Strengthening Standards:

Improving the Quality of Community Learning and Development Service Delivery

Report of the Short Life Task Group

Chaired by Professor Ted Milburn CBE

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Foreword

I am delighted to present this report, giving recommendations of the Short Life Task Group. This report carries the full agreement and support of all members of the Group.

I would like to thank all the members who have enthusiastically contributed to the work of the Short Life Task Group, bringing exceptional experience and breadth of professional judgment to its work.

The Short Life Task Group members were :
Ian Ball, David Bottomley, Sue Bruce, Celia Carson, Derek Crichton, Philomena de Lima, Phil Denning, Anne Grindley, Rona Gunnell MBE, Iain Hair, Pete Hamilton, Maureen Mallon, Stewart Murdoch, Bridget McConnell, Felicity McLelland, Clive Rowlands and Jayne Stuart. The Group was supported by Anne Jackson and Colin Ross of Learning Connections, Communities Scotland.

A full list of the membership of the Short Life Task Group and the current post of each member is given as Annex 2 to the report.

My thanks also to colleagues in CeVe who have maintained their role and the work of the Community Education Validation and Endorsement Committee during this time of transition.

Professor Ted Milburn CBE
January 2005

Preface

The announcement to establish a Short Life Task Group (SLTG), chaired by Professor Ted Milburn CBE was made by the Deputy Minister for Communities, Mary Mulligan, in May 2004. The remit of this SLTG was to give advice to Ministers *regarding the establishment of a practitioner-led body responsible for validation[1], endorsement, accreditation and registration for community learning and development, with enhanced capacity, building upon the work of CeVe* (Community Education Validation and Endorsement).
(Empowered to Practice, February 2003)

The Short Life Task Group was established in June 2004 and held its first meeting in August 2004. We accepted an ambitious timescale from the Minister and agreed to report by early 2005.

The SLTG recognised the critical task ahead in light of an ever changing landscape, in particular the implications of:
- the community planning agenda and regeneration priorities;
- the replacement of the National Training Organisations (NTOs) by Sector Skills Councils (SSCs) which built on the strengths of the NTO network, and the establishment of a Lifelong Learning Sector Skills Council (LLUK), a body with

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[1] *Empowered to Practice*, the Scottish Executive's response to the Community Education Training Review suggested that "validation" should be among the functions of the "practitioner-led body" it supported. However, there is no proposal to change the current position in respect of academic validation of training courses, which is carried out by Universities.

cross-sectoral responsibilities including the Community Learning and Development (CLD) sector;

- the ongoing consultation regarding a professional body for the FE sector in Scotland; and

- increasing public expectations regarding quality and standards.

The SLTG now sees the opportunity to build on the distinctive tradition in the field of community learning and development established by practitioners, trainers and employers in Scotland. The SLTG considers that this body of experience has already made a contribution greater than its scale and has the potential to offer still more.

CONCLUSION AND SUMMARY OF RECOMMENDATIONS

The SLTG concluded that the establishment of a professional body for the community learning and development (CLD) sector would meet pressing public policy needs and make an essential contribution to building key assets for Scotland. Our recommendations relate firstly to the rationale and purpose of the proposed new body, secondly to its functions and lastly to its governance.

The SLTG recommends that:

Rationale and Purpose

1. A professional body specifically for the community learning and development sector should be established and the central role of the CLD professional body should be to ensure high standards of practice in the sector. (Page 11)

Functions

2. The CLD professional body should undertake the approval of training courses. This function should contribute to ensuring high standards and support inclusion and progression; and should relate to the broader field of CLD rather than community education as previously understood. (Page 14)

3. The CLD professional body should develop an articulated framework of qualifications, linking with the Scottish Credit and Qualifications Framework (SCQF), which provides pathways and progression through learning within the sector. (Page 17)

4. The CLD professional body should work with employers and other key stakeholders in CLD to create an effective framework for Continuing Professional Development (CPD). (Page 19)

5. The CLD professional body should establish an inclusive and effective system of practitioner registration as an essential contribution to ensuring high standards of practice in CLD. (Page 21)

6. The CLD professional body should consider the introduction of a recognised system of supported induction for CLD practitioners, taking into account the need for an appropriate distribution of responsibilities between employers, employees and others, and to make a credible contribution to quality assurance. (Page 25)

Governance

7. The CLD professional body should be governed by a Board whose members would be nominated by stakeholders and appointed by the Minister to ensure that the composition of the Board reflects the range of interests within the CLD field. (Page 27)

8. The CLD professional body should be linked to government through appropriate legal, financial and managerial mechanisms, while having independent status and the power to generate income through the exercise of its functions. (Page 29)

POLICY AND PRACTICE CONTEXT

'Working and Learning Together to Build Stronger Communities' (Scottish Executive Guidance for Community Learning and Development, January 2004) builds on best practice, which has itself responded to a policy agenda that has increasingly highlighted the need for a strong, coherent community learning and development contribution.

