

The Competences for Community Learning and Development 2009



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Section One Introduction

Background

In August 2008, the Interim Standards Council for Community Learning and Development (CLD) commissioned a refresh of the CLD competences. This work was undertaken by Linked Work and Training Trust (LWTT) leading a consortium of Youthlink Scotland, Avante Consulting and the Scottish Community Development Centre (SCDC). The focus of the work was to explore how the current policy, practice and theoretical context had changed since 1995, when the competences were last updated, and to take account of current changes while identifying future trends.

The Standards Council brief was to update the competences in line with recent research and changes in the policy context and CLD field since 1995. The refreshed competences are intended to form the basis of programmes developed by training providers and: *they will also inform more in-depth discussion with the field about the future direction and underpinning of CLD training and development in Scotland.*

Competence in CLD

In refreshing the competences for CLD, the starting point consisted of the criteria and rationale by which the competences were established when they were redrawn in 1995. The Scottish Community Education Validation and Endorsement (CeVe) Committee drew up guidelines as sets of standards and criteria for training for the community education field, creating a framework based on competence as the '*product of an integration of knowledge, skills and values*' with qualifying practitioners able to:

Demonstrate their understanding of the value base and principles, to demonstrate that they are able to conceptualise, reflect and analyse competing theories, ideologies and models of practice, and to demonstrate these in fieldwork practice as educators.

(Scottish Community Education Council, 1995: 5)

The approach was based on a functional analysis undertaken by CeVe, which identified the purpose of community education that underpinned the roles, providing the basis for the competences. These were then broken into a number of elements for each competence (Appendix 1). This refresh is based on those competences and has been undertaken to clarify the implications of the many policy, practice and theory developments that have impacted on CLD practice in the intervening period.

Methodology

The research was designed to include qualitative and quantitative approaches and was based on four areas of investigation, with fieldwork linked to three stages in developing the refreshed competences and literature being reviewed throughout. The first stage was focused on drafting refreshed competences and involved facilitating nine Dialogue Sets, with 77 participants involved in three hour discussions on the competence requirements of CLD, and a review of some of the CLD literature. The findings from this were used to shape draft refreshed competences for the testing stage.

Three one day national seminars involved 75 participants and explored how the drafts related to their experience and competence needs. An online survey attracting 255 respondents ran in parallel to this, followed by a further exploration of the literature. The findings were used to redraft the competences. Finally, an expert panel involved 9 participants in one day discussion of the redrafted competences, with a focus on current competence needs of CLD and the identification of trends that might impact on CLD in the future.

The competences were then finalised for consideration by the CLD Standards Council for Scotland. The information collected throughout the research process was reviewed to ensure that the findings fully informed the final version.

Stage one: drafting refreshed competences

Literature

Stage one involved an initial review of literature focused on changes in the policy context, developments around accreditation and standards and some of the practitioner issues and priorities identified through consultation and research carried out since 1995. This was used to design the programme for the initial engagement with practitioners.

Fieldwork

In-depth three hour discussions were facilitated with participants involved in CLD at all levels and perspectives to explore what participants felt had changed and what needed to be considered in refreshing the competences. The Dialogue Set discussions took place between 16th October and 5th November 2008. Appendix 2 gives the discussion schedule.

Literature

The findings from the Dialogue Sets were then explored in relation to theory that has been influential in training, academic developments and international development. The refreshed competences were then drafted for testing.

Stage two: testing the draft refreshed competences

Fieldwork

Three national day seminars were organised to explore the draft refreshed competences and elements to identify their appropriateness and whether they covered the necessary skills and intended outcomes from CLD. These were held between 19th and 21st January 2009 and involved 75 participants. Appendix 3 gives the programme.

Levelling

As part of the Glasgow discussions case examples (Appendix 4) were written covering the first draft of the competences and used to inform discussion.

Online Survey

A survey covering these draft competences was designed to enable a broader range of practitioners to share their views on the first draft (Appendix 5). This went online on 26th January and was live for four weeks. A range of methods were used to raise awareness of the survey, using direct emailing, information and access on the websites of SCDC, YouthLink Scotland, Avante Consulting and LWTT, information and access on the CLD Standards Council website and reminders emailed in weeks two and three of the survey. There were 255 respondents.

Literature

A range of literature was then explored with a particular focus on competence and practice developments at national, UK and international level since 1995. A second draft of the competences was then produced for discussion.

Stage three: refining the draft refreshed competences

Fieldwork

An expert panel was invited to a full day discussion in February 2009. This involved nine people with diverse experience of CLD. Participants were active in training (providers and student), the full range of voluntary and statutory sector practice, HMIE, CLD management and indirect CLD activities. Appendix 6 gives the discussion schedule.

Stage Four: finalising the refreshed competences

Literature

The findings were then used to revisit the literature and clarify the findings from the research process and identify any additional literature that should be taken into consideration. The 2009 competences were then finalised. The literature reviewed during the research is reported in section five.

Additional support within the process

Additional support in exploring the shape of the refreshed competence framework was provided by an Advisory Group, drawn from CeVe/Interim Standards Council and the CLD policy team. This group provided additional insights and information as well as ensuring that the research process was rigorous and robust. Discussions were also held with the Interim Standards Council on two occasions, providing information on the process and discussing some of the findings and any additional material they felt it might be useful to explore. Learning Connections team members provided information and the CLD Standards Council staff team supported the process throughout.

The structure of the report

The research was designed to explore current and future competence needs of CLD and to refresh the 1995 competences for pre-qualifying, qualifying and post qualifying generic CLD. The report covers the findings from the process in some detail, so that each stage of the discussion, the priorities identified and how these influenced the development of the refreshed competences can be seen.

In line with the importance placed on engaging with those involved in CLD practice, the report gives the findings from the fieldwork discussions before moving on to examine the relevant policy, theory and practice literature that shaped the refreshed CLD competences.

