CLD
STANDARDS COUNCIL
FOR SCOTLAND

Guidelines
for the
Professional Approval of
CLD Learning Programmes

FOREWORD

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

We created the Guidelines Professional Approval route in response to feedback from a changing, growing and developing sector. This Professional Approval route is appropriate for courses such as a BA in Community Learning and Development or PGD in Community Learning and Development. It is a form of quality assurance; programmes that are awarded the Professional Approval have been judged by their peers to be providing learning that equips practitioners with the knowledge and skills needed to deliver effective, responsive CLD practice.

It is my pleasure to commend these Guidelines to you.

Sheena Watson
Chair of the Approval Committee

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The CLD Standards Council for Scotland

The CLD Standards Council for Scotland is the new professional body for everyone active in Community Learning and Development in Scotland. Our vision is one of supporting the continuing improvement of Community Learning and Development practice to provide quality services for communities and individuals across Scotland. Using CLD principles and values we work with our partners to raise standards, increase public satisfaction, and achieve sustainable progress.
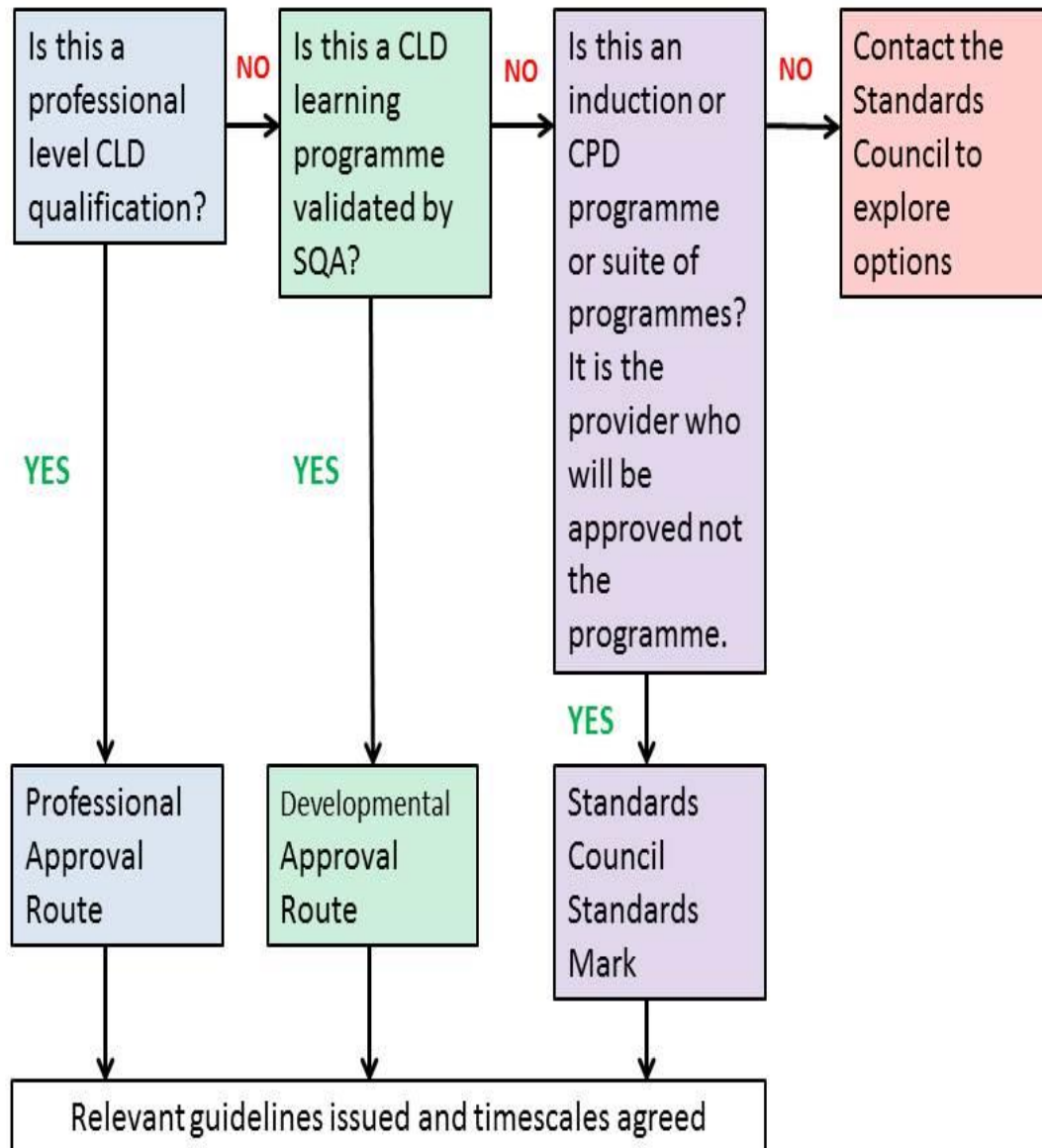
The development of a national body for CLD was a commitment made in the Scottish Executive's report *Empowered to Practice* (2003) which considered the future of CLD learning in Scotland. In June 2004 a Short Life Task Group was convened to consider the development of a practitioner-led body. It recommended that the Standards Council be established and this was agreed by Ministers. The full report *Strengthening Standards: Improving the Quality of Community Learning and Development Service Delivery* (2007) is on our website.

