

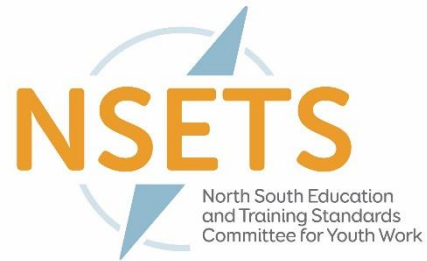
## **Joint Validation/Endorsement Guidelines**

**ROUTE to PROFESSIONAL VALIDATION/ENDORSEMENT in  
YOUTH WORK and COMMUNITY LEARNING & DEVELOPMENT  
(Including Youth Work, Adult Learning and Community Development)**

**A Co-operative Scheme of the UK & Ireland Joint ETS administered by its  
members: ETS (England), ETS (Wales), the North-South ETS (Ireland and Northern  
Ireland), and CLD Standards Council Scotland**

**Updated October 2021**

**Joint Validation/Endorsement is a co-operative Scheme of the UK & Ireland Joint ETS administered by its members: ETS (England), ETS (Wales), The North-South ETS (All Ireland), and CLD Standards Council for Scotland.**



The Joint ETS must agree significant changes to these Joint Guidelines. Minor changes (such as the name of a member committee) may be notified between meetings and ratified at the following meeting of the Joint ETS.

Joint Guidelines to be reviewed every 3 years.

Date current version agreed: August 2022

Date to be reviewed: August 2025

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## **Background**

From time to time the ETS in an individual jurisdiction may receive a request for validation/endorsement for a programme leading to professional qualification which is designed to be delivered in more than one jurisdiction. It might be one:

- Which is described as distance learning
- For which, the geographical boundaries for the delivery of the programme are not clear
- Which is delivered in more than one jurisdiction because of the nature of the providing body and/or
- Which is deemed to be particularly relevant to a major constituency of youth workers/CLD workers in another jurisdiction

### **1 Aims of the Joint Validation/Endorsement**

- 1.1 The primary aim of the Joint Validation/Endorsement is to enable providers offering a relevant qualification to have this validated across the UK and avoid the need for completing separate validation visits in different countries.
- 1.2 All who wish to be recognised as professional youth workers in England, Northern Ireland, Ireland, and Wales will be required to gain an honours degree or post-graduate diploma. In Scotland professional CLD workers are already required to gain an ordinary degree in Community Learning and Development.
- 1.3 The Joint ETS partners also have an agreed protocol for mutual recognition. This means that a programme validated in England, Ireland, Northern Ireland, Scotland, or Wales will automatically be recognised in each jurisdiction.
- 1.4 These Joint Validation/Endorsement Guidelines should be read in conjunction with the full Guidelines for each jurisdiction. The Guidelines are intended to simplify the process, but the standards required for delivery within each jurisdiction must still be maintained.

### **2 Criteria for Joint Validation/Endorsement**

- 2.1 In Annex 1 of this document providers will find details of the general information to be included within the submission along with Table 1 which sets out the specific criteria required by each nation. When preparing submissions providers should ensure they provide detail of how the programme will be delivered in each jurisdiction to satisfy that nation's standards.
- 2.2 The qualification for validation/endorsement must be at the appropriate degree level for Youth Work and/or CLD Worker.

### 3 Summary of the Joint Validation/Endorsement Process

- Step 1: Provider contacts the ETS jurisdiction (this will be the jurisdiction in which the programme originated – the hosting body) and provide formal notification of intention.
- Step 2: The ETS Officer will arrange to meet the provider to discuss the joint validation/endorsement process and to provide details of timescales that will need to be met.
- Step 3: A first draft submission is provided to the Officer who will share with other jurisdictions.
- Step 4: Final submission document is provided to Officer who will share with other jurisdictions.
- Step 5: A pre-panel meeting will be arranged to allow all jurisdictions to agree a list of areas that they wish to discuss with the Provider at the validation/endorsement event.
- Step 6: Validation/endorsement event by the Joint ETS Group undertaken and a report provided detailing any conditions and/or recommendations\* (may be conducted virtually where circumstances require but normally will be conducted face to face).
- Step 7: The Officer follows up on completion of conditions and keeps other jurisdictions informed.
- Step 8: The results of the validation/endorsement event are fed into each jurisdiction's governing body for official sign off to be granted.
- Step 9: Programmes will be monitored annually.
- Step 10: At least 12 months before the end of the granted validation period the Officer will contact the provider to remind them that they must re-apply for validation.