- **Section 2** covers drafting the competences
- **Section 3** reports on the findings from the testing phase and how these were taken forward
- **Section 4** reports on the expert panel discussions and the final development of the refreshed competences
- **Section 5** explores the CLD literature reviewed
- **Section 6** explores the competence and standards literature reviewed
- **Section 7** provides an overview and the refreshed competence framework
- **Section 8** reports additional findings and recommendations for consideration by the CLD Standards Council

Section Two Drafting the Refreshed Competences

The aim of this part of the process was to gain a better understanding of the changed context of CLD and how this has impacted on practice. The fieldwork explored the priorities that those involved in CLD felt should be considered on the basis of their current experience and what they wanted the refreshed competences to achieve in the longer term. The literature review focused on policy developments that had impacted on CLD, practice and theory developments that underpin the training and understanding of CLD activities and developments related to accreditation, professional competence and practice support.

The fieldwork was based on organising nine dialogue sets with participants active across CLD. These events included workers who were unqualified and qualified, paid and unpaid, and ranged from sessional staff to senior managers and policy makers. The participants were recruited through the partner agencies, with SCDC taking the lead in identifying and inviting participants involved in community capacity building, YouthLink Scotland in identifying and inviting participants involved in achievement of learning for young people and Avante Consulting in relation to those involved in achievement of learning for adults, which included adult literacy, numeracy and ESOL. There were two dialogue set discussion groups facilitated by the lead agency in relation to each strand. There were three other dialogue sets involving a student group, a training provider group and a group of managers and policy makers. Overall the dialogue sets involved 77 participants. Table 1 gives more detail on the participants

Table 1 Dialogue Set Participants

Training	Achievement through learning for young people	Achievement through building community capacity	Achievement through learning for adults	CLD managers
Providers (10)	Voluntary Sector (6)	Voluntary Sector (10)	Voluntary Sector (7)	Strategic/ Managers (11)
Students (9)	Local Authority sector (6)	Local authority sector (11)	Local authority sector (7)	
19	12	21	14	11
Total number of participants 77				

The sessions lasted for three hours and began with a short presentation given by LWTT (Appendix 7), which gave the context of the refresh. Participants then explored what changes in policy they felt needed to be considered, what they wanted the competences to achieve and what opportunities they felt the refresh process might offer.

Dialogue Set Discussions Findings

Initial discussions were facilitated through a plenary session aimed at identifying general points in the context of the competences.

- *Thinking about the policy context and what it means to your work, what changes do you feel we need to think about in refreshing the competences?*
- *What do you need the competences to do for you?*
- *What opportunities do you think refreshing the competences offer?*

Thinking about the policy context and what it means to your work what changes do you think we need to think about in refreshing the competences?

Participants within all of the dialogue sets identified the importance of explicitly embedding the values and principles of CLD across the competences. Also reiterated throughout the discussions were the need for the purpose of CLD activities to be spelled out, for clarity about the distinctiveness of CLD activities and the importance of levelling the competences. The majority of participants felt that a single set of competences could be relevant to such a broad field, in terms of activities and roles. Participants also felt that diversity and equalities should be more explicit and that it was important that the competences should be framed in terms that relate to a wide range of roles. Some felt that the boundaries of who is a CLD practitioner are 'increasingly blurred' with a sense that one set of competences might not fit all aspects of practice. Others noted that a range of professions use a CLD approach and wanted to see the difference between this and a distinct area of professional competence clarified.

A number of changes were highlighted in the discussions. These included higher expectations of newly qualified staff, the new HMIE regime, the introduction of the Single Outcome Agreements (SOAs) and the Concordat and the increased focus on outcomes and impact. An increasing trend towards accreditation, employability as a major focus of adult guidance and in the level and complexity of partnership working while still expecting *'CLD staff to deliver on community facing practice and issues'* were identified as challenges.

There were calls from across the dialogue sets to ensure clarity about the landscape and relationships between the relevant national occupational standards and the CLD competences. The purpose of the competences appeared to be understood as ensuring clarity of roles and professional identity (expressed across the discussions) and creativity of practice in response to need. Less explicit, but seeming to underpin the initial discussion, was recognition of the responsibility of practitioners to those with whom they work as well as those who set the policy/ delivery context. Participants highlighted the importance of recognising that the policy landscape of CLD is complex, with practitioners needing the skills to think critically about the organisational, policy and political contexts in which they work. This meant that practitioners need to engage within the wider policy context as well as that of their employing organisations and the communities with which they work.

There were clear indications of the importance participants attached to ensuring evidenced practice, in terms of impact as well as outcomes, and the need for evidence through quality and quantity measures and indicators. Some concern expressed that impact measurement had less focus on the process of the approaches *'which we need to hold on to'*.

The priorities to consider therefore were:

- embedding the values and principles
- diversity and equalities and anti-discriminatory practice
- explicit reference to the purpose of CLD activities
- clarity on the distinctiveness of CLD activities, especially in the context of the range of professions using a CLD approach
- leveling the competences
- number of changes (such as the focus on outcomes and impact, the trend towards accreditation, the employability agenda)
- engage within the wider policy context
- ensuring evidenced practice

What do you need the competences to do for you?

There was some agreement that the competences need to support practitioners around different areas of practice. Some participants suggested building capacity for effective partnership working, with increased recognition and use of CLD approaches by partners, while others felt that community capacity building needed to be defined and others that competence in engaging with the public was important. There was also an interest in seeing the competences develop so that they are relevant to work outwith CLD settings, linked to a changing landscape of funding and policy streams and refreshed in ways that can support practitioners to undertake outcome focused practice.

There was general agreement across the dialogue sets that the refreshed competences needed to be relevant to volunteers, activists and professionals involved in CLD activities. Participants also felt that it was important to provide a *'more tangible definition of what we do'* to increase CLD's credibility with other professions and partners. They felt that the refreshed competences should link the academic and practice worlds effectively, with stronger links to pre-qualifying training. Importantly, they should result in newly qualified practitioners *'ready to practice in*

real world contexts'. The majority of participants felt that core generic competences that allowed the opportunity to focus on different strengths across the CLD strands were needed.

The competences should support practice by:

- building capacity for effective partnership working
- enabling outcome focused practice
- being relevant to volunteers, activists and professionals
- linking the academic and practice worlds effectively
- linking developments to learner aspirations

What opportunities do you think refreshing the competences offer?

Participants identified a number of opportunities that they felt were important in refreshing the competences. Suggestions included providing clearer definitions of core competences, which are relevant to the current practice context, creating a form of benchmarking and supporting employers to invest in CPD activities, as well as revamping pre-qualification training. There was also an interest in ensuring that they should inform practice rather than be left on the shelf. An additional benefit was thought to be the potential to underpin a range of non-CLD professions that are active in community settings, such as health professionals and those involved in regeneration activities.