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

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

There are now over 50 people from the sector actively involved in the committees and work of the Council. You can find details on the CLD Standards Council website.

What approval route is for me?

Is this a professional level CLD qualification?	NO →	Is this a CLD learning programme validated by SQA?	NO →	Is this an induction or CPD programme or suite of programmes? It is the provider who will be approved not the programme.	NO →	Contact the Standards Council to explore options

YES ↓   YES ↓   YES ↓

Professional Approval Route	Developmental Approval Route	Standards Council Standards Mark

↓   ↓   ↓

Relevant guidelines issued and timescales agreed

The Competence Framework for Community Learning and Development

All programmes submitted for professional approval should be clearly mapped to the CLD Competence Framework. This will show how participants are prepared for practice in this field of work.

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

The Professional Approval process

Overview

The approval process is dialogical and developmental. There are two substantive parts to it: the written submission and the panel visit.

The content of the written submission is determined by the level of programme being offered and will fall into one of two broad categories:

- Pre-degree learning (initial programmes at SCQF level 1 – 8[1])
- Degree or post-graduate qualification (SCQF level 9 – 11)

The visit provides an opportunity for the Approval Committee to engage in discussion with the learning provider concerning the programme and its place in the wider CLD context.

Successful programmes are approved for a period of no more than five years, at which point learning providers must re-submit the programme.

During the approval period, providers are required to submit a report and any other relevant documentation to the Approval Committee as a mid-term review. Programmes may then be subject to a review visit, for which one to two months notice will be given.

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

Aims and objectives

- To raise the quality of existing learning, where appropriate, 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 the 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

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[1] Full details of the SCQF (Scottish Credit and Qualification Framework) level descriptors can be found here.

Why people value professional approval

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

- Promotion of your learning programme and your organisation to prospective practitioners wishing to undertake professional development
- Aligning your programme with the CLD Competences
- Preparing practitioners for working in the CLD sector by helping them to progress in their career
- Clearly demonstrating that your programme has been written to align with CLD values and principles

- Ensuring your learning programme matches the relevant national occupational standards

The Approval Officer

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

Timescales

The Approval process takes as long as is necessary for the learning provider, in discussion with the Approval Officer, to put together the relevant documentation, arrange the visit and implement any conditions and/or recommendations arising from the visit.

Although the process will vary for each learning provider, the following timeline gives a rough indication of the time required for the various stages.