Requests for an extension to the approval/endorsement period must be submitted in writing by the educational provider stating the reason for the extension. The maximum agreed extension will be 12 months.

\*The JETS working group will make one of the following responses:

- (a) that the programme be endorsed for a period not exceeding 5 years; or
- (b) that the programme be endorsed subject to certain conditions and recommendations being fulfilled; or
- (c) to refer the submission back to the institution.

Hosting body needs to be clear when each nation will be able to give the final sign off.

More detail of this process is set out in the Joint Validation/Endorsement Sequence Flow chart in Annex 2.

## **4 Management and Organisation**

### **4.1 Role of ETS Bodies**

Management and organisation of the Joint Validation / Endorsement process is delegated by the Joint ETS to the individual ETS bodies in each of the participating countries / jurisdictions. The relevant ETS body will administer the application and assessment process.

The hosting body's role is to:

- Act as the referral point for enquiries and applications relating to their jurisdiction
- Administer the Joint Validation/Endorsement process
- Meet the criteria set out in this documentation
- Make the initial judgement of whether an application for Joint Validation/Endorsement is suitable to proceed
- Appoint assessors/panel members to work on the ETS Working group as required to assess submissions
- Inform the Joint ETS of any actions relating to Joint Validation/Endorsement process

Final responsibility for approving an application for Joint Validation/Endorsement rests with the relevant ETS body. Following formal recording in the Minutes of the relevant ETS bodies, the confirmation of the Joint Validation/Endorsement will be provided to the applicant.

Each body should maintain a record of the providers and the course/programme titles that have been granted Joint Validation/Endorsement.

### **4.2 Role of ETS Working Group**

The role of the ETS Working Group is to:

- Ensure the submissions from provider comply with the criteria approved by the participating countries/jurisdictions
- Make recommendations to each participating country/jurisdiction on one of the following responses:
  - a) That the programme should be endorsed for a period not exceeding 5 years
  - b) That the programme be endorsed subject to certain conditions and recommendations being fulfilled
  - c) To refer the submission back to the provider

## **5 Fees**

Fees for Joint Validation/Endorsement vary by jurisdiction and will be agreed in advance of the application for Joint Validation/Endorsement proceeding.

## 6 Appeals

An agreed procedure is in place and the Joint ETS partners are determined that all validation/endorsement panel decisions will be made in an open and transparent manner conforming to best practice.

### 6.1 Appeals Procedure Criteria

The relevant ETS body will review a validation/endorsement decision under the following criteria only; no other grounds for appeal to be considered:

- The outcome of the Joint Validation/Endorsement process was a decision that no reasonable person would have made on the basis of the information provided in the submission. It should be noted that disagreement with a decision does not of itself make the decision unreasonable. To appeal on the basis of this ground the provider will be required to provide substantive evidence as to why no reasonable person would have arrived at the decision that was made; and/or
- There was a failure in adherence to the application procedure or assessment process and that this procedural irregularity was such that it would have materially affected the decision or recommendation made

### 6.2 Appeals Process

If providers wish to appeal a Joint Validation/Endorsement decision, they

- Submit a request for a review of the decision in writing within 28 days of the date of the decision letter issued by the relevant ETS jurisdiction
- A written request for a review should be addressed to the relevant ETS jurisdiction secretariat, and clearly marked Joint Validation/Endorsement Appeal
- The request must clearly demonstrate/address the criteria upon which a review is being requested

At this point the relevant ETS jurisdiction will **NOT** accept additional or new information in support of the application or the appeal.

The appeal will be dealt with by an Independent Appeals Panel of 3 persons whose members will not have been involved in the Joint Validation/Endorsement process. The Appeals Panel will be chaired by the current Joint ETS Chair i.e., as at the Joint ETS meeting previous to the appeal or an external appointee nominated by the Chairs of the participating jurisdictions' ETS Committees.