Some participants felt the refresh offered opportunities to develop '*fully rounded staff able to work across all CLD settings*' and reduce what they saw as artificial divides across the three strands. It was also felt that the refresh offered a chance to ensure that practitioners could be mobile since they would be relevant to practice in non-CLD settings, with an added warning that if they were too specific they would offer limited value outwith CLD.

Community capacity building participants in particular thought the refresh offered an opportunity for practitioners to demonstrate an understanding of organisations and communities and how these work. They suggested that CLD workers need to be competent to promote and support social change that reflects community aspirations and the principles and values of CLD. They also stressed the importance of being able to analyse government structures and decision making processes to support community organisations to relate to these effectively. The refresh was identified as an opportunity for motivating staff and some participants felt that aspirational competences resulting from the refresh would be important for staff and volunteers.

Participants felt that the refresh offers an opportunity to:

- target beyond professional training
- develop clear definitions of core competences
- create a form of benchmarking
- support employers to invest in CPD activities
- inform practice
- create clarity and increase understanding of CLD among other professions
- reflect CLD's contribution to non-CLD activities
- be relevant to practice in non CLD settings
- create aspirational competences

Detail of the draft refreshed competences

This was followed by in-depth discussion on the current competences to identify changes participants' felt should be taken into consideration.

To engage with the community

Discussion highlighted a number of factors to take into consideration. These included the need to clarify what community means in the context of CLD, recognition of the processes, skills and knowledge required in relation to needs identification, the importance of ongoing dialogue and that a reflective practitioner element might be useful. There was a suggestion that this and the empowerment competence had strong links and it might be useful to bring them together.

To develop relevant learning and educational opportunities

The majority of participants felt that the language of this competence needed to be changed, since they felt that some of it could be seen as labelling. They wanted the language to reflect the CLD values and principles and some felt that the competence should articulate why a worker might be undertaking this work.

To empower the participants

There was general agreement that community-led, greater involvement and enabling change were important elements of this but some participants felt that there were tensions around the term 'empowerment'. There was a suggestion that this competence should reflect the language of building social capital, citizenship, community planning and community and an interest in seeing influencing skills strengthened as well as explicit reference to understanding models and levels of empowerment. Some participants suggested 'practise community-led development'.

To organise and manage resources

Project planning and management linked to strategic processes such as the Single Outcome Agreement (SOA) were highlighted as important with a suggestion that project management skills should be added. There were concerns about the implications of some of the elements for volunteer and unqualified staff. Some participants suggested adding knowledge and skills such as self management, facilitation, ICT and knowledge of government and management systems. There was general agreement that risk management was important and there was an interest in making planning more explicit.

To practise community education in different settings

There was a general sense that this competence was unclear and that it should be about practice based on the principles and values of CLD. A number of missing elements were identified in different dialogue set discussions. These included partnership, team working, the diversity of external influences, the ability to work with groups, conflict management, dealing with multiple demands and explicit reference to change. Two additional competences, one on partnership and another on equalities and diversity were suggested.

To use evaluative practice to assess and implement appropriate changes

The majority of participants felt that there was a need to redraft the competence heading and clarify its focus. There was an interest in adding impact and outcomes and in practitioners demonstrating competence in relation to formative, ongoing and summative assessment. Some suggested additions were also made, such as critical thinking, participative approaches and working with people to define their own outcomes. A number of additions were suggested by different groups, such as the ability to demonstrate being a reflective practitioner, track progress and use triangulation, more on gathering information, research skills, understanding and presentation of research evidence and managing change.

Additional points

Participants also raised some points that they felt were important for future developments around CLD and are related to the CLD Standards Council's remit. These were:

- registration, its intent and its potential impact on the sector
- the relationship between the competences and the varying national occupation standards
- reflective practice and continuing professional development

Overview of the dialogue set findings

Details highlighted in relation to each of the 1995 competences included suggestions for additional competences or more explicit reference to areas of practice within the refresh. These included partnership, recognition of the processes, skills and knowledge related to needs identification, risk management, conflict management and understanding, presentation of research evidence and help to build evidenced based practice. Some participants felt that different understandings of the meanings of the terms 'empowerment' and 'engagement' was an issue, while others thought them to be very close in meaning, with a suggestion that they might be brought together.

There was also a strong interest in ensuring the refreshed competences should be useful for practitioners, manager and policy makers in addition to providing the basis for pre-qualifying, qualifying and post qualifying training.

The competence framework needs to:

- embed the values and principles of CLD across the competences;
- be explicit about diversity and equalities and anti-discriminatory practice;
- be clear on the purpose of CLD activities;
- create a form of benchmarking and clarify leveling criteria;
- support employers to invest in CPD activities;
- focus on outcomes and impact;
- reflect different levels of performance and relevance to all those involved in CLD activities;
- give clear definitions of core competences;
- inform non CLD professions active in community settings; and
- be aspirational.

Drafting the refreshed competences

Literature around the policy context, developments around accreditation and standards and some of the practitioner issues and priorities identified through consultation and research since 1995 had been used to create the dialogue set discussion schedule. The findings from the discussions were explored with a particular focus on competence and practice developments at national, UK and international level since 1995 and some of the current theoretical discourses around the purpose of CLD, adult education and learning, lifelong learning, community development and community education.

The first draft aimed to embed the values and principles across and within the competences and make the purpose and the impact of CLD activities more explicit. It sought to make explicit some of the processes that were considered important to CLD practice, as well as recognising the relevance, but not predominance, of the current policy context. The main factors taken into consideration were clarity of definitions, the need for explicit reference to diversity, equalities and anti-discriminatory practice and the importance of drafting aspirational competences that made sense to CLD practitioners with different levels of experience and knowledge.

The first draft of the refreshed competences to be explored during the testing phase is shown below.

Draft one of the refreshed competences

Embed value based practice in pursuit of social change:

The CLD practitioner requires to be able to:

- use informal dialogue as a cornerstone of practice;
- work in partnership with people in marginalized and vulnerable communities;
- value and respect the knowledge, experience and aspirations of participants;
- identify and challenge discrimination and its consequences within and towards communities;
- work with and manage conflict;
- work with people to articulate and challenge barriers to equality; and
- demonstrate ability to develop own practice (e.g. problem solving, creativity, prioritisation skills, self-awareness, critical reflection).

