to commend these Standards to you.

Robert Hynd
Chair of the Approval Committee

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1 Introduction

1.1 Purpose and Status of CLD Standards Council Scotland

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 working in community development, adult learning and/or youth work. Our vision is that the communities and people of Scotland are served by skilled, competent and confident CLD practitioners who are 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 for everyone involved in CLD
- Maintaining a registration system available to practitioners delivering and active in CLD practice
- Developing and establishing a model of supported induction, professional learning and training opportunities

These Standards set out the minimum requirements for programmes leading to a CLD Professionally Competent Practitioner Qualification. These Standards should be read in conjunction with the [CLD Professional Approval Process](#) and the [CLD Professional Practice Placement Standards documents](#).

1.2 The Aims of initial CLD Qualifying programmes

The overall aim of initial CLD qualifying programmes is to prepare Student CLD practitioners to become competent, reflective and creative in their practice. These programmes must align with the [Quality Assurance Agency for Higher Education requirements for Youth and Community Work \(2019\)](#), in order to achieve Registered Member status with the CLD Standards Council.

1.3 Continuous Professional Learning and Registration with CLDSC.

The [CLD guidance to a career pathway](#) helps guide individuals to the correct route for them based on their experience and knowledge. Anyone who works or volunteers within the CLD Sector should be encouraged to register with CLDSC. For Student CLD Practitioners they will normally register as an associate member. There must be clear guidance within the submission for approval that ensures Student CLD Practitioners are aware of this support/opportunity.

The CLDSC Registration membership includes a commitment from Student CLD Practitioners that they are seeking career-long professional learning as an aspect of their professional practice.

Through a process of self-evaluation, underpinned by engagement with the most appropriate CLD Competences, Student CLD Practitioners should identify their own professional learning needs and maintain a professional reflective learning record to meet the requirements of renewal of Registration. Full details for [Registration can be found on CLDSC website](#).

1.4 Attributes of a Professionally Competent CLD Practitioner

Competent CLD practitioners 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.

To support the development of effective CLD practitioners the CLDSC identify 5 key attributes, these are:

- Knowledge and understanding
- CLD values and principles
- Attitudes and behaviours
- Skills and processes
- Reflection and action

Knowledge and understanding

Training, theory and practice provide the basis of acquiring new knowledge and growing understanding. The document, [Using the Framework in Partnership](#) provides guidance to support this.

CLD values and principles

["CLD should empower people, individually and collectively, to make positive changes in their lives and their communities, through learning."](#)

The principles that underpin CLD practice are:

- empowerment - increasing the ability of individuals and groups to influence matters affecting them and their communities;
- participation - supporting people to take part in decision-making;
- inclusion, equality of opportunity and anti-discrimination - recognising some people need additional support to overcome the barriers they face;
- self-determination - supporting the right of people to make their own choices; and
- partnership - ensuring resources, varied skills and capabilities are used effectively.

Attitude and behaviours

CLD practitioners are bound by a [Code of Ethics](#) and work to values and principles that inform their personal development. These focus on self-management, effective communication and presentation, responsibility and accountability, the ability to influence and to deal with complexity, change and diversity and self-development of practitioners in a range of relationships and partnerships.

Skills and processes

Interpersonal and listening skills and the ability to negotiate with and influence people where appropriate are essential. As is the ability to initiate, develop and maintain relationships with other professionals and stakeholders using:

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

Reflection and action

To assist in integrating knowledge, skills, values and attitudes with experience a CLD Practitioner will use self-assessment, participative processes and evidence of the impact of their work to plan and manage their activities and identify learning and development needs. Examples are [LEAP](#) and [HGIOCLD](#)

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/mentor must provide a sign off that Student CLD Practitioner has reached the standard required in order to practice effectively. [Templates](#) and supporting documents are available in the [Practice Placement Standards](#).

2 Conditions for the Professional Approval of CLD Programmes

2.1 Criteria when seeking approval

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

- [CLD values, principles](#), [competences](#) and [Code of Ethics](#) are explicit throughout the programme;
- the Scottish credit and qualifications framework ([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 an 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](#).
- 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 mentor in discussion with the supervisor is responsible for signing off the Student CLD Practitioner as satisfactory.
- 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 section 2.2 below;
- 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.

