**The following areas to be completed by provider:**

This form can be used to support you in completing your application for Professional Approval. Full Details of the Professional Approval process can be found in the Professional Standards Process Document

|  |  |
| --- | --- |
| 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  |  |

**The following is 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.**

**?? = red**

**?? = blue**

**?? = green**

**?? = purple**

**IF any other committee members wish to include comments please complete in black text**

**Thank you.**

Column 2 is to be completed by the provider and should act as

a) a checklist that the submission document contains the evidence required to evidence the Standards

b) directs the panel members to the appropriate section/area of the submission document

Standard 1: Background information Standard

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 detail:

|  |  |  |  |
| --- | --- | --- | --- |
| 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) |
|  |  |  |  |
| Information about the organisation or institution providing the learning programme  |  |  |  |
| The context of the learning programme including details of partnership in the CLD Sectors |  |  |  |
| The promotional strategy for the programme |  |  |  |
| Aims and objectives of the learning programme |  |  |  |
| The information you are using to assess the sustainability and viability of the programme |  |  |  |
|  |  |  |  |

Standard 2: Equality and Diversity Standard

The organisation models and promotes equality and diversity in their own and the Student CLD Practitioners’ future practice.

The organisation must detail:

|  |  |  |  |
| --- | --- | --- | --- |
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|  |  |  |  |
| The programme advances equality and diversity issues (including safeguarding) through the values and principles of CLD  |  |  |  |
| Learning materials demonstrate and emphasise diversity in the CLD workplace (Learner focus) |  |  |  |
| The educational provider promotes and supports opportunities for equality training and career management skills which demonstrate diversity in the workplace (Staff focus) |  |  |  |

Standard 3: Participants Standard

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

The organisation must detail:

|  |  |  |  |
| --- | --- | --- | --- |
| 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) |
|  |  |  |  |
| Level and type of experience required to enter the programme |  |  |  |
| Evidence of commitment to working in the community learning and development sector |  |  |  |
| 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 |  |  |  |
| 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 for supervised practice based learning:  - before, - during and - after ? |  |  |  |
| What is the process for obtaining PVG (or equivalent) before practice starts? |  |  |  |
| What progression routes are participants made aware of? |  |  |  |

Standard 4: Content/Structure/Mode Standard:

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

The organisation must detail:

SB has an exercise and notes for working group to consider see [Brief for WG moving Guidelines to Standards.docx](Brief%20for%20WG%20moving%20Guidelines%20to%20Standards.docx) and [SB notes Standard 4 section D work.docx](SB%20notes%20Standard%204%20section%20D%20work.docx)

|  |  |  |  |
| --- | --- | --- | --- |
| 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) |
| The broad audience for the programme and:- how that audience was identified, - details of consultation with employers, providers and other stakeholders  |  |  |  |
| Detail how the programme reflects and refers to - current policies, - practice and thinking in community learning and development. **These should be evident in the academic content. For example, Strategic Guidance for Community Planning Partnerships: Community Learning and Development or National Youth Work Strategy**  |  |  |  |
| Detail how and where the programme reflects the values and principles of CLD in design and delivery |  |  |  |
| SCQF:- level (or notional level) - length of the programme,  |  |  |  |
| Supervised Practice:- include the extent of supervised practice-based learning within the course. (This must be equivalent to 40% – 50% of the overall programme)**Please refer to Annex 3 Guidance document to evidence practice.**  |  |  |  |
| Practice Placement Guidelines:- Confirm how these are used within the programme[**Link to Practice Placement Guidelines**](https://app.luminpdf.com/viewer/oTtc4HM2inad4vXLS/share?sk=e84cc884-03ef-4d51-916b-7f838dcfb7a2)   |  |  |  |
| Detail the National Occupational Standards used within this programme  |  |  |  |
| How and where are QAA Benchmarks referenced within delivery of the programme[**QAA**](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) **Benchmarks link** |  |  |  |
| Full details of Unit/module materials must be made available during the visit, along with a comprehensive selection of resources/references/reading lists/texts/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.** 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. **This must be agreed with Approval Officer in advance of the event.** |  |  |  |
| Provide a mapping of the seven CLD competences against learning outcomes. (it is not necessary to map to the level of indicators) |  |  |  |
| Detail the learning and teaching approaches employed |  |  |  |
| Provide information on the range of theoretical models covered, including both current theories and, where appropriate, historical approaches.  |  |  |  |
| What approach is taken to provide awareness of securing improvement through self-evaluation using a range of frameworks such as How Good is the Learning and Development in our Community.  |  |  |  |
| How are self-management and critical reflection on practice fostered |  |  |  |
| Details of how theory and practice are integrated across a range of contexts  |  |  |  |
| What approach is taken to provide an understanding of values and principles of CLD is reached |  |  |  |
| How the programme enables Student CLD Practitioners to demonstrate and foster essential digital skills in their practice |  |  |  |
| How is the CLD Code of Ethics integrated throughout the programme(including an appropriate and proportionate focus on safeguarding) |  |  |  |
| What approach is taken to promote the existence of the opportunity to Register with CLD Standards Council for Scotland  |  |  |  |
| What approach is taken to raise awareness of the availability of i-develop. How is this promoted and an awareness of how this can support Continuous Professional Learning provided? **CLDSC have an e-reader available** [**http://cldstandardscouncil.org.uk/resources/the-making-of-an-empowering-profession/**](http://cldstandardscouncil.org.uk/resources/the-making-of-an-empowering-profession/) **which may be useful for Student CLD Practitioners** |  |  |  |
| Detail the structure of the learning programme and the relationship between units.  |  |  |  |
| What is the preferred order of delivery/study |  |  |  |
| Detail any choices or options open to participants and ensure there is a rationale as to why these are appropriate for a Professional Qualification in CLD |  |  |  |
|  Please include details of the balance of contact and non-contact time |  |  |  |
|  What learning activities are employed, e.g. inputs, personal study, group work, tutorials and practice  |  |  |  |
| The opportunities available to participants to share experience and practice |  |  |  |
| How are practice placements identified and developed |  |  |  |