The Guidance both insists that community learning and development should be planned and delivered on a partnership basis and underpins community learning and development strategies and plans. Following from 'Communities Change through Learning' (*Scottish Office Report, 1998*), there was growing recognition of the role community learning and development skills, methods and approaches could play in a widening range of settings and disciplines.

'Communities Change through Learning' emphasised the potential contribution of community learning and development to key policy outcomes. At a wider policy level, engaging communities actively in their own regeneration, broadening access to lifelong learning among traditional non-participants and supporting positive development and participation by young people were all becoming increasingly urgent policy concerns for the Scottish Executive.

The national priorities for education emphasise the development of active citizenship. 'Life through Learning: Learning through Life' – the lifelong learning strategy for Scotland (*Scottish Executive, 2003*) – identifies community learning and development as a key means of widening access to learning, particularly among the most excluded people and traditional non-participants.

In this context, it has become crucial to ensure dynamic, coherent support for learning and action, in and by communities. This underpinned the Community Education Training Review Advisory Committee's proposal to merge the activities of community education and community development and 'redefine the product' as community learning and development. This proposal was endorsed both in 'Community Learning and Development: The Way Forward' (Scottish Executive, 2002) and in the Scottish Executive's response to the Community Education Training Review, 'Empowered to Practice: The Future of Community Learning and Development Training in Scotland' (Scottish Executive, 2003).

The importance of all of these policy developments for community learning and development has been brought into sharp relief by the emergence of Community Planning, in particular the statutory requirements on public agencies to engage with communities in the Local Government in Scotland Act 2003 and the close association of community learning and development with community regeneration as set out in the Scottish Executive regeneration statement: 'Better Communities in Scotland: Closing the Gap' (2002).

Statutory guidance on the Local Government in Scotland Act states that: 'Community learning and development can play a central role in supporting the engagement of communities (including young people) in the Community Planning process.'

In placing the building of 'social capital' within communities (their motivation, confidence, knowledge, skills and networks) alongside the provision of quality public services as the key to community regeneration, 'Better Communities in Scotland: Closing the Gap' highlighted the vital role that community learning and development can play in linking personal development with the building of wider community capacity.

In parallel with the influence of regeneration policies on community learning and development as a whole, the emergence of the national literacies strategy ('Adult Literacy and Numeracy in Scotland', Scottish Executive 2001) has given major impetus and focus for adult learning in particular. The focus of the strategy is on empowering

individuals and communities to apply literacies competence in the contexts not only of personal and family life but also in work, education and civic engagement. This social practices model, reflected in Scottish Executive ETLLD Circular 1/01 ("Action Plans on Adult Literacy and Numeracy"), highlights the importance of literacies work being developed as an integral part of wider strategies for community learning and development and of the drive to regenerate communities.

'Working and Learning Together to Build Stronger Communities' seeks to bring together all these developments in policy and practice to create a 'long-term framework for the development of community learning and development'.

The national priorities for community learning and development focus on achievement through learning for adults, achievement through learning for young people and achievement through building community capacity. They make clear both the continuity with the agenda set out in Scottish Office Education Department Circular 4/99 and the significantly extended expectations (and opportunities) represented by the shift to 'community learning and development'.

RATIONALE AND PURPOSE

Recommendation 1: A professional body specifically for the community learning and development sector should be established and the central role of the CLD professional body should be to ensure high standards of practice in the sector.