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 and highlights shifts and changes in trends. To enable CLD Standards Council to carry out its monitoring/review function, institutions/providers are required complete a return annually to CLD Standards Council.

Further details of the annual review process can be found in the [Approval Standards Process Document](#).

2.2 Criteria applying to Programmes Leading to CLD qualification

	Undergraduate degree		Postgraduate ¹
Type of Qualification	CLD BA Degree SCQF level 9 – 360 credits	CLD BA (Hons) SCQF level 10 – 480 credits	CLD Postgraduate qualification – SCQF level 11 – 120 credits
Timeframe	3 academic years of full-time study or equivalent part-time study	4 academic years of full-time study or equivalent part-time study	Minimum of 1 academic year of full-time study
Professional Practice	A minimum of 1440 hours of supervised practice placement across the whole of the programme.		A minimum of 480 hours of supervised practice
Direct entry to advanced year	Clear records of any direct entry to an advanced year of a programme must be available to CLDSC on request.		
Programme Content - The submission for approval must clearly evidence the Standards as noted below. More detail to support evidencing the Standards can be found in the Professional Submission Checklist which, a) provides detail on what constitutes appropriate evidence for the submission document; b) directs the panel members to the appropriate section/area of the submission document.			
On graduation, Student CLD Practitioners must be fit to be recognised as a Professionally Competent CLD Practitioner A CLD Qualified Supervisor or mentor who is Registered with CLDSC must provide a sign off that Student CLD Practitioner has reached the standard required in order to practice effectively. Templates and supporting documents are available in the Practice Placement Standards			
Standard 1 Visibility & 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.		
Standard 2 Equality & Diversity	The organisation models and promotes equality and diversity in their own practice and this informs the Student CLD Practitioners’ practice.		
Standard 3 Participant	The selection process ensures participants understand and are committed to the field of CLD and are made aware of the progression routes available to them.		
Standard 4 Content & Structure	The content and structure of the CLD programme reflects current policy and practice of CLD and practice placements comply with CLDSC requirements.		
Standard 5 Staffing	The teaching staff and practice supervisors have the required CLD Qualification and experience as specified by CLDSC requirements		
Standard 6 Assessment	The Assessment process of CLD learning and practice is of a high quality and ensures Student CLD Practitioners are leaving as professionally competent CLD practitioners.		
Standard 7 Support	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.		
Standard 8 Monitoring & evaluation	Effective external mechanisms are in place to obtain feedback from all stakeholders to ensure the CLD learning programme remains contemporary and relevant and reviews the quality of provision		

¹ Postgraduate Qualifications. Where a student progresses to the Masters route for this qualification it will be recognised by CLDSC for purposes of Registration with CLD.

3 Requirements for programmes

3.1 Requirements in relation to mandate from Scottish Government

The Scottish Government has mandated the CLDSC to oversee and implement a professional approvals structure for qualifications, courses and development opportunities for the CLD workforce. The educational provider will, as the degree awarding institution, assess the programme proposal for academic rigour and degree-worthiness. All programmes are subjected to external scrutiny as a means of ensuring the maintenance of acceptable academic standards. The process must be completed before the approval event or as part of the joint academic approval event. The educational provider must ensure that the statutory requirements have been met and robust quality assurance procedures are in place. Ensuring the programme meets its aims (including the Professional Approval Standards set by CLD Standards Council Scotland), and remains current, relevant and reviews the quality of provision. As per QAA, [ELIR Cycle 4 Practice Guide](#) and as set out by Scottish Funding Council ([SFC](#)) all provision should be reviewed on a six-year cycle.

The [Quality Assurance Agency \(QAA\) Benchmark Statements](#) provide guidance on the involvement of professional bodies and industry or employer expectations:

“The responsibility for academic standards remains with the higher education provider who awards the degree. Higher education providers may need to consider other reference points in addition to this Statement in designing, delivering and reviewing courses. These may include requirements set out by professional, statutory and regulatory bodies (PSRBs) and industry or employer expectations. Sources of information about other requirements and examples of guidance and good practice are signposted within the Subject Benchmark Statement where appropriate. Individual higher education providers are responsible for how they use these resources.” QAA Nov 2019

3.2 Communication strategy with Practice Supervisors

The Educational Provider staff delivering the CLD programme and practice placement supervisor/providers involved in CLD professional placement should be CLD Qualified and/or have Registered Member status of CLDSC.