Practice community led learning and development

The CLD practitioner requires to be able to:

- work with diverse communities of place and interest to identify needs, interests and collective action;
- promote and support community leadership and influencing skills;
- clarify and take action to equalise power relationships in decision making;
- promote and support community organising;
- promote and support the identification and management of community assets;
- enhance and facilitate partnership working; and
- challenge organisational practice that undermines effective partnership working.

Facilitate community learning and development opportunities

The CLD practitioner requires to be able to:

- identify and tackle barriers to participation;
- facilitate groups to work towards their goals;
- develop, design and deliver learner-centred programmes;
- identify and respond to learning and development opportunities in everyday situations;
- use appropriate formal, informal and non-formal methods and techniques
- promote and support progression; and
- promote and market learning and development opportunities through appropriately targeted methods.

Plan, organise and manage resources

The CLD practitioner requires to be able to:

- develop, plan, manage and monitor programmes and project activities;
- promote and manage a culture based on equality;
- recruit and manage people;
- identify and access funding/ resources;
- manage resources (equipment, volunteers, staff, financial resources); and
- understand and manage risk and apply relevant legislation (e.g. equalities, Child Protection, Health and Safety).

Evaluate and inform practice

The CLD practitioner requires to be able to:

- use appropriate tools, frameworks and methodologies in the evaluation of practice;
- use participative evaluative processes;
- promote and support community led research and evaluation;
- analyse policy, research and evaluation evidence;
- analyse and use evidence related to outcomes and impact;
- present evidence to a range of audiences using appropriate tools and technologies; and
- present robust evidence to inform, influence and change practice.

Section Three Testing the Refreshed Competences

The testing phase was based on two approaches to engaging with practitioners involved in CLD. Three national seminars were organised for the week of 19th January 2009, and these were advertised through the Consortium and Standards Council websites and direct emails were sent to the Consortium contacts. These events were held in Glasgow, Perth and Edinburgh and involved 75 people overall. Table 2 shows the number of participants at each session.

Table 2 Attendant numbers at the National Seminars

Location	Glasgow	Perth	Edinburgh
Participant numbers	41	9	25
Total number of participants 75			

The following week, the same competences were tested through an online survey that was open for four weeks, from January 26th until February 23rd, with information emailed to consortium contacts, through the Standards Council and information on and access to the survey on the web sites. There were 255 respondents.

This section reports on the findings from the seminar discussions before reporting the survey findings.

Main findings from the national seminar discussions

The seminars began with an update on the CLD Standards Council refreshed competences followed by an input on the findings from the research to date. The bulk of the day, however, was based on discussion in smaller groups. Discussions were facilitated in small group sessions with between 5 and 12 people in each group to explore the draft competences, thinking about whether they began to clarify the distinctiveness of generic CLD practice, whether the purpose of CLD was clearer and if the values and principles were embedded. Participants also worked on each competence more directly, aiming to unpack how the elements might relate to their practice, exploring if they were relevant and in what ways, or if they were not, why not, and if there was anything missing. Overall, the discussions aimed to identify whether the processes of CLD were recognised, if they represented the professional competence practitioners would aspire to, if the language was appropriate and if theory and practice were integrated in the refreshed competences.

There were mixed feelings about whether the draft refreshed competences reflected the distinctiveness of CLD practice, with some feeling that there was a better reflection in the language and content than there had been in the past and others feeling that the language should be simplified. Two groups wanted the language to be more positive and to be aspirational, while one group felt that the drafts were too aspirational. Some participants suggested that a short introduction, which included who the audience is, what CLD is about, suggesting non-formal and voluntary engagement in learning and development activities, and how CLD is distinct, with a negotiated curriculum and agenda. They felt this would enable the competences to clearly relate to indicators that could be demonstrated.

There were some differences of opinion about whether the values should be embedded in the competences, with some participants feeling that this better reflected their practice while others felt meant that it made the competences value laden. There was also a suggestion that a short introductory paragraph for each competence before giving the elements. One group highlighted that they felt it was important to acknowledge that participants '*own the outcomes of CLD*' and the competence framework needed to make this explicit and two groups felt practitioners need to be competent in articulating their role.

A number of areas of practice were felt to be implicit, with some feeling this was effective but for others it posed a problem. Discussions highlighted an interest in retaining an empowerment competence, seeing more explicit reference to developing individual and community skills and confidence, understanding communities, community structures and dynamics, reflective practice and the different facets of partnership working. One small group noted an obligation to engage with structural causes of injustice and equality, both supporting communities to deal with the results of structural changes and of helping local communities challenge and impact on structural factors.

The main findings from the discussions were:

- There appeared to be an interest in expanding competence areas around knowledge and relationships. This included something on working with other agencies, pre-engagement e.g. analysing community needs, understanding communities and groups we work with and what affects their lives and to reach, initiate, develop and maintain relationships with those with whom we work
- Values came through as a primary interest, with the some wanting to see them even more deeply embedded, while others felt that the drafts were too value laden
- Empowerment was thought to be embedded more but there was still some interest in retaining an empowerment competence
- Some suggested more of a focus was needed on direct work with people while others felt that this was covered and there was less on management and academic roles than there needed to be
- Some participants felt that progress and development of workers was more implicit than it should be and wanted to see a connection made to CPD
- Clarity on the role of a CLD worker was suggested as a missing element, which to some extent seemed to link to an interest in the ability of CLD workers to articulate their role, know their boundaries and limits and professional parameters. This seemed to link to interest in a 'reflective practitioner' competence
- Some participants noted that they wanted to have language that was aspirational and positive
- There was a sense that the competences struck a reasonable balance between theory and practice, but also an interest in avoiding what is perceived as jargon and making sure that the language is accessible but with others feeling that professional terminology needed to '*distil the complex nature*' of practice
- Overall there was a sense that these were moving in the right direction but levelling, clarity of purpose and links to NOS and functions were noted as important.
- There was a majority interest for a clear definition of CLD as an introduction to the competences
- There was some difference of opinion about whether the language of the competences should be functional or value based. Some participants felt that the 'embed value based practice in pursuit of social change' and 'support community led learning and development' were stronger than facilitate community learning and development opportunities, 'plan, organise and manage resources' and 'evaluate and inform practice', which they thought were functional, while others thought the opposite.