Current Context

The SLTG recognises and welcomes the current demand for skilled and qualified community learning and development workers. The regeneration and community planning agenda places communities at the centre of the planning process, building community engagement opportunities, involving people and communities in decision making processes and building sustainable structures. In this context, the consistent availability of a workforce with community learning and development skills is now necessary for the delivery of policy objectives. This has resulted in unprecedented demands for staff skilled in CLD approaches and an expansion of the range of settings in which community learning and development skills are needed including, for example, health and partnership work. As a consequence, the need for policy makers, employers and communities to be assured that the appropriate skills are reliably available, has been highlighted.

SLTG Conclusions

The SLTG concludes that a highly skilled CLD workforce is needed to meet the new agenda, working closely with others while delivering specific roles. It identifies a need to clarify the place of the sector within the new agenda, raise awareness of the key roles that CLD plays and promote the profession.

The SLTG considered the need to build confidence as well as credibility within and around the sector at the same time as protecting the interests of participants.   We concluded that a key gap in current arrangements is the lack of a robust process to

determine the "fitness to practise" of those completing CLD qualifications and the "fitness to continue to practise" of those working in the field.

We acknowledged the significant work already undertaken and currently in progress, to ensure that CLD as a profession operates in an inclusive way, that there are widely-known and workable routes for access to and progression within the sector and that skills acquired in a range of contexts can be recognised. However, we concluded that currently there is no body with sufficient authority to ensure that these essential efforts can be effectively carried forward.

The SLTG considers that ensuring high standards within the sector is at the core of the remit it was given. We view this as essential in light of the increasing need for CLD to play a central part in delivering Scottish Executive, community planning, health improvement and local government priorities and the increasing emphasis in public policy on empowering communities and widening access to lifelong learning.

The SLTG considered how these needs and issues could be addressed in the context of the remit it had been given. We concluded unanimously that establishing the professional body for the CLD sector provides the best available means of doing so and indeed that there is a clear and pressing need to establish such a body. The reasons for reaching this conclusion can be summarised as follows:

1. To establish and further develop the contribution of CLD to key public policy objectives and fully realise the further potential contribution.
2. To contribute to building the capacity of communities by supporting inclusive access routes to training and qualifications.
3. To ensure consistent high standards of practice in CLD.
4. To establish clear minimum standards of practice for the CLD workforce and ensure that these can be enforced where necessary.
5. To ensure that training for CLD is effectively regulated.

6. To ensure that regulation of the CLD workforce and training is consistent with arrangements for other public service disciplines.

7. To assure the Scottish Executive, employers and the general public in relation to conduct and practice in the CLD sector and on that basis, build the credibility of the sector.

8. To increase the effectiveness of the CLD sector through all of the above and build its professional self-confidence.

9. To secure the better use and development of available skills by assisting with recruitment and progression.

10. To establish a distinctive type of professional body, promoting both high standards and inclusiveness, with the potential for resulting wider benefit.

FUNCTIONS

Approval of Training Courses

Recommendation 2: The CLD professional body should undertake the approval of training courses. This function should contribute to ensuring high standards and support inclusion and progression; and should relate to the broader field of CLD rather than community education as previously understood.

Current Context

CeVe (Community Education Validation and Endorsement) currently has responsibility for assuring the quality of training in the CLD field through endorsement of relevant training courses. The existing CeVe guidelines, and the practice competences that they incorporate, were developed before 1997 and prior to the development of the current policy agenda. Since the Non-Departmental Public Body (NDPB) Community Learning Scotland was disbanded in 2002, staffing support for CeVe has been temporarily located within Communities Scotland. This raises potential conflict of interest issues and is unsustainable in the longer term in order to protect the independence of function.

SLTG Conclusions

The creation of the CLD professional body would provide an ideal means of carrying out the endorsement or approval function, updating guidelines for training courses and linking these responsibilities with the other functions outlined in this report, to create an integrated and effective approach to ensuring high standards of practice.

The SLTG agrees that approval rather than endorsement is the preferred term. The new body will be committed to raising standards within the sector including raising

standards of CPD. A rigorous process for approval of training courses plays a key role in delivering this core purpose. The SLTG recognises developments within the sector at this time which may influence the delivery of this function particularly with regard to the evolving Lifelong Learning Sector Skills Council (LLUK). However it is the strong conviction of the SLTG that the professional body, in understanding the distinctive Scottish context and practice, would have an ongoing role in delivering this function of approval. If approval were to be carried out by another body, effective partnership arrangements will be essential.