The communication strategy must ensure there is an agreed understanding of the roles and responsibilities of Practice Placement supervisors/providers, this should be shared, along with an outline of how the practice placement/supervisors are supported to ensure their knowledge and practice remains current and in accordance with accepted professional practice.

3.3 CLD Programme Design, Content and Delivery

The programme design, content and delivery will:

- have clear reference to [CLD Values](#), [Principles](#), [Competences](#) and [Code of Ethics](#)
- develop and promote [equality](#) and diversity and empower student CLD practitioners to adopt these principles
- ensure there is a progression in skills and knowledge acquisition
- offer opportunities for sharing of knowledge across disciplines;
- ensure specific reference made to current Scottish policies, strategies and reading lists for the Student CLD practitioners
- ensure Placement hours as set out in the table under [2.2 above](#)
- guarantee completion of practice placement assessment (sign off) by the Practice Placement Supervisor, in discussion with the educational provider as appropriate;
- comply with QAA Subject Benchmark Statements for Youth and Community work November 2019
- map to the relevant [National Occupational Standards \(NOS\)](#) to the CLDSC Competences.

The programme should include CLD theory and practice that supports student CLD practitioners to develop their knowledge, understanding and practice in context such as CLD-Youth Work, CLD-Adult Learning and CLD-Community Development. The legal and statutory frameworks that govern CLD Practitioners' work should also be addressed throughout the programme.

Student CLD Practitioners should know and understand any national priorities and relevant pedagogies to develop their practice in key areas.

[QAA Subject Benchmarks Youth and Community Work November 2019](#) 2.10 states:

"The educational principles underpinning practice can be characterised as follows:

- *appreciative enquiry: the educational process starts from recognition of the strengths and potential of participants rather than from an appraisal of deficits and pathologies*
- *holistic: educational practice aims to engage body, mind, heart and spirit*
- *democratic and participatory: the curriculum of education is drawn from the real world and context of the group of participants; and is developed in discussion with them. Learning is active and experiential*
- *associative: the educational process values the small group as a resource for development and learning. It also values small group learning as an aspect of citizenship with many potential (and potentially conflicting) contributions to political democracy*
- *critical collaborative enquiry: the educational process draws on the strength of group collaboration to enable new questions to be posed and new understandings developed. It is an open-ended process of questioning received ideas and settled social contexts and norms*
- *voluntary/free: people are engaged in this practice on the basis of informed choice and consent. They take part because they want to and can leave without penalty; this principle underpins the democratic nature of the curriculum*
- *reflective: professionals and those involved as 'learners' or 'activists' are engaged in systematic reflection on their learning*

- *emancipatory: the education process is committed to personal, social and political empowerment/change.”*

The mode of delivery (full time, part time, work-based, on campus, on-line/distance learning) of the programme should be considered alongside the programme design and should clearly outline associated timelines and key milestones. An outline of teaching methods used, quality assurance of the programme and how the programme supports students to connect theory to practice should be included.

The development of the programme should include opportunities for student CLD practitioners to engage in professional dialogue, to work collegiately and engage in collaborative learning. It should also include opportunities for student CLD practitioners to be creative and enhance their [digital literacy skills](#) to enrich the learning of each individual. Opportunities for further study should be signposted to support the CLD Practitioner journey.

3.4 Recruitment and Selection of Students

Recruitment of Student CLD practitioners must ensure all equality legislative requirements are met. Educational providers must have a robust system of selection for student CLD Practitioners in place that take good account of applicants' experience, interests and wider achievement. These should be matched to the skills, attributes and behaviours desirable in a CLD practitioner.

CLDSC would consider it good practice if Student CLD Practitioners were admitted to an advanced year of a programme following an interview process/officially documented discussion. It would be desirable to involve personnel from both the educational provider and a professionally qualified current practitioner from CLD Sector.

