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 also to find note of GM Comments – think it was a simple question on qualified or not????Possibly in annual monitoring notes?

 Approaches/Structure to learning Content of Learning (included within)

 (used to make it happen)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria |  |  |  |  |
| The broad audience for the programme and:- how that audience was identified, - details of consultation with employers, providers and other stakeholders  | 1 | 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**  |  |  | 2 | 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 |  |  | 3 | 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,  | 4 | 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.**  | 5 | 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)   |  |  | 6 | 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  |  |  | 7 | 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** |  |  | 8 | 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.** |  |  | 9 | 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) | 10 | 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 | 11 | 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.  |  |  | 12 | 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.  | 13 | 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 | 14 | How are self-management and critical reflection on practice fostered |  |  |
| Details of how theory and practice are integrated across a range of contexts  |  |  | 15 | 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 |  |  | 16 | What approach is taken to provide an understanding of values and principles of CLD is reached link to 3? |
| How the programme enables students to demonstrate and foster essential digital skills in their practice |  |  | 17 | How the programme enables students 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) |  |  | 18 | 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  |  |  | 19 | 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 students** |  |  | 20 | 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 students** |
| Detail the structure of the learning programme and the relationship between units.  | 21 | Detail the structure of the learning programme and the relationship between units.  |  |  |
| What is the preferred order of delivery/study | 22 | 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 | 23 | 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 | 24 |  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  | 25 |  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 | 26 | The opportunities available to participants to share experience and practice |  |  |
| How are practice placements identified and developed | 27 | How are practice placements identified and developed |  |  |

Are there any areas above that can be combined. SB has inserted number to doc only to assist with this exercise

Think about order of document

a) We could consider renumbering to give a flow to process –

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And consider best place to slot in the following areas: -

CLDSC focus Placement focus?

3 5

16 6

18 27

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OR

b) we could consider collating all approach type areas together and all content type areas – see table at start of document for suggested split

In either case we need to look at:

* the wordings,
* identify any duplication or
* consider combing areas to provide a more definite focus.
* Any areas for deleting?