Approval of courses should:

- Reflect employer requirements and the expectation of the Scottish Executive in relation to newly qualifying workers.
- Relate to training for practice in the broader field of CLD rather than community education as previously understood; agreement on the competences for this broader field requires to be established. The existing CeVe competences for community practice and development and recent development work on the competences required for community regeneration (Creating a Learning Landscape, Scottish Centre for Regeneration, 2004) have the potential to make a valuable contribution to this debate.
- Address both the need to drive up standards and to support inclusion through enhanced opportunities for access and progression including recognition of prior learning and experience.

Approval should be closely linked with a range of roles for which the new body may be asked to assume responsibility:

- Identifying the attributes expected of those who obtain qualifications (e.g. through benchmark statements of the sort currently in place for teachers and social workers);
- Development of a CLD qualifications framework linked to the Scottish Credit and Qualifications Framework (SCQF).

Approval, and this wider set of processes, requires to be designed to support progression in an integrated way across different institutions and the range of entry, delivery and progression routes. This will include approval of individual modules and of CPD.

In developing approval mechanisms, the new body will build on positive experience gained through CeVe and identify the scope for innovation.

Pathways to Learning and Qualifications

Recommendation 3: The CLD professional body should develop an articulated framework of qualifications, linking with the Scottish Credit and Qualifications Framework (SCQF), which provides pathways and progression through learning within the sector.

Current Context

A CeVe-endorsed BA degree in Community Education, or the equivalent post-graduate award, is the qualification required (or at least preferred) by many employers, in particular local authorities, for professional level CLD posts. Degree courses currently include both full-time programmes and a variety of work-based and part-time modes. CeVe also endorses a number of HNC courses at what is currently described as "pre-qualifying" level and courses designed for part-time and sessional staff.

At UK level, National Occupational Standards are in place for Youth Work and Community Development Work and some use has been made in Scotland of SVQs for these parts of the CLD sector. For adult literacy and numeracy in Scotland, new qualifications for practitioners are already being developed within the SCQF.

The SLTG welcomes the significant work currently being carried out to support the wider use and recognition of learning using the Scottish Credit and Qualifications Framework. Work is being carried out with Higher Education Institutions (HEIs), Further Education Colleges and in relation to community-based learning supported by CLD.

SLTG Conclusions

The SLTG believes that the creation of a coherent qualifications framework is crucial to facilitate access and progression and so make best use of the skills and potential available. CeVe has recognised this issue, but in the SLTG's view, has lacked the clear

remit and authority required to progress it. A CLD professional body would fill this gap in a positive and appropriate way.

Credit rating and supporting articulation of learning has the support of the SLTG in recognition of their importance in raising the standards of CLD. There is a strong case for the proposed new body having the role of developing an articulated framework of qualifications linking with SCQF that provides pathways and progression through learning within the sector. There is SLTG support for this role. Similar recognition of qualifications is in place among other professional bodies.

This role would support the establishment of levels of qualification for differing types of CLD posts using the SCQF. Issues around the resource implications of this role would need to be accounted for although we are advised that this would not be resource intensive.

The SLTG's view of the urgent need to improve provision for CPD in the CLD sector is outlined under Recommendation 4. Establishing a viable system of approval for CPD is an essential step towards achieving this. At the same time, the experience of CeVe confirms that the provision of guidelines for the approval of CPD is insufficient in itself to make an effective impact in this area and that it is essential that appropriate inducements and/or sanctions are put in place.

Others, in particular employers, training institutions and practitioners themselves, have important roles and responsibilities for CPD, but in the SLTG's view, they are not in a position to take a lead in the development and improvement process required. The CLD professional body would provide a means of co-ordinating development of provision and quality assurance, and ensuring that CPD is linked effectively to other aspects of the agenda for ensuring high standards of practice.

Continuing Professional Development

Recommendation 4: The CLD professional body should work with employers and other key stakeholders in CLD to create an effective framework for Continuing Professional Development (CPD).

Current Context

The SLTG recognises that the CLD sector is making an important and increasing contribution to key public policy agendas. The SLTG also recognises that investment is required for CPD in light of the radically changed demands on, and increased expectations of, the sector and believes that addressing this issue is a matter of urgency.

The rapidly changing policy agenda and the resultant change in expectations of those working in what is now the CLD field has created, in the SLTG's view, an urgent need to redress an historic shortfall in the provision of CPD. The CLD professional body would be ideally placed to drive forward action in this area, initially by establishing effective quality assurance of CPD opportunities through an approval process.