Providers will receive the final decision of the Appeals Panel within 28 days of the receipt of the appeal request.

## **7 Revalidation**

Programmes are normally approved for 5 years. Thereafter, the provider is required to resubmit their application for re-validation and approval.

Where an extension to the approval/endorsement period be required, it has been agreed by Joint Education Training Standards (JETS) body that the educational provider must submit in writing stating the reason for the extension. In order to protect the mutual recognition arrangement agreed by JETS, the maximum agreed extension will be 12 months. It is expected that the majority of extensions can be granted following a discussion with the Development Officer. If there are any significant changes, to staffing for example, this may require more intervention than other issues. Each jurisdiction will enact its own policies and procedures.



## **Annex 1 Information for content of validation submission**

### **1 General Information**

#### **1.1 Background and organisational development:**

- The organisation or institution providing the learning programme and delivery locations
- The broad audience for the programme
- Details of partnership agreements
- Aims and objectives of the learning programme and nature of award, Full title of award, awarding body, academic level and length of study
- How the programme reflects the principles and values of Youth Work and for Community Learning and Development.
- The information you are using to assess the sustainability and viability of the programme
- Details of the relevant market research to determine the demand/need for the programme and that there is sufficient pool of suitable potential recruits and appropriate placement opportunities
- Provide details of the engagement with relevant employers/key stakeholders.

#### **1.2 Equality and Diversity:**

- Evidence that the institution's policies on equality and diversity are in existence and applied appropriately to the programme

#### **1.3 Participants:**

- Level and type of experience, target groups
- Recruitment strategy
- Selection criteria
- Student handbook
- APL (Accreditation of Prior Learning)/APEL (Accreditation of Prior Experience and Learning)- refer to table 1 for specific jurisdiction requirements

#### **1.4 Staffing:**

- Experience and qualifications of staff (see table 1 for specific jurisdiction requirements)
- Ratio of staff to students
- Dedicated administrative support for the programme
- Procedures for recruitment and selection of staff
- Arrangements for ongoing CPD and support provided to enable teaching staff to carry out these roles adequately

#### **1.5 Content, Structure, Mode:**

- Details of how relevant competences, principles, values, code of ethics, policies are embedded in programme
- Learning and teaching approaches employed
- Range of theoretical models covered
- How the National Occupational Standards (relevant to the programme) and other relevant standards or benchmarks such as QAA benchmark statements have been used in the development of the programme
- Details of resources to support delivery

- Details of how experience of process skills is achieved, how theory and practice are integrated, how self-management and critical reflection are fostered
- How the programme includes attention to underlying principles and values of Youth Work and/or Community Learning and Development
- Mode of delivery
- Balance of contact and non-contact time
- Opportunities for participants to share experience and practice
- How fieldwork/practice placements are identified and developed

### **1.6 Fieldwork or Practice arrangements:**

- Details of arrangements for recruitment, selection and appraisal of fieldwork/placement staff ensuring that they:
  - Have an appropriate qualification for the specific jurisdiction
  - Have an appropriate number of years' experience in the sector
- Details of the arrangements for the support and guidance given before, during and after placements to allow fieldwork/placement staff to carry out their roles adequately including:
  - How employers support and give recognition for the responsibility undertaken by the fieldwork/placement staff
  - The contract entered into with the fieldwork/practice staff
  - The number of placements visits that will be undertaken by teaching staff
  - Details of the exchange of information between teaching staff and the fieldwork/practice staff
- Details of the involvement of fieldwork/practice staff in the assessment of the learners
- Details of the arrangements for maintaining up-to-date agency profiles
- Details of how placements are made available in a range of contexts and different organisational settings

### **1.7 Assessment:**

- A range of tasks commensurate with the learning needs for professional formation
- The nature of evidence required
- The weighting placed on assessment and the level of performance to be achieved
- Measures to ensure fairness and consistency within and between modules and between students
- External examiner arrangements
- A manageable schedule of assignment tasks

### **1.8 Monitoring and evaluation:**

- Procedures and systems for effective evaluation, review and approval of the programme
- A commitment to improve and develop the programme through its period of validation/endorsement
- Any additional quality assurance procedures should be clearly stated. Describe whatever system you use and whether this is particular to this learning programme or across the provider's organisation

- All programmes will be monitored annually and completion of the Annual Monitoring Form to the timescale specified is a requirement for continuing validation/endorsement. This statistical data collected from all providers will give a clear indication on a number of criteria and when collated with other programmes can alert to overall patterns and trends in education and training for youth work. This process encourages and supports quality assurance processes.