Participants also suggested that there were some important areas of practice implicit or missing. These were:

- Develop and sustain relationships with individuals and groups

- Work with people to develop critical awareness and understanding
- More focus on working with individuals (e.g. activists, volunteers and individual learners)
- Perhaps more emphasis on collective action
- Empowerment competence in its own right
- More clarity on ownership of CLD participants
- Understanding community structures and CLD organisations (e.g. social enterprises) as methods for development
- Deconstruct partnership
- Reinforce inclusive practice

Detail on the draft refreshed competences

Embed value based practice in pursuit of social change

There were differences of opinion about the element on using informal dialogue, with some suggesting that 'appropriate dialogue' better reflected the competence need. Some participants felt that reference to working with the whole community was also important and that this needed to be explicit and there was some concern about how 'valuing and respecting' could be measured, while other participants felt that this was central to practice. In demonstrating the ability to develop their own practice some wondered if the bracketed points were needed while others suggested that a reflective practitioner competence might be used to open up these.

Support community led learning and development

A majority of participants felt that something was needed that described the process of engaging with communities as a step before working with them. They were also clear that 'to take collective action' should be explicit. In relation to promoting and supporting community leadership, there were some participants who felt this should be strengthened and that practitioners needed to demonstrate these skills themselves. Equalising power relationships were thought by some to be jargon with one suggestion that it should read: '*understand and define power relationships and take action to equalise*'. Some participants felt that 'community organising' was insufficient with a suggestion of 'organise around issues which affect their lives'. There was suggestion that partnership working involved being a participant, as well as facilitating partnership across agencies and that both roles needed to be reflected.

Facilitate community learning and development opportunities

There was an interest from some participants in ensuring that working with individuals was explicit and some concern about whether volunteers or sessional staff would need to meet this competence. There were also some questions about the meaning of 'progression', a suggestion of adding 'recognising achievement' and that non-formal and informal methods might somehow link to 'informal dialogue' in the first competence.

Plan, organise and manage resources

There was some disagreement on 'promote and manage a culture based on equality' with some feeling this was a really important element of practice and others suggesting it should be more explicit about embedding values or 'supporting' rather than 'managing' such a culture. There was also a suggestion that 'recruit and manage people' should be reworded to encompass management of performance and staff development, while some others were concerned that this was not relevant across the field. There was a suggestion that volunteers and staff should be moved out of 'manage resources' and possibly be covered in the element about managing people. A suggestion was made that 'understand and apply relevant legislation' would be a more effective wording for the final element.

Evaluate and inform practice

There were suggestions that adding 'assist individuals and groups' to analyse policy, research and evaluation evidence would be helpful, another that it would be useful to recognise evaluation as a developmental tool as well as making participation explicit throughout. It was also suggested that sharing of good practice should be referenced in this competence and that 'disseminate' evidence would be better than 'present'.

Levelling

The approach to levelling developed for the testing phase involved using some short case examples (Appendix 5) that were written to show how activities might evidence a competence. The case examples were:

- Case example one: facilitate community learning and development opportunities – achievement through learning for adults
- Case example two: practise community led learning and development – achievement through learning for young people
- Case example three: practise community led learning and development – building community capacity

It was intended that these should help in the discussion about how the draft refreshed competences made sense in terms of practice and to help in thinking about what levels of competence could be expected of those involved in CLD activities at pre-qualifying as well as qualifying and post qualifying levels. During the discussions in Glasgow, it became clear that we were asking participants to do too much within the session. For some participants the case examples proved to be a distraction and began to be the focus of the discussion. As a result, it was decided in discussion with the Standards Council staff team that the case examples should not be used in Perth or Edinburgh and the priority was to work with participants to ensure that the refreshed competences were clarified before looking at how levelling might be determined.

It was clear from all of the discussions, however, that levelling and examples of how a fulfilled competence might be evidenced were important factors for participants. Some of the responses to the case examples were helpful in this, with some participants feeling that they helped them to better understand how a competence might be demonstrated, others felt that they just described basic practice and others that might help people get a handle on the refreshed competences. Levelling will be explored in more detail within the literature review in chapter five but the main finding from the discussions in Glasgow was that the approach of developing practice examples in support of the use of the refreshed competences made sense to the majority of participants and this is an approach that should be considered by the CLD Standards Council in introducing the refreshed competences.

Key point from the discussion

- develop practice examples in support of the use of the refreshed competences

Online survey findings

The online survey was designed to extend participation to those who could not attend the national seminars, although it was also open for those who had been involved in the discussions. It covered the same questions as the national seminars, asking respondents if they felt the draft refreshed competences represented the areas required for competence in CLD, if each competence and its elements were appropriate and if it reflected the skills and understanding needed. There were 255 respondents to first question of the survey, of whom 158 completed the whole survey. An analysis of those who did not complete the survey found that they were predominantly in favour of the drafts, for instance of the 249 who answered question

one, only 49 did not continue with the rest of the questions and 47 of these said that they felt the draft refreshed competences demonstrated generic competence in CLD.

The survey responses were positive, with 71% (181 respondents) feeling that the draft refreshed competences represented the areas required to demonstrate generic competence for those working in CLD. More respondents said they were unsure (18.4%, 47 respondents) than those who felt that these did not represent the areas required (10.6%, 27 respondents). The majority of those who made comments in relation to this question were part of the 29% who answered unsure (20) or no (22). Of the 181 respondents who answered that they felt the competences demonstrated generic competence in CLD four added comments. Nine of the comments related to the first competence, with the wording causing problems for some, four said that they felt the language needed to be clearer, two suggested adding partnership, two wanted to see more on empowerment and two that the 1995 competences were more or less right. Single comments were made in relation to including reference to outcomes, making consultation with communities explicit, that knowledge of why and where inequalities exist was important, the addition of self evaluation and demonstrating understanding of the distinctive underpinning ideas/theories that frame CLD's work and one suggested that the meaning of community should be made explicit.