SLTG Conclusions

The new body, focused on ensuring high standards in the CLD sector, would be ideally placed to support implementation of public policy by providing the impetus for change, expansion and improvement in provision of CPD.

The SLTG recommends that the new body should work with employers and other key stakeholders in CLD to create an effective framework for CPD linked to the SCQF. The existing CeVe guidelines on CPD could form an appropriate starting point for this. The framework should establish clear responsibilities in relation to CPD and means for ensuring that they are carried out.

The SLTG advises that the professional body should include the following considerations in developing the framework:

- Whether there should be a defined entitlement to adequate and appropriate CPD, supported by inspection of employers, taking account of the varying sizes and circumstances of employer organisations and the implications of CPD entitlement.
- Whether there should be requirements on individuals to undertake appropriate CPD as a condition of continuing registration.
- How responsibilities for CPD should be shared between employers and individual practitioners.
- Establishing a broad definition of CPD that allows for the inclusion of both accredited and non-accredited learning and other relevant experience (for example, of student supervision, mentoring of other practitioners, or taking on the role of associate inspector).
- The relevance of generic skills such as project management for CLD practitioners.
- Identification/development of mechanisms such as Personal Learning Plans to plan, record and monitor CPD.

The SLTG noted that ensuring standards for CPD are consistently met requires continuous attention. In addition to consideration of mechanisms such as those referred to above, the SLTG believes that the new body would have an important role in monitoring the effectiveness of the framework for CPD once in place.

Registration of Practitioners

Recommendation 5: The CLD professional body should establish an inclusive and effective system of practitioner registration as an essential contribution to ensuring high standards of practice in CLD.

Current Context

The creation and maintenance of a register of accredited practitioners is an established mechanism, in other fields, for assuring minimum standards. Such a register requires clear criteria for inclusion and processes for removal from the register in the event of a practitioner not meeting defined requirements. It has the added dimension of building the confidence both of the public and of the professional group.

The social care sector has developed a model of registration at a range of levels that the SLTG considers offers some pointers for a viable and appropriate approach in the CLD context. Empowerment and inclusiveness are central to the mission of CLD and the SLTG considers that the professional body for the sector should reflect this in the way that it carries out its functions. To combine raising standards with the CLD professional body's role in registration of practitioners would require the development of a framework of standards and registration at several levels to ensure the range of practitioners currently using CLD skills and methods are included. At the same time, the body would promote recognition of the complexity of the tasks involved and the need for a substantial body of staff qualified to SCQF level 9 (degree level or equivalent) in CLD.

The theme of ensuring high standards has run throughout the SLTG's work. We see it as vital to emphasise the key role required of CLD, the complex set of skills required to deliver this role effectively and the important asset that exists in the form of the existing and latent expertise available across sectors and in a wide range of contexts. The SLTG recognises that within that overall context, a key aspect of quality assurance is to define and assure minimum standards.

Increasingly, other disciplines with which CLD staff work closely have in place systems to define, assess and recognise "fitness to practise"; establishing registers of practitioners is a key mechanism to match this expectation.

SLTG Conclusions

In order to be effective in raising standards, the new body needs to have a role in registration and deregistration of staff. Consideration of sanctions would be required, as well as the consequences of not being registered.

The SLTG concludes that assuring "fitness to practise" is as important for the CLD sector as it is for many other sectors, including social care and education in schools; it therefore unanimously supports the introduction of a system of registration of workers within the sector. It considers that other initiatives to ensure high standards will be undermined if this issue is not addressed and sees the need for an appropriate system of registration for the CLD sector as a core reason for supporting the creation of a new body. It also considers that systems in place for teaching and the social care sector, among others, provide models that can inform the development of a system appropriate for the CLD sector.

The SLTG further concludes that a credible system for assuring continuing "fitness to practise" must provide robust protection against poor practice where it exists (and be seen to do so). It advises that the CLD professional body should consider mechanisms such as a requirement for periodic re-registration (with appropriate criteria, such as having undertaken a prescribed amount of CPD), deregistration and the creation of a deregistration list, where an individual had been removed from the register for example for reasons of unprofessional conduct.

The SLTG recognises that a number of practical issues require to be addressed in establishing mechanisms such as these, including adequate insurance cover and links to Disclosure Scotland.