Standard 5: Staffing Standard

The selection process for teaching staff and practice supervisors ensures that they have the required CLD qualification and experience as specified by the CLDSC requirements

The organisation must detail:

|  |  |  |  |
| --- | --- | --- | --- |
| 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:  |
| What are the arrangements for recruitment, selection, and appraisal of staff |  |  |  |
| Provide details of the qualifications and experience (including CLD experience and publications) of staff delivering on the programme |  |  |  |
| Arrangements for on-going CLD focused/related Professional Learning (CPD) and the support provided to enable the teaching staff to carry out their roles adequately |  |  |  |
| The ratio of learners to teaching staff (as full-time equivalents) |  |  |  |
| What are the arrangements for recruitment, selection, and appraisal of staff |  |  |  |
| For Practice Supervisors: |
| That practice supervisors have a recognised qualification in Community Learning and Development, and a minimum of 2 years post-qualifying experience in the sector **(where this is not the case the provider must detail the mentoring process in place to support this situation)** |  |  |  |
| What learning in practice placement supervision have practice placement supervisors undertaken?  |  |  |  |
| What support and guidance do practice supervisors receive for supervised practice based learning:  - before, - during and - after ? |  |  |  |
| How does the Provider ensure that Practice Placement Standards are supplied to and used by the Practice Placement Supervisors? [**Link to Practice Placement Guidelines**](https://app.luminpdf.com/viewer/oTtc4HM2inad4vXLS/share?sk=e84cc884-03ef-4d51-916b-7f838dcfb7a2)  |  |  |  |
| Detail the interaction with the Employers of Practice Supervisors to ensure that the employer can provide the support and give recognition for the responsibility undertaken by the practice supervisors |  |  |  |
| Provide an example of the contracts entered into with the supervisors and explain the timeline associated with this |  |  |  |
| number of placement visits that will be undertaken by teaching staff |  |  |  |
| details of the exchange of information between the educational provider and the practice placement |  |  |  |
| 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 to share this information with CLDSC.  |  |  |  |

Standard 6: Assessment Standard:

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

|  |  |  |  |
| --- | --- | --- | --- |
| 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) |
| Detail the nature of the evidence required for:- academic - placement  |  |  |  |
| What is the weighting placed on assessment |  |  |  |
| What is the level of performance to be achieved- Academic- Placement  |  |  |  |
| ensuring there is no compensation between field-based learning and academic learning |  |  |  |
| Provide details of the range of feedback strategies that will be used |  |  |  |
| What are the appeals procedures for all elements? |  |  |  |
| What arrangements are in place to provide assistance to learners who are struggling to meet the level of performance?  |  |  |  |
| Assessment in relation to Practice Placement Element in order to become a CLD Competent Practitioner |
| How does the practice supervisor provide assessment of learners practice and “fitness to practice” in a Professional CLD Sector? the involvement of supervisors in the assessment of practice, including the passing and failing of learners – note that their authority should normally be no less than that of the other programme staffThe [QAA Youth and Community Benchmark Statement 2019](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-youth-and-community-work.pdf?sfvrsn=5e35c881_4) section 6 provide useful guidance on Teaching, Learning and Assessment  |  |  |  |
| Detail the process and guidance provided to practice placement supervisors regarding assessment |  |  |  |
|  Detail process followed when Student CLD Practitioners fail practice element of programme and the process of keeping the practice placement provider informed of outcome |  |  |  |

Standard 7: Support Standard:

Student CLD Practitioners support is offered by qualified CLD practitioners to ensure positive, quality experiences for its Student CLD Practitioners  (But it is the wider support we need to also include)

The organisation must detail:

|  |  |  |  |
| --- | --- | --- | --- |
| 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) |
| Is there adequate and appropriate accommodation for the learning programme |  |  |  |
| Is there access to appropriate levels of technology and media resources |  |  |  |
| Arrangements regarding use and accessibility of resources of other faculties, institutions or organisations |  |  |  |
| Is there appropriate finance, costing, travel expenses and funds for any practice placement costs? Eg PVG costs |  |  |  |
| Provide details of the funds set aside for professional staff CLD development and CLD in-service learning |  |  |  |
| What administrative and clerical support is provided? |  |  |  |

Standard 8: Monitoring and Evaluation Standard:

Effective evaluative mechanisms are in place to fain feedback from Student CLD Practitioners and placement provider for ongoing practice improvement ( is it just practice improvement?)

The organisation must detail:

|  |  |  |  |
| --- | --- | --- | --- |
| 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) |
|  The internal arrangements for critical appraisal   |  |  |  |
| how changes in the programme will be implemented.  |  |  |  |
| How the views of managers, practitioners, supervisors, Student CLD Practitioners and actual or potential employers, statutory and voluntary, external examiners and other sectors are captured and implemented? |  |  |  |
| What are the procedures for appointing external examiners and/or assessors with knowledge of the theoretical and practical competences required in Community Learning and Development |  |  |  |
| 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. |  |  |  |