Respondents were then asked if they thought each redrafted competence was an appropriate and distinct area of competence and if it reflected the skills and understanding required. The responses are noted below.

Table 4 Survey responses to first draft of the refreshed competences

Draft competences	Relevance	Yes	No	Unsure	Comments
Embed value based practice in pursuit of social change	Appropriate	82.5%	6.5%	11%	38
	Reflects skills/ understanding	74.5%	9.5%	16%	27
Practice community led learning and development	Appropriate	84.5%	2.2%	13.3%	14
	Reflects skills/ understanding	72.9%	7.2%	19.9%	17
Facilitate community learning and development opportunities	Appropriate	86.3%	3.6%	10.1%	12
	Reflects skills/ understanding	77.4%	4.8%	17.9%	12
Plan, organise and manage	Appropriate	84.5%	4.2%	11.3%	12
		79.8%	6.0%	14.3%	14
Evaluate and inform practice	Appropriate	90.2%	1.8%	7.9%	8
	Reflects skills/ understanding	83.9%	3.7%	13.4%	13

It was clear from the survey findings that the majority of respondents felt that draft refreshed competences were appropriate and reflected the skills and understanding they thought were needed by practitioners. The highest percentage disagreeing was the 9.5% who felt that the first competence did not reflect the required skills and understanding. A higher proportion said that they were unsure, with the most uncertainty around whether the skills and understanding needed to practise community-led learning and development was reflected (19.9%). The highest proportion agreed in relation to evaluate and inform practice (90.2%) and the lowest in relation to practise community-led learning and development (72.9%).

While there was no common thread within the comments across each of the competences, there were a number that echoed the findings from the national seminars, with some questions about whether values should be part of a competence framework, noting that CLD is practised with communities '*beyond the vulnerable and marginalised*', empowering participants is important, with one feeling that linking communities to power brokers is 'the cornerstone of CLD practice'. One respondent felt that the competence set was a holistic tool for practitioners and needed to be rounded and another asked if the competences have to be distinctive in themselves or should the framework take on that role.

Table 7 Responses to the effectiveness of the first draft refreshed competences in:

Questions	Yes	No	Unsure	Comments
Describing the distinctiveness of CLD practice	72.2% (114)	8.9% (14)	19% (30)	150 response, 18 comments
Describing the purpose of CLD practice	79.7% (126)	5.7% (9)	14.6% (23)	158 response, 18 comments
Reflecting the values and principles of CLD?	79.4% (123)	5.8% (9)	14.8% (23)	156 response, 17 comments
Striking a balance between the need for a theoretical knowledge of CLD and a practice skill base for CLD?	62.7% (99)	8.9% (14)	28.5% (45)	158 response, 30 comments
Do you think there are any key elements of CLD practice that should be added? If so, what is it?	27.8% (44)	39.2% (62)	32.9% (52)	158 response, 35 comments

The majority of respondents felt that the draft refreshed competences described the distinctiveness (72.2%) and purpose of CLD (79.7%) and that they reflected the values and principles (79.4%). There was more uncertainty about whether they struck a balance between theoretical balance and practice skills, with nearly two thirds thinking they did (62.7%), nearly one in 10 feeling they did not (8.9%) and nearly three in ten unsure (28.5%). Over a quarter (27.8%) felt that there were key elements of practice to be added and nearly a third were unsure (32.9%) although four out of ten (39.2%) felt there was nothing that should be added.

Of the 35 comments made in reply to the question on whether there was anything that needed to be added to the refreshed competences, 27 suggested additions. Three wanted to see empowerment added, four felt there was not enough explicit reference to their area of work (one youth work, two literacies and one community development worker), one felt partnership needed to be more explicit and one wanted to see anti-discriminatory practice more integrated, with further explanation of the broad range of people who are discriminated against. There were areas related to the personal growth of practitioners, such as support and supervision, the need for all students to have experience of practice, acknowledgement of CLD staff being in a *'prime position to make connections across sectors and organisations'* and the importance of being able to sell CLD *'within and outside of the organisations you work for'* identified. One respondent felt that recognition of the principle of sustainability was essential and two that communication skills had to be noted, with one feeling that interpersonal communication skills are essential: *'no point in knowing what to do if you haven't the skills to create a congruent relationship with participants'*. The importance of values was noted by three respondents, knowledge of political context, philosophical arguments and education for social change were suggested by others. One respondent asked: *'what is the vision of CLD and what is the purpose of it?'* Another felt there were too many changes needed to note and two thought the competences were thorough and comprehensive: *'realistically grounded in the realities of CLD work.'*

Dissemination of the refreshed competences

The final question on the survey asked respondents for suggestions on the most effective way to present the refreshed competences so that those practising CLD could use them. There were 53 suggestions offered. These focused on three areas and have been grouped under the headings of:

- Target audience

- Engaging with people
- Presentation

Audience

A range of organisations and networks were suggested as means for disseminating the competences. These included the CVS network to ensure that CVS CLD workers would also access the information, CLD strategy groups and CLD managers as a useful means for dissemination and raising awareness. Higher Education and Further Education institutions, the national voluntary organisations such as YouthLink Scotland and Scottish Centre for Voluntary Organisations (SCVO) and, of course, the CLD Standards Council were all suggested as helpful routes to raise awareness and ensure broad access to the refreshed competences.

One respondent noted that it was important to ensure that Community Planning Partnerships embraced the competences and another suggested that it would be useful to offer awareness raising sessions for decision makers, particularly local councillors and senior managers so that they would have an increased understanding of the service. Dissemination to policy makers was highlighted by another respondent as a way for ensuring that they understand the rationale for CLD, which they felt would help practitioners to focus on needs-led rather than budget driven practice. Another respondent felt that the competences should be relaunched as part of a strategy to increase status within local authorities and with other professions, such as social work or teaching. A respondent wanted to see the competences going to a wide range of practitioners: so that everyone can recognise the benefits of CLD approaches in their work with individuals, groups, organisations and communities. Another felt the opportunity could be used to inform the wider community of what CLD is trying to help them to achieve.