Stage	Timescale
Submit initial draft submission	10 weeks prior to intended approval visit date
Confirm that panel visit date is acceptable	4 weeks prior to intended approval visit date
Final submission document sent to Approval Officer	2 weeks prior to intended approval visit date

Mid-term Review

Approved learning programmes will be subject to a mid-term review conducted half way through the approval period. Details of the process for this will be provided. At the mid-point of the approval period, providers are required to submit a report and any other relevant documentation to the Approval Committee. Programmes may be subject to a review for which 1 to 2 months notice will be given.

Re-approval

Programmes retain professional approval for a period of no more than five years, at which point they must re-submit. At least six months prior to the end date of the approval period, the learning provider will be notified by the Approval Officer. The provider will then consider how they wish to re-submit the programme.

Submitting a programme for approval

Notification

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

Preparation of written submission

The Approval Officer will liaise with the learning provider and offer advice on the submission document (see checklist for submission). The length of the document will vary depending on the learning provider and the programme.

It is highly recommended that learning providers use the pro-forma that follows to structure their submission. This will help both the team preparing the submission, ensuring all necessary content is included, and the Approval Panel members.

All submissions must clearly demonstrate:

- how the learning programme prepares participants for Community Learning and Development practice, including the relationship between programme content and the CLD competence framework.
- how the CLD values and principles inform the programme
- reference to the three strands of CLD (adult learning, youth work and community development)
- the structure of the programme, including the practical elements
- how the programme integrates theory and practice
- how the programme supports equality and diversity among the CLD workforce
- how the relevant National Occupational Standards have been taken into account (eg youth work, community development) and, at degree level and above, the relevant QAA benchmark statements. The learning provider should state explicitly which ones are being used, how and why.
- the SCQF levels or notional levels for each year/stage of the programme
- the system for recognition of prior learning and/ or experiential learning
- how the programme articulates with other CLD learning opportunities
- opportunities for learning in inter-professional working

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

The Approval Panel

The Approval Officer will arrange for a panel to be convened when both the Officer and the learning provider are satisfied that the submission document contains the relevant information.

The Approval Panel will normally be chaired by a member of the Approval Committee. It will consist of a minimum of 3 people, including both an experienced practitioner and a learning provider offering programmes at a similar level to your own.

Before the visit

The finalised submission will be scrutinised 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 learning provider will also be agreed.

The Approval visit

The learning provider would normally host the approval visit at their base or offices. The learning 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:

- staff delivering the course
- students
- fieldwork practitioners supervising within the workplace and/or placements,
- any other stakeholders involved in the development, delivery or management of the programme

Critical Friend

Learning providers can appoint, in consultation with the Approval Officer, the assistance of a 'Critical Friend'. This is a person nominated by the learning 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 resource for both the panel members and the learning 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 providers directly, when they can ask more in-depth and meaningful questions regarding the learning provision.

At the conclusion of the approval visit, the panel gives a verbal decision on whether the learning programme will be recommended to the Approval Committee for approval. This often includes conditions and recommendations.

- **Conditions** must be met within agreed timescales

- **Recommendations** are points of development for the programme team to consider

A full written report will be sent to the learning provider shortly after the visit. Whilst this report may vary substantially in format depending on the submission, it will include a statement with regard to approval in one of the following forms:

- o That the programme be approved for a period not exceeding five years
- o That the programme be approved for a period not exceeding five years, subject to certain listed conditions and/or recommendations being fulfilled within agreed timescale
- o That the programme not be approved for the reasons stated in the report

The decision will be presented to the next Approval Committee meeting and minuted.

Appeals Procedure

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

Proforma for submission

Content criteria for submissions

Equality and diversity

Throughout the submission, it must be made explicit how the learning provider and programme work to the values and principles of CLD.