## **2 Criteria specific to each nation**

Each jurisdiction will have certain specific criteria they wish to focus on and you must ensure that your submission addresses each of the areas detailed in Table 1 below. The Officer supporting you in the process will be able to guide you through this.

Table 1

Topic	England (NYA document)	Scotland	Wales (ETS)	NSETS	Notes & Comments
1. Link to Relevant Guidelines	<a href="#">NYA Professional Validation</a>	<a href="#">CLD Professional Approval</a>	<a href="#">ETS Wales Professional Endorsement</a>	<a href="#">NSETS Endorsement</a>	
2. Length of programme and/or level at which Professional qualification is awarded	3 years full time or P/T equivalent for undergraduate – Honours Degree only from 2010  1-year full time or P/T equivalent for postgraduate	Ordinary Degree/ Honours Degree (3/4 years full time study)  Postgraduate  Any exit routes offered must be clear in submission and it must be made clear to students which route will provide a validated/ endorsed	3 years full-time or P/T equivalent for undergraduate - Honours Degree only from 2010.  1 year full-time or P/T equivalent for post graduate programme	3 years full time or P/T equivalent for undergraduate.  1-year full time or P/T equivalent for postgraduate programme	
3. Title of Professional qualification	Youth Work, Youth and Community Work  It is required that <b>youth work</b> appears in the title of the award and that the certificate or transcript indicates JNC endorsement	Community learning and Development – flexibility over title following discussion  Full details of title that would appear on validation/endorsement	Youth Work, Youth and community work  It is required that <b>youth work</b> appears in the title of the award, and that the certificate or transcript indicates JNC endorsement	The award is a clearly named professional one, distinguishable from other academic or non-professional programmes  The term ‘Youth Work’ must be in the title	<i>Please note that all jurisdictions would expect to see appropriate reference to relevant NOS</i>
4. Fees for Validation	To be discussed during initial contact	To be discussed during initial contact	To be discussed during initial contact	To be discussed during initial contact	
5. APL &	APL permitted within agreed HEI procedures plus must be from a	Encouraged for recording prior experience on entry &	20 credits from JNC Level 3 Youth Support Worker qualification can be used	APEL encouraged for admissions but not accepted against any	

<p><b>6. APEL</b></p>	<p>JNC programme. APEL <b>not</b> permitted for advanced standing but welcomed for admissions</p>	<p>for enabling students to transfer between courses</p>	<p>at Level 4 APEL <b>not</b> permitted for advanced standing but encouraged for recording prior experience on entry &amp; must comply with institution wide procedures</p>	<p>element of fieldwork practice</p>	
<p><b>7. Fieldwork Arrangements and Hours</b></p>	<ul style="list-style-type: none"> <li>• At least 2 different placement opportunities with a minimum 20% of total hours in an alternative setting</li> <li>• a minimum of 50% of placement time must be contact work with 13 to 19 age group</li> <li>• Written agreement required for own workplace fieldwork placements</li> <li>• At undergraduate level 800 hours over a 3-year programme or PT equivalent</li> <li>• At postgraduate level 400 hours</li> </ul>	<ul style="list-style-type: none"> <li>• Ordinary Degree / Honours - A minimum of 1440 hours of supervised practice placement across the whole of the programme. Practice must cover a range of context</li> <li>• Postgraduate - A minimum of 480 hours of supervised practice Must cover a range of context</li> <li>• supported by qualified CLD staff</li> <li>• lists of providers used to support practice must be made available and providers must be aware that they may be contacted by CLD of Standards Council</li> </ul>	<ul style="list-style-type: none"> <li>• At least 2 different placements in contrasting organisations</li> <li>• Placement must occur at all 3 levels of an UG programme</li> <li>• a minimum of 50% of placement time must be devoted to Face to Face work with young people aged 11-25</li> <li>• Written agreement required for own workplace fieldwork placements</li> <li>• At undergraduate level 800 hours over a 3 year programme or PT equivalent</li> <li>• At postgraduate level 300 hours over a 1-year programme or PT</li> </ul>	<ul style="list-style-type: none"> <li>• 800 hours over the duration of the undergraduate programme</li> <li>• 400 hours over the duration of the postgraduate programme</li> <li>• a minimum of two placements, in separate locations, one of which must be a block placement</li> <li>• the minimum acceptable length for the block placement is six consecutive weeks</li> <li>• the practice commitment for the block placement is for a minimum of 25 hours a week</li> </ul> <p>The practice arrangements for postgraduate courses will include: a minimum of two</p>	