Engaging with people

Twelve respondents suggested open organised meetings or local or regional interactive seminars and workshops as the most effective way of getting CLD and other people involved. One respondent felt this would a useful way to discuss 'grey areas', another that it would make sure that practitioners had a common understanding of the meaning of the competences. Two respondents suggested a national event or conference for practitioners to discuss the competences, one feeling that this should involve a debate and the other an opportunity to discuss and reflect on what impact they might have on their delivery. Two felt that dissemination should be linked to CPD activities. There was also an interest from four respondents in further exploring the draft refreshed competences before finalisation, so that debate and discussion could clarify and ensure consistency. This linked to the suggestion by five respondents that these should be reworked in terms of order and how each competence relates to the others and with a clear short statement that clarifies what makes CLD distinctive and who its primary constituents are.

Presentation

Suggestions for production included web-based access and information, an e-learning site, pocket reference guide or booklet, handbook, CD ROM (with one suggestion it should be narrated by a Scottish actor of international repute), video, within a document which linked to WALT, moving paper disc like the literacies wheel, and games. It was also suggested that publications like HGIOCLD should be amended. Some respondents, feeling that people had different preferences, favoured a mixture of formats. One respondent felt that: *imagination is the only limit*. Two respondents felt that they should be linked to examples of practice, with one suggesting a video of local people outlining what they mean and why local workers with these competences would help them in achieving social change. One respondent felt that the Curriculum for Excellence was well designed and something along these lines would be good.

Profiling the respondents (this section was completed by 147 respondents)

In response to a question on whether respondents worked within CLD services nearly 80% said they did, with 30 people (20.4%) saying that they did not. Overall 64.5% said they worked for a public sector organisation, a third (33.3%) worked in a voluntary sector organisation and 2% (3 respondents) said they worked in community organisations. Nearly half of the respondents said that they were managers (47.6%), with 40% classifying themselves as practitioners. Ten noted that they worked in training provision (6.7%), three identified themselves as volunteers (2%) and three as sessional workers (2%). None identified themselves as community activists. The survey response seemed to be evenly spread across the field with about 30% saying they were involved in work focused on achievement through learning for young people (29.3%), generic work (27.9%) and achievement through learning for adults (27.9%). Those involved in achievement through building community capacity made up 15% of the figure. Nearly three quarters were CLD qualified (71.4%) and around 30% were not (28.6%). The majority of those without a CeVe qualification (42) identified their qualifications (36). These were generally at degree level and above.

Key points from the survey responses

- Overwhelming support for the direction the draft refreshed competences are going in
- Questions on whether the values should be part of a competence framework or embedded in the competence elements
- Take note that CLD practice goes beyond the 'vulnerable and marginalised'
- Empowering participants and empowerment in general are important
- The competence set is a holistic tool for practitioners and needs to be fully rounded
- Link the competence framework to occupational skills
- Do the competences have to be distinctive in themselves or should the framework take on that role?
- Clarity of language and meaning
- Engaging with the community is essential
- Show the importance of reflection
- Should be clear about the importance of practice based qualification
- Dissemination offers an opportunity to raise awareness of CLD with stakeholders
- Engaging with people should be part of the dissemination process
- A variety of formats and access routes to the refreshed competences should be developed

The overall findings from the testing phase

By using both qualitative and quantitative approaches to the testing phase of the research, it was possible to maximise the number of those who could participate. The mix provided some very useful insights into how the draft refreshed competences were understood and what changes might be needed to clarify their meanings and ensure that they relate to the current experience of practitioners. The positive response to the survey indicated that the drafts were relevant to the majority of respondents, while the number and diversity of comments added (over 500 in all) reinforced some of the discussion points from the national seminars. The discussions allowed the Consortium to unpack some of the differences of opinion about the competence framework and key elements of the refreshed competences. It meant different ways of presenting them could be explored so that they could meet the needs both of those who wanted to see the values and principles embedded and those who felt that the competences and elements needed to be functional as well as relevant and, therefore, that the values and principles should provide an introduction to the competence set.

Key to the findings were the need to ensure that the elements could be evidenced, the competences were outcome and impact focused and that they related to current practice but were flexible enough to accommodate future trends over the next three or four years. These were the determining factors in revisiting the drafts and revising them for work with the expert panel.

Looking across the findings from the testing phase it was clear that the competences were moving in the right direction but that there were a number of issues, additional points and ideas that should be taken into consideration. The main points from the testing phase were:

- A clear definition of CLD as an introduction to the competences
- Value based but not value laden
- Knowledge and relationships are important
- Impacts and outcomes were important, but with a recognition that outcomes are owned by participants
- Retain an empowerment competence
- Make an explicit link to CPD
- Reflection and critical awareness is important
- Use language that is aspirational, positive and accessible but reflects the complexity of practice
- Competence in understanding communities and in partnership working is important
- Examples of competent practice linked to levelling and the NOS would be useful
- The dissemination strategy should be based on engagement and raising awareness with CLD and relevant stakeholders and should be approached on the basis of developing a variety of format that are accessible

Redrafting the refreshed competences

For the second draft of the refreshed competences, the framework was considered, with a focus on the interdependence of the different areas of competence and how these might be related to practice at different levels and within different settings. The literature was also revisited, with a particular focus on training, competence and indicators, levelling and continuing professional development. At this stage it was felt that levelling required more detailed work at a later date, directly involving practitioners and training providers in particular, and that the focus of the next draft was to clarify the areas of competence required of generic CLD work and the underlying elements that would demonstrate competent CLD practice.

Thus the competence framework was redrafted with an introductory page defining CLD and its underpinning values and principles and linking these to what would be expected of a competent CLD practitioner and how they would approach their practice. Some of the competence headings were redrafted and an additional two developed, one on partnership working and another on understanding the community. An overarching description of each competence was provided before moving on to the specific elements that would be assessed in achieving the competence.

The redrafted refreshed competences are listed below.

Draft two of the refreshed competences

Competence in Community Learning and Development

Community learning and development is learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants (Scottish Executive, 2004: 7).

The values of CLD are¹

- Self-determination - respecting the individual and valuing the right of people to make their own choices.
- Inclusion - valuing equality of both opportunity and outcome, and challenging discriminatory practice.
- Empowerment - increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action.
- Working collaboratively – maximising collaborative working relationships in partnerships between the many agencies which contribute to CLD, including collaborative work with participants, learners and communities.
- Promotion of learning as a lifelong activity – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life

A competent CLD worker will ensure that their work supports social change and social justice and is based on the values of CLD. Their approach to their work is collaborative, anti-discriminatory and equalities focused and they work with diverse individuals, communities of place or interest and organisations to achieve change. This includes working with people who are marginalised or vulnerable to marginalisation. Central to their practice is challenging discrimination and its consequences and supporting learning centred practice that demonstrate that they value and respect the knowledge, experience and aspirations of those involved.