A. Background information, purpose and rationale

The submission document should detail:

- The organisation or institution providing the learning programme and delivery locations
- The context of the learning programme including details of partnership in the field
- The broad audience for the programme and how that audience was identified, including details of consultation with employers, providers and other stakeholders and any catchment area
- The promotional strategy for the programme
- Aims and objectives of the learning programme
- SCQF level (or notional level) and length of the programme, to include the extent of practice-based learning within the course. This should comprise 40% – 50% of the overall programme for degree/ post-graduate programmes.
- How the programme reflects the values and principles of CLD in design and delivery
- The information you are using to assess the sustainability and viability of the programme

B. Participants

The submission document should detail the admission requirements and how applicants are assessed, including:

- level and type of experience
- evidence of commitment to working in the field of community learning and development
- evidence of learning ability appropriate to the academic requirements of the programme
- mechanisms for assessing the learning ability of learners with experience, but few or no educational qualifications
- efforts made to include representation from fieldwork supervisors/ practitioners in the selection process

What support structures are there for learners with experience, but few or no educational qualifications?

What procedures and mechanisms are there for recognising prior learning or experience and giving credit exemptions towards the programme?

What support do participants receive before, during and after practice-based learning?

What progression routes are participants made aware of?

Proforma for submission

C. Content

The programme should reflect and refer to current policies, practice and thinking in community learning and development. These should be evident in the academic content.

Unit/module materials should be made available for the visit, along with a comprehensive selection of resources/references/reading lists/texts/journals used in the programme.

The submission document should detail:
- how the learning outcomes of the programme map to the seven CLD competences (it is not necessary to map to the level of indicators)
- the learning and teaching approaches employed
- the range of theoretical models covered, including both current theories and, where appropriate, historical approaches

It should also demonstrate how:
- experience of process skills is achieved
- theoretical and practical application across a range of contexts is obtained
- theory and practice are integrated
- an understanding of values and principles of CLD is reached
- self management and critical reflection on practice are fostered

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D. Structure/Mode

The submission document should describe and demonstrate:
- the structure of the learning programme and the relationship between units. Where relevant, this should include:
    o the preferred order of delivery/study
    o any choices or options open to participants
- the mode of delivery, eg full time, part time, outreach, and choices or options open to participants
- the learning activities, e.g. inputs, personal study, group work, tutorials and fieldwork practice

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- the balance of contact and non-contact time
- the opportunities available to participants to share experience and practice
- how fieldwork placements are identified and developed

E. Staff

Staff who are employed by learning providers for the prime purpose of delivering Community Learning and Development learning programmes should be professionally trained in Community Learning and Development and have recent and relevant experience.

For Teaching staff the submission document should detail:
- Arrangements for recruitment, selection, and appraisal of staff
- The qualifications and experience (including CLD experience and publications) of staff delivering on the programme
- Arrangements for ongoing CPD and the support provided to enable the teaching staff to carry out these roles adequately
- The ratio of learners to teaching staff (as full-time equivalents)

For fieldwork staff / supervisors the submission document should detail:
- Arrangements for recruitment, selection, and appraisal of fieldwork staff ensuring that they :
  - have a recognised qualification in the field of Community Learning and Development, and a minimum of 2 years post-qualifying experience in the sector
  - have undertaken learning in fieldwork supervision
- Arrangements for the support and guidance given before, during and after placements to allow fieldwork staff to carry out their roles adequately including:
  - how employers support and give recognition for the responsibility undertaken by supervisors
  - the contracts entered into with the supervisors
  - number of placements visits that will be undertaken by teaching staff
  - details of the exchange of information between the teaching and fieldwork staff
- Arrangements for maintaining up-to-date placement agency profiles

Proforma for submission

F. Assessment

The submission document should outline specific performance criteria, arrangements and procedures for assessments. This should include details of:

- o   the nature of the evidence required
- o   the weighting placed on assessment
- o   the level of performance to be achieved
- o   ensuring there is no compensation between field-based learning and academic learning
- o   the range of feedback strategies that will be used
- o   Appeals Procedures for all elements
- o   the arrangements in place to provide assistance to learners where necessary

Fieldwork Element

The submission document should describe:

- o   the involvement of supervisors in the assessment of fieldwork, including the passing and failing of learners – note that their authority should normally be no less than that of the other programme staff
- o   the guidance provided to fieldwork supervisors regarding assessment

G. Support

The submission document should demonstrate:

- ▪   Adequate and appropriate accommodation for the learning programme
- ▪   Access to appropriate levels of technology and media resources
- ▪   Other services available, e.g. childcare, transport, translation access, resourcing of open learning
- ▪   Arrangements regarding use and accessibility of resources of other faculties, institutions or organisations
- ▪   Appropriate finance, costing, travel expenses and funds for any fieldwork placement costs
- ▪   Appropriate funds for professional staff development and in-service learning
- ▪   Sufficient administrative and clerical support

Proforma for submission

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H. Monitoring and Evaluation

The submission document should describe:
- The internal arrangements for critical appraisal and details of how changes in the programme will be implemented. Views sought from managers, practitioners , supervisors, students and actual or potential employers should be included
- The procedures for appointing external examiners and/or assessors with knowledge of the theoretical and practical competences required in Community Learning and Development
- How the views of external examiners and/or external assessors, present and past learners, actual and potential employers, from across all statutory, voluntary and other sectors, are sought.
- 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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Within the submission the panel will be keen to hear how you:

- Promote the existence of the opportunity to Register with the CLD Standards Council for Scotland
- Provide students with the awareness of i-develop and how this can support their CPD.
- Embed the CLD Code of Ethics within your programme.

Annex 1

Annex One - Competence framework in full.

Annex Two – flow chart diagram

***The Competences for Community Learning and Development (2009)
http://www.cldstandardscouncil.org.uk*** (or on request from CLD Standards Council)

CLD Standards Council – refreshed August 2013

The CLD Competences and Approval Submissions

Using the Competences for Approval Submissions

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

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

For example:

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

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

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

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

Values

The values of CLD are[2]

- Self-determination - respecting the individual and valuing the right of people to make their own choices.

- Inclusion - valuing equality of both opportunity and outcome, and challenging discriminatory practice.

- Empowerment - increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action.

- Working collaboratively – maximising collaborative working relationships with the many agencies which contribute to CLD and/or which CLD contributes to, including collaborative work with participants, learners and communities.

- Promotion of learning as a lifelong activity – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life

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[2] Taken from the Interim Standards Council's proposals, 2008

Annex 1

Competent CLD workers

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

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

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

Critically reflective CLD workers

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

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

CLD Stand

A: Know and understand the community in which we work

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

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

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

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

B: Build and maintain relationships with individuals and groups

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

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

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

1. seek out and engage with individuals, groups and communities;
2. practise in different roles, such as facilitating, supporting, leading, advocating, that are appropriate to the work in which you are involved;
3. use informal dialogue in individual relationships and within groups;
4. handle challenges and opportunities constructively;
5. understand and deal with the underlying dynamics at work within relationships and groups;
6. work towards the resolution of conflict;

7. recognise the power dynamic and action needed to equalise power relationships in decision making;
8. facilitate endings for individual and group relationships where appropriate.

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

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

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

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

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

D: Facilitate and promote community empowerment

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

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

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

communities to:

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

E: Organise and manage resources

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

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

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

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

F: Develop and support collaborative working

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

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

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

1. develop and support collaborative working within your own

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

G: Evaluate and inform practice

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

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

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

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

**Annex 2
Approval Process**

CLD STANDARDS COUNCIL FOR SCOTLAND

Initial Enquiry to Approval Officer

Approval Officer submits formal request to Approval Committee

Initial meeting with learning provider and approval officer

Role of Standards Council

Role of Learning Provider

Approval Committee set up Approval Panel

Develop submission documents in line with guidelines and in close consultation with Approval Officer

Approval Officer distributes submission documents to Approval Panel members for consideration

- **Submission documents sent to Approval Officer**
- **Critical Friend identified (where applicable)**

Dates established for:
- Pre-approval meeting
- Approval Visit

Approval Visit

Panel recommend via Approval Officer

Approval Committee decision

Learning Provider informed of decision

Approval Given

Approval not given

Learning provider given agreed timeline to meet any conditions and/or recommendations made by the panel.