			<p>PT equivalent</p> <ul style="list-style-type: none"> <li>Substantive immersive experience which ensures the student is fully immersed in the work of the placement organisation of a minimum of 200 hours for full time students (or PT equivalent) must take place during middle or latter part of programme</li> </ul>	<p>two placements, in separate locations, one of which must be a block placement</p> <ul style="list-style-type: none"> <li>the minimum acceptable length for the block placement is <i>four</i> consecutive weeks</li> <li>the practice commitment for this block placement is for a minimum of 25 hours a week</li> </ul> <p>Students are required to devote at least 50% of their committed practice time to face-to-face work with young people in a youth work setting</p>	
<p><b>8. Supervision Arrangements for Fieldwork</b></p>	<ul style="list-style-type: none"> <li>All fieldwork must be supervised</li> <li>Supervisors should be a JNC professionally qualified worker with practice experience &amp; be supported by programme team.</li> <li>Where supervisor not JNC,</li> </ul>	<ul style="list-style-type: none"> <li>A CLD Qualified Supervisor <b>or</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>All fieldwork must be supervised by JNC professionally qualified &amp; experienced staff at the appropriate level</li> <li>Where supervisor not JNC, appropriately and suitably professionally qualified in field of placement with (arm's length) support from</li> </ul>	<ul style="list-style-type: none"> <li>Students are normally supervised by an NSETS recognised and experienced youth worker</li> <li>Practice teachers are provided with support and training for their roles and receive clear guidance on the use of assessment tools for development and judgement of student</li> </ul>	

	<p>appropriately and suitably professionally qualified in field of placement with (long arm) support from JNC professionally qualified worker</p> <ul style="list-style-type: none"> <li>• Range of placements available including in the vol. sector and business sector.</li> <li>• Supervisors involved in the assessment of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Have undertaken supervision training &amp; be supported by a member of the teaching staff.</li> <li>• Agreed practice placement contract required.</li> <li>• Practice Placement supervisors must be involved in the assessment procedures</li> </ul>	<p>JNC professionally qualified worker</p> <ul style="list-style-type: none"> <li>• Supervisors should be involved in the assessment procedures</li> <li>• Placement must be signed off by JNC qualified supervisor (direct or arm's length)</li> </ul>	<p>performance</p>	
<p><b>9. Staffing Arrangements</b></p>	<ul style="list-style-type: none"> <li>• Min. of 1 full- JNC FTE qualified member of staff for each full-time year group with a minimum of 3 FTE JNC staff per programme</li> <li>• Programme leader and Fieldwork tutor should be JNC qualified</li> </ul>	<ul style="list-style-type: none"> <li>• Should be professionally trained in Community Learning and Development or have been granted recognition as a Registered Member of CLD Standards Council for Scotland and have recent and relevant experience.</li> <li>• Must be from a staff</li> </ul>	<ul style="list-style-type: none"> <li>• No fewer than 3 Youth Work qualified staff (at undergraduate level)</li> <li>• Min. of 1 full-time JNC qualified member of staff for each full-time year group.</li> <li>• Programme leader and Fieldwork tutor should be JNC qualified</li> </ul>	<ul style="list-style-type: none"> <li>• a well-balanced and experienced core of staff (a minimum of two staff with an NSETS-recognised professional youth work qualification) dedicated to the programme</li> <li>• for each full-time year group (or equivalent cohort), a minimum of one core full-time member of staff with an</li> </ul>	