CLD practitioners ensure that they critically reflect on their practice so that they integrate their knowledge, skills, values and attitudes and use these effectively in their work. This is essential to their ability to develop their own practice and identify their own learning and development needs.

Competence: Build and maintain relationships with individuals and groups

To be a competent and effective practitioner working in the field of CLD we must be able to build and maintain relationships with the individuals and groups with whom we work. CLD is built upon the interactions between people, be these community members, activists or those working with organisations offering support. For those working in CLD the ability to initiate, develop and maintain relationships with local people and local groups is at the heart of successful working, with these relationships providing the basis to support learning and engage people in action to support change within their communities.

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

- good interpersonal and active listening skills

¹ Taken from the Interim Standards Council's proposals for the Standards Council for CLD in Scotland

- adaptability to reflect appropriate facilitating, supporting, leadership, advocating and other roles, appropriate to the work in which you are involved
- use of informal dialogue as a cornerstone of your practice in individual relationships and within groups
- the ability to make and respond to challenges in a constructive manner;
- an understanding of the underlying reasons for conflict within relationships and groups
- the ability to work with, manage and, where possible, resolve conflict;
- the ability to clarify and take action to equalise power relationships in decision making;
- the ability to recognise the need for and facilitate well managed endings for individual and group relationships.

Competence: Practise learning centred CLD

To be a competent and effective practitioner working in the field of CLD we need to be able to identify and provide education and development opportunities that are developed in dialogue with individuals and communities. For those working in CLD the ability to work with individuals and groups in communities to identify, develop and provide learning opportunities that will stimulate change is essential. These have personal and community benefits such as improving self confidence and skills and enhancing employment opportunities, as well as supporting health and well being, community regeneration and the capacity of people in communities to take action for change.

As a competent practitioner able to practice learning centred CLD you will be able to demonstrate that you can:

- identify and tackle barriers to participation;
- facilitate groups to work towards their goals;
- develop, design and deliver learner-centred programmes;
- identify and respond to learning and development opportunities in everyday situations;
- use appropriate formal, informal and non-formal methods and techniques
- support progression; and
- promote and market learning and development opportunities through appropriately targeted methods.

Competence: Promote and facilitate community empowerment and collective action

CLD practitioners are required to bring together individuals and groups to identify common issues and concerns which affect the quality of individual and community life. Practitioners have a role in facilitating critical dialogue within and between communities to identify what issues are of importance to them and promote and support collective action as a means of achieving change and impacting on community priorities. Community engagement requires communities with capacity which in turn enhances community empowerment. The distinct role of the CLD practitioner is to build this capacity by supporting and developing community organisations and collective action.

As a competent practitioner able to promote and facilitate community empowerment and collective action you will be able to demonstrate how you:

- understand the community/environment in which you work
- identify and engage with communities to identify common needs, issues and concerns
- identify conflicting needs and demands
- support communities to analyse and understand power relationships and decision-making processes
- promote and support community organising as a means to achieve change
- encourage community groups to be inclusive and involve the wider community
- facilitate and support community groups to participate in decision making structures and processes
- support communities to campaign for change
- promote and support the identification and management of community assets

Competence: Plan, organise and manage resources

CLD practitioners should understand the philosophy, values and culture of organisations and other factors that influence their development. Practitioners have a role in working with organisations to identify different management styles and practices and how these relate to sustainable organisations and the process of governance and in ensuring awareness of legislation and its implications. Human resource development, power and control of community assets and legislative responsibilities as they impact on CLD practice are also important areas of practice.

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

- develop, plan, manage and monitor programmes and project activities;
- promote and manage a culture based on equality;
- recruit and manage people;
- identify and access funding/ resources;
- manage resources (equipment, volunteers, staff, financial resources) effectively;
- understand and manage risk and apply relevant legislation (e.g. equalities, Child Protection, Health and Safety).

Competence: Evaluate and inform practice

CLD practitioners need to build on evidence based practice, which is based on

understanding the differences between research, evaluation and other associated concepts. Practitioners therefore require an appreciation of the value of research and evaluation in CLD, a knowledge of the methods and techniques commonly used and an understanding of the current issues and challenges in evaluation, quality assurance and performance measurement in CLD

As a competent practitioner with an ability to build evidence based practice you will be able to demonstrate you can:

- use appropriate tools, frameworks and methodologies in the evaluation of practice;
- use participative evaluative processes;
- promote and support community led research and evaluation;
- analyse policy, research and evaluation evidence;
- analyse and use evidence related to outcomes and impact;
- present evidence to a range of audiences using appropriate tools and technologies; and
- present robust evidence to inform, influence and change practice.
-

Additional suggested competences for the expert panel to consider:

Competence: Understand the community/environment in which we work

To be a competent and effective practitioner working in the field of CLD it is necessary to have an understanding of the community/environment in which we work.

This understanding of the context within which our work takes place will be based upon our knowledge of the local social, political and wider environmental influences upon communities within which our work takes place. Dependent on the nature of the role, this understanding may extend beyond the local context, issues and environment and take account of the wider planning, policy and political environment, data and information.

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

- conduct an appropriate environmental assessment, where necessary considering Political, Economic, Social, Technical, Legal, and Environmental (PESTLE) issues;
- identify, gather and interpret information relating to the area within which you work and the role that you fulfil;
- identify needs using available data and information;
- involve other stakeholders in identifying and agreeing needs and local priorities;
- demonstrate an awareness of challenges relating to barriers to participation within the local community/environment;
- identify conflicting needs and demands.

Competence: Develop and support partnership working with other service providers

To be a competent and effective practitioner working in the field of CLD we must be able to develop and support partnership working with those in our own organisations and other service providers.

Supporting the learning and development of individuals and communities is something that is not done in isolation by any one provider, we are all involved in working alongside colleagues from our own and other agencies. As a competent CLD practitioner we must be able