The SLTG identifies the need for registration of staff in the CLD sector to be developed and implemented in ways that fully reflect the diversity of the sector, and sees this as a priority task of the new body. The system for registration will need to be inclusive of the wide range of people who use CLD skills and approaches, including professionals in a range of disciplines, as well as properly reflecting the skills of those professionally qualified in CLD. The SLTG concludes from this, that different levels and types of registration need to be defined, including both full and associate membership. It also recognises that developing a system for practitioner registration would be a major task for a newly-formed CLD professional body and that it may need to phase implementation. The SLTG recommends that the first priority should be to put in place arrangements to register practitioners qualified in CLD.

In summary, the SLTG concludes with the strong expectation that all publicly funded organisations that employ CLD staff would wish to support registration and that:

1. The development of a viable and appropriate system of registration is a key means of building the CLD sector as an asset for Scotland.
2. The need for such a system is one of a number of very strong arguments for the creation of a new body in this field.
3. Developing and maintaining the system of registration would be a key element in the added value delivered by a new body.
4. An appropriate system of registration would be valuable to government, employers, individual practitioners of CLD in all settings, communities and participants in CLD.
5. An appropriate system of registration for the CLD sector should:
   - Assure the Scottish Executive, employers and the general public that defined minimum standards of practice are in place and effectively enforced;
   - Address the diversity of the sector;
   - Make membership available at various levels;
   - Ensure that registration is mandatory at certain levels and/or for certain posts.

The SLTG considered the registration of posts: that is, defining qualifications suitable to a particular post, in ways that include taking account of individual modules and learning progression. The SLTG concludes that this has the potential of being a new and dynamic way of supporting training, which may be supportive of employers' need for clear definition and offer protection against over-regulation.

The SLTG recognised the current issues of staff shortages within the CLD sector, reflecting the fact that many CLD qualified staff are employed by other agencies involved in a wide range of partnership work across Scotland (which in turn confirms the need and demand for CLD skills in a wide variety of contexts). Links between registration and the recognition of CPD were identified as a key issue in this context.

Supported Induction

Recommendation 6: The CLD professional body should consider the introduction of a recognised system of supported induction for CLD practitioners, taking into account the need for an appropriate distribution of responsibilities between employers, employees and others, and to make a credible contribution to quality assurance.

Current Context

The SLTG considered the value of a probationary or supported induction period for staff in the CLD sector. Introduction of a supported induction period including access to appropriate support and CPD would provide employers with a means of ensuring that people qualifying from CLD courses can function effectively in the work situation.

In particular, the SLTG identified the following key issues in relation to supported induction:

- The process is best described as supported induction rather than the more traditional term probation;
- There is a need to ensure that appropriate CPD is available;
- There is a need to ensure the process is rigorous enough to have real impact and credibility;
- Relevant experience gained in contexts other than paid employment in CLD requires to be taken into account;
- Consideration of the most appropriate model for the CLD sector, taking account of:
    - different ways of distributing responsibilities (including the role of training institutions and peer practitioners as well as employers);
    - different types of relationship between completing initial qualification and full "registration" (consider practice-based routes);
    - the potential for "mixed" models offering different options suitable for differing circumstances and interests;
    - the cost implications for employers.

SLTG Conclusions

The SLTG concludes that a supported induction period for staff in the CLD sector would have the potential to contribute significantly to ensuring high standards of practice and increasing the credibility of CLD.

In summary, the SLTG supports the introduction of a probationary or supported induction period for staff in the CLD sector in principle, while advising that a number of important issues should be addressed before this is put into practice. The SLTG considers and sees merit in, the concept of a pre-registration supported induction period. It suggests regional consortia might provide a more appropriate means of delivering this than locating responsibility with individual employers. The SLTG recognises that arrangements for a supported induction period would need to work in a way that takes account of work-based models of training and any expansion of these, but considers that this is feasible.

We recognise that significant issues need to be addressed to ensure that a system of supported induction is feasible in practice, equitable for staff and has a positive impact on recruitment.

GOVERNANCE

Governing Body

Recommendation 7: The CLD professional body should be governed by a Board whose members would be nominated by stakeholders and appointed by the Minister to ensure that the composition of the Board reflects the range of interests within the CLD field.

Current Context

Clearly defined arrangements for the governance of the proposed new body are important.