		<p>team that is predominantly CLD Qualified and the recommendation of a ratio of no less than 1 permanent member of teaching staff to 20 FTE students.</p>	<ul style="list-style-type: none"> <li>• Staff student ratio of no more than 20:1 for UG and 16:1 for PG</li> <li>• Sessional staffing should not exceed 30%</li> </ul>	<p>NSETS recognised professional youth work qualification</p> <ul style="list-style-type: none"> <li>• one staff member responsible for practice who is professionally qualified (as recognised by NSETS) and experienced</li> <li>• a limit on the employment of external sessional teaching staff which should not normally exceed 30% of the full-time equivalent quota for the programme</li> <li>• as appropriate student-staff ratio, usually no more than 20:1 for degree and 16:1 for post-graduate</li> </ul>	
<b>10. Assessment</b>	<p>Minimum of 2 external examiners – 1 academic + 1 from field who is JNC qual. +3 years' experience in a senior Y&amp;C management role</p> <ul style="list-style-type: none"> <li>• Field work practice</li> </ul>	<ul style="list-style-type: none"> <li>• Nature of assessment</li> <li>• Weighting</li> <li>• Level of performance to be achieved</li> <li>• No compensation</li> </ul>	<p>At least 2 External Examiners – 1 academic + 1 from field who is JNC qual. +3 years' experience in a senior Y&amp;C management role</p> <ul style="list-style-type: none"> <li>• Fieldwork practice no compensation</li> </ul>	<ul style="list-style-type: none"> <li>• Manageable schedule of assignment tasks</li> <li>• A robust external examining process that secures professional competence</li> <li>• at least two external examiners, one of whom</li> </ul>	