The selection process must have clearly set criteria for recognising prior learning and experience. It is imperative that the Student CLD Practitioner is able to demonstrate via records that they have been engaged in appropriate and sufficient supervised CLD practice as set out in [table 2.2](#) within this document. To assist in this quality assurance CLDSC would recommend that if an HNC (or equivalent) type of CLD qualification were being used to consider direct access to year 2 that the qualification should be approved by CLDSC. In the extremely rare situation that a Student CLD Practitioner is being considered for direct entry to year 3, this should be discussed with the Approval Committee of CLDSC to ensure that the Student CLD Practitioner will be able to demonstrate how the required supervised CLD practice element of the learning will be achieved.

All student CLD practitioners must apply to [Disclosure Scotland](#) and gain membership of the Protection of Vulnerable Groups (PVG) scheme once an offer to join a programme has been received. There is [an online PVG service](#) for most PVG applications.

3.5 Practice Placement Support for Student CLD practitioners

CLDSC offers a [Practice Placement Standards process/resource](#) that should be seen as the minimum Standards to be in place for a CLD professional placement

Each Educational Provider must have in place support strategies and protocols to ensure all student CLD practitioners have access to the full range of services to support learning such as adequate and appropriate administrative, educational and pastoral support. The delivery of the programme should be designed to build academic and professional resilience. Within the partnership arrangement there must be defined roles and responsibilities to ensure that student CLD practitioners are fully supported on professional placement. Each Educational Provider must have a student handbook for the programme and placement. This should explicitly state the support available to all students; including clear advice for students should they experience discrimination or harassment.

3.6 Assessment

The assessment pattern and range of assessment strategies, the diverse learning and teaching approaches and blended learning opportunities should support student CLD practitioners' progression. [QAA Benchmark Statement Youth and Community Work \(November 2019\)](#) 6.5 provides examples of what types of assessment may be included.

Successful completion of the programme should enable Student CLD Practitioners to meet and evidence

- the requirements for Registration with CLD Standards Council Scotland. Details of the Registration system can be found on [CLDSC Website](#).
- The criteria to be signed off by a CLD Qualified Practitioner as a Competent CLD Practitioner.

Assessment policies should be clear and explicit in outlining the criteria for assessment, resits, extensions and appeals.

There should be clear roles and responsibilities in the assessment of placements to ensure these are a valid and reliable means of measuring students' progress. As per [QAA Benchmarks 2019](#) - *"Practice supervisors for courses leading to professional qualifications are appropriately professionally qualified"*. An appropriately qualified CLD Practice Placement Supervisor/provider must sign off on the practice assessment of the programme, in discussion with the educational provider as appropriate.

As suggested by QAA Benchmarks, specific assessment methods related to practice-based learning may include but are not limited to:

- reflective journals to reflect on performance and learning
- recording of critical incidents (capturing observations and insights)
- critical discussion of practice with other professionals
- problem-based assignments, which test integration and application of subject knowledge to real situations

3.7 Involving Stakeholders

Educational Providers must involve stakeholders in the planning of the programme to ensure that the Educational Provider, Practice Placement Providers and Student CLD Practitioners have a shared, relevant and current knowledge base. All stakeholders should be fully aware of their roles and responsibilities in respect to the delivery of the programme including the professional placement. This should include mechanisms to collect feedback on the quality of the professional placement. CLDSC Practice Placement Standards provide details to support this process. The programme should normally have a professional placement pattern that is practicable and sustainable. This may include digital placement. The partnership working should be effective in order to support and promote collegiality and collaborative working which is underpinned by self-evaluation, reflection and enquiry supporting student CLD practitioners to develop these stances.

3.8 Approval Process and other supporting documentation

For further information on the approval process, please refer to these documents.