SLTG Conclusions

Having considered various alternatives, the SLTG supports a body governed by a Board, whose membership includes practitioners and other stakeholders, and whose members are accountable for carrying out the body's agreed functions. It recommends that the composition of the Board should reflect the range of interests and strands of practice within the CLD field. The Board should be responsible for regularly engaging, through its members, with the wider interest groups of which they are a part, but Board members should not seek to act as representatives of their particular interest groups. The SLTG also recommends that the process for appointment to the Board should be appropriate to this context. We consider that this may involve stakeholders nominating individuals for Board membership, and Ministers making appointments, so as to ensure a balance of stakeholder interests within the Board, as well as the required range of expertise.

Within that context, the SLTG considers that operating through a panel structure which fulfils the various functions required, including for example approval of courses and practitioner registration, may provide the most appropriate model. It believes that the Board should have collective responsibility for any employees of the professional body and for employing sufficient staff to carry out the professional body's functions.

Status and Links with Government

Recommendation 8: The CLD professional body should be linked to government through appropriate legal, financial and managerial mechanisms, while having independent status and the power to generate income through the exercise of its functions.

Current Context

The SLTG recognises that sustainability is important when considering location of the professional body. It acknowledges that a CLD professional body would require government support to establish both the required authority and financial viability.   It would also require a degree of independence from government to ensure an appropriate level of accountability to the sector.

SLTG Conclusions

The SLTG supports an independent body whose link to government would come through the funding mechanisms and terms of reference established for its operation. The SLTG recognises that there may be advantages, in terms of sustainability, in locating the new body within an existing body, but believe there is a significant downside to this, particularly in terms of potentially obscuring the essentially cross-sectoral nature of CLD's role.

The SLTG preference would be for an independent body with the power to generate income from activities necessary to the carrying out of its functions (for example, practitioner registration) together with funding support from government to a Service Level Agreement. The SLTG recommends that the Service Level Agreement should include the commitment to develop a clear relationship with LLUK and others. This would be reviewed in light of the developing relationship with other businesses in the field.

Short Life Task Group

January 2005

IMPLEMENTATION ISSUES

The SLTG considered a number of issues that may arise in the event of the key recommendations being accepted. We thought that it would not be appropriate to offer formal recommendations in relation to these, but that it might be helpful to share our views.

Establishment and administration of codes of conduct and standards

To date, there are no recognised codes of conduct and standards for the CLD sector (nor has there been a body with the remit or authority to put these in place). As well as being an important means in themselves of clarifying and raising awareness of the expectations of those working in this field, and so of enhancing confidence and credibility, they are an essential underpinning for practitioner registration and a key part of an overall approach to ensuring high standards. Consideration of relevant National Occupational Standards may inform this work.

Using workforce intelligence to contribute to forward planning

The SLTG is aware of serious difficulties for employers in many parts of Scotland in recruiting staff with the skills required for CLD posts; it is also aware of the lack of adequate workforce intelligence to inform forward planning by training institutions and employers and of the increasing importance of this, given the expectations of CLD to deliver on key policy objectives.

PAULO has had a remit for workforce intelligence for the "community-based learning and development" sector across the UK; this is now passing on to LLUK. The SLTG considers that a CLD professional body may be able to contribute significantly to the much broader remit for gathering workforce intelligence carried by LLUK by working in

partnership with them and drawing on specialist knowledge of the CLD sector in Scotland.

More importantly, the SLTG believes that there is a need for a body in Scotland, able to make use of the workforce intelligence gathered on the CLD sector and to work in partnership with others including employers and the Scottish Funding Councils to influence the supply of provision of courses.

Arrangements for mutual inter-professional recognition

CLD skills, methods and approaches are employed, to a greater or lesser extent, by practitioners qualified in a range of other disciplines. Equally, some of the competences attained by qualified CLD practitioners replicate those of professionals in other fields. Given the particular importance of community engagement skills for the community planning, community regeneration and health improvement agendas, the SLTG considers that establishing agreements and workable systems for inter-professional recognition is an important means of developing both the competences and the integrated working required to take these agendas forward.

Arrangements for mutual recognition of CLD and equivalent qualifications across the UK

Similarly the SLTG considers that the CLD professional body would liaise with a range of other disciplines to establish agreements and workable systems for inter-professional recognition across the UK.