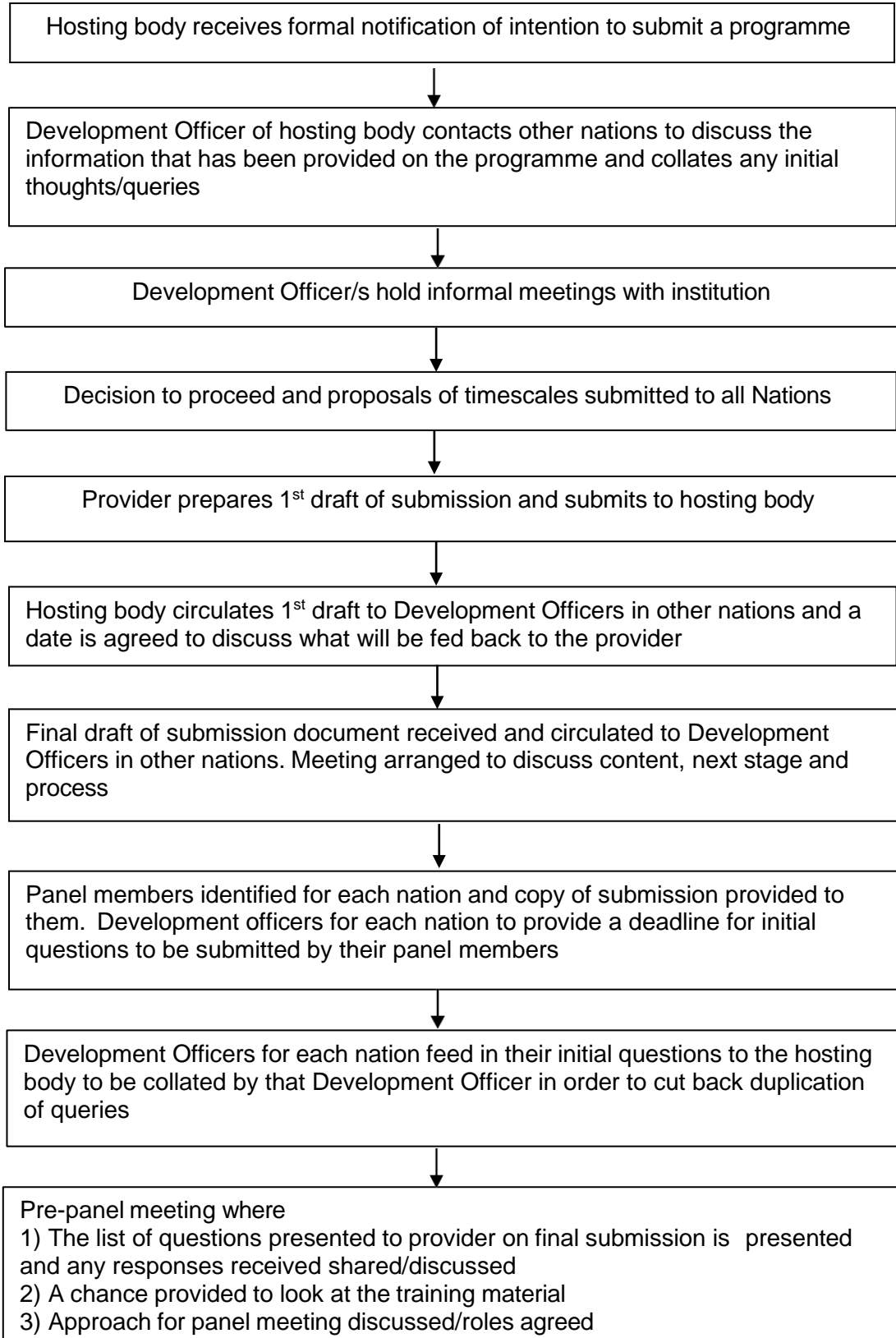


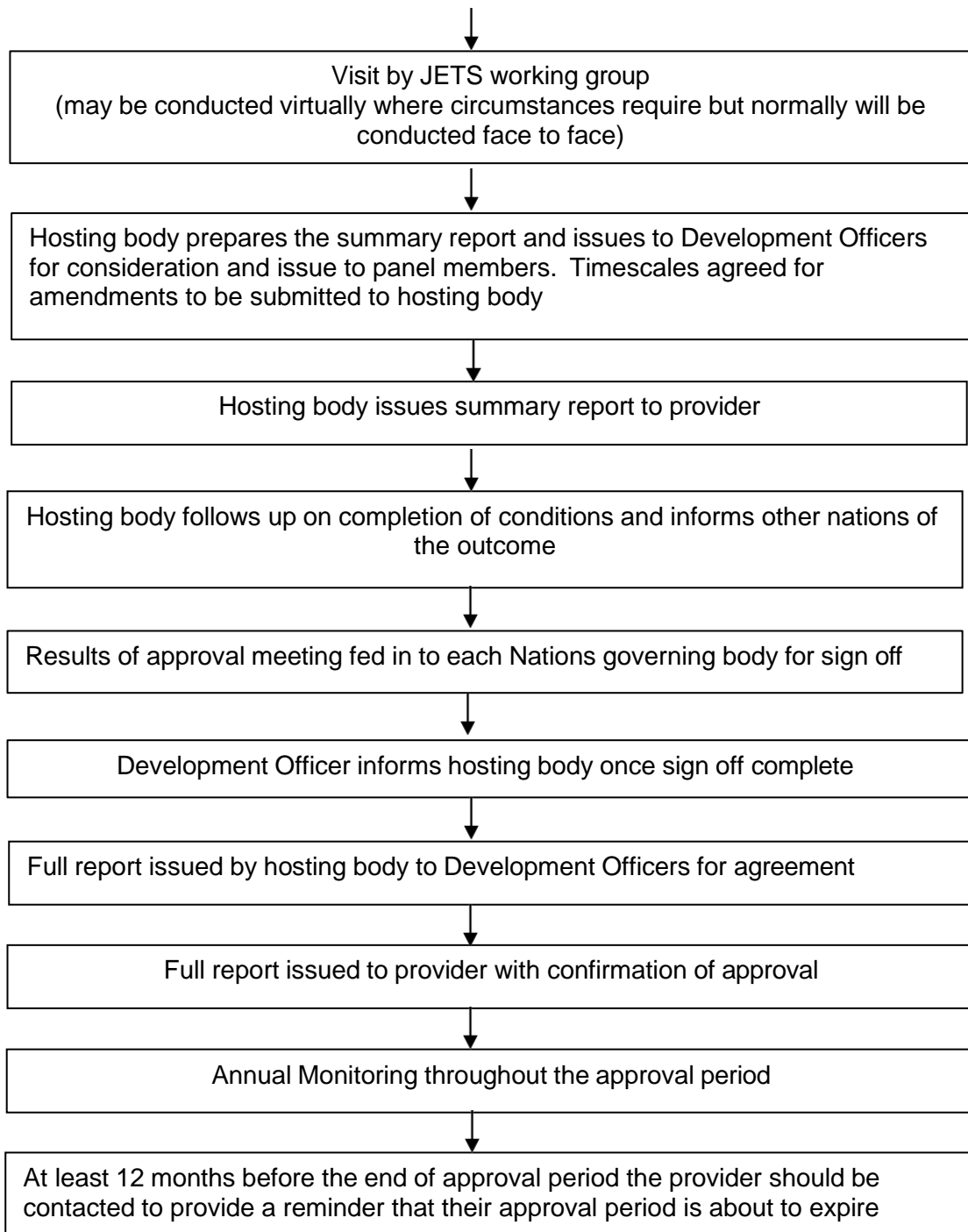
	<p>no compensation</p> <ul style="list-style-type: none"> <li>• Minimum 80% attendance requirement across all elements of the programme</li> </ul>	<p>between supervised practice and academic learning</p> <ul style="list-style-type: none"> <li>• Range of strategies to be used</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 80% involvement with all aspects of the programme including campus-based and blended learning synchronous and asynchronous elements</li> </ul>	<p>must be an academic and the other must:</p> <ul style="list-style-type: none"> <li>• be an experienced practitioner with a minimum of 5 years' experience in youth work</li> <li>• hold an NSETS recognised qualification in youth work</li> <li>• have an awareness and understanding of youth work education and training</li> </ul> <p>Institutions will require full attendance (measured at a minimum of 80%) and participation across all modules of the curriculum</p>	
<p><b>11. Suitability for Youth Work</b></p>	<p>The institution must have in place systems to verify the professional suitability of students completing the course. Normally expected to have 100 hours pre-course experience of youth work prior to commencement</p>	<p>In Scotland the focus is on Community Learning and Development and the programme must cover the range of context. For example, CLD-adult learning, CLD-youth work and CLD-community development</p>	<p>Rigorous selection criteria to include requirements for personal, academic and practical youth work experience</p> <p>100 hours min evidenced and relevant practice at UG level; 200 hours at PG level</p>	<p>Any recruitment for professional formation programmes is balanced between an appropriate level of academic achievement and the possession of a working knowledge of and commitment to youth work and young people</p> <p>All applicants should be interviewed before being</p>	