- [CLD Professional Approval Process](#) including appeals process
- [CLD Professional Practice Placement Standards and Templates](#)
- Data sharing information – LINKS WILL BE UPDATED IN 2022.
- Annex one - [glossary](#)
- Annex two - [flow chart diagram](#)
- Annex three - [CLD Professional Approval Submission Checklist](#)

If you need any further assistance, please email us at contact@cldstandardscouncil.org.uk

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

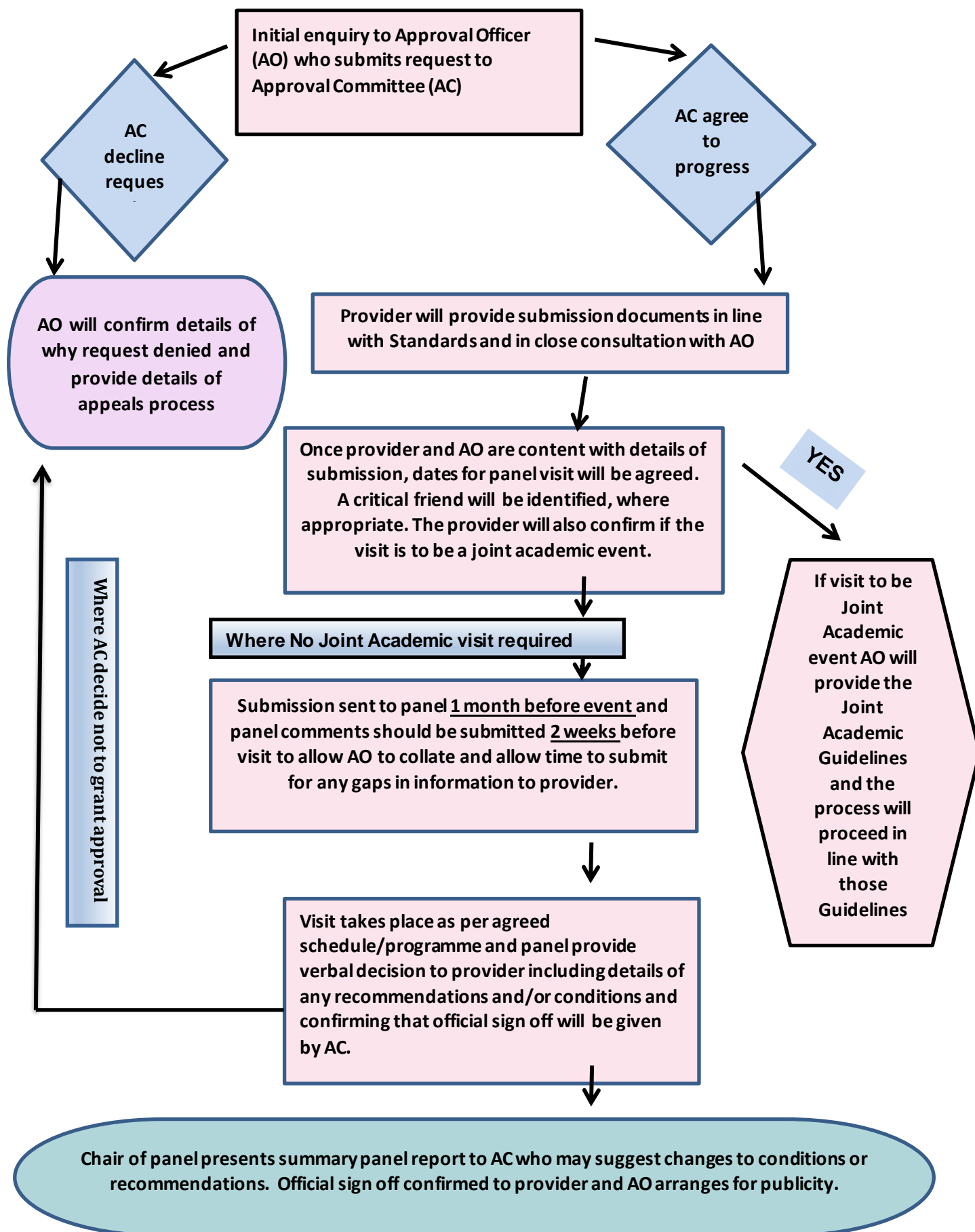
Student CLD Practitioner: students on placement in relation to their college or university programme or a volunteer who may be undertaking learning as part of their work within an organisation.

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 [CLD Professional Approval Process document](#), this CLD Professional Approval Standards document and the [CLD Professional Practice Placement documents](#).

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 1	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	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 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 ² in place to ensure relevant information is shared with CLDSC (where appropriate)?			

² 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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