Promoting development of policy and practice in CLD training

In promoting development of policy and practice in CLD training, and in other respects, the role of the new body will evolve, on the basis of clearly identified aims and objectives, from a feasible starting point towards the capacity to address these more

comprehensively. To achieve this, it will need to work closely with and have the active support of LLUK.

In this context, it is recognised that the adoption of the full range of roles outlined would be ambitious initially. The SLTG's first priority has been to address, through its recommendations, the need to put in place a body that can sustain an effective role in raising standards. Some of the wider functions may be best shared with other bodies. An appropriate mix of core roles to be taken on by the proposed body itself, potential partners, and arrangements for joint work where necessary, will require to be identified. The SLTG considers that it would be essential for the CLD professional body to work closely with LLUK.

Future Review

The SLTG are aware that many factors have influence within the CLD sector and recommends that the role and functions of the professional body are fully reviewed after a period of five years from its establishment to evaluate progress and to consider the ongoing need for, and purpose of, such a body.

Preparing The Ground: The Interim Phase

The SLTG recommends that if Ministers agree to proceed with establishing the CLD professional body, consideration should be given to the transitional and preparatory arrangements required; these might include establishing an interim board, and/or appointing a chairperson for the body with authority to negotiate on funding and other issues.

FULL LIST OF SHORT LIFE TASK GROUP MEMBERS

Post held in January 2005 at conclusion of the work of the SLTG	Name
Retired, formerly Professor of Community Education and Director of the Centre for Youth Work Studies in the Department of Community Education, University of Strathclyde.	Professor Ted Milburn CBE
Vice Dean, Faculty of Education and Social Work, University of Dundee	Ian Ball
Assistant Head of Scottish Office, Quality Assurance Agency for Higher Education	Dr David Bottomley
Chief Executive, East Dunbartonshire Council	Sue Bruce
Learning Team Manager, SCVO	Celia Carson
Area Manager, Stewartry, Dumfries and Galloway Council	Derek Crichton
UHI PolicyWeb Development Officer/Researcher, UHI Millennium Institute	Philomena de Lima
HM Inspector, Her Majesty's Inspectorate of Education	Phil Denning
Deputy Director Strategy, Scottish Funding Councils for Further and Higher Education	Anne Grindley
Retired, formerly Adult Literacy Officer, Dumfries and Galloway Council	Rona Gunnell MBE
Assistant Director of Planning, NHS Lanarkshire	Iain Hair
Community Learning and Development Manager, Aberdeen City Council	Pete Hamilton
Head of Development, YouthLink Scotland, also Chair of CeVe Committee	Maureen Mallon
Head of Communities Department, Dundee City Council	Stewart Murdoch
Director of Cultural and Leisure Services, Glasgow City Council	Bridget McConnell
Head of Community Learning and Development, Stirling Council	Felicity McLelland
Head of Educational and Professional Studies, University of Strathclyde	Clive Rowlands
Director, Learning Link Scotland	Jayne Stuart

GLOSSARY

Approval

We recommend that this term should replace the term "endorsement", but that it should be seen to mean the same process as that described in the explanation for endorsement stated below.   We feel that the word "approval" conveys a much more positive professional accolade for degree courses and other programmes which are considered by the new Body to have reached this standard.   If adopted, future courses and programmes reaching this standard would be 'approved courses or programmes'.

Endorsement

The process, undertaken by a group representing professional standards and interests, which involves examining, agreeing (or rejecting) detailed professional degree or other programme proposals to determine whether they meet appropriate professional, learning, teaching, placement and quality assurance standards.   Only courses that are considered acceptable by such a professional panel are considered 'endorsed courses or programmes'.

This is a function which CeVe Scotland has successfully performed since its inception. Quite often University validation meetings have been conducted jointly with CeVe professional scrutiny panels – to mutual benefit.   Only when degree course proposals have been successfully 'validated' and 'endorsed' are they considered to be appropriate professional qualifications for Community Learning and Development (formerly Community Education) practitioners.

Validation

The process, undertaken by Universities or other training and education agencies, which involves examining, agreeing (or rejecting), detailed degree or other programme proposals to determine whether they meet appropriate academic, learning, teaching, and quality assurance standards.   Only courses that are considered acceptable by such a University or agency panel are considered 'validated courses or programmes'.