				accepted onto a course in order to establish their personal suitability	
<b>12. Any country specific requirements</b>		<ul style="list-style-type: none"> <li>• Registration</li> <li>• i-develop</li> <li>• Code of Ethics</li> <li>• Relevant National Occupation Standards (NOS)</li> <li>• SCQF levels</li> <li>• CLD Values and principles evident throughout the programme.</li> <li>• Mapping to CLD Competences</li> </ul>	<ul style="list-style-type: none"> <li>• Welsh language – need to provide for students who wish to submit assignments in Welsh or conduct placement in Welsh</li> </ul>		

## Annex 2

### Joint Validation/Endorsement Sequence Flow chart Approval Sequence for Joint ETS





\*The JETS working group will make one of the following responses:

- (a) that the programme be endorsed for a period not exceeding 5 years
- (b) that the programme be endorsed subject to certain conditions and recommendations being fulfilled
- (c) to refer the submission back to the institution

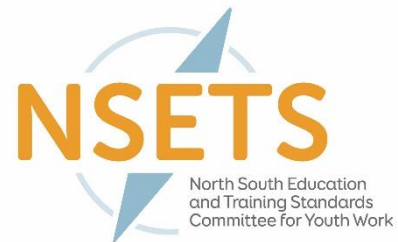
Hosting body needs to be clear when each nation will be able to give the final sign off.

## Contact Details

England  
National Youth Agency  
[validations@nya.org.uk](mailto:validations@nya.org.uk)  
[www.nya.org.uk](http://www.nya.org.uk)



Ireland and Northern Ireland  
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[www.youth.ie/nsets](http://www.youth.ie/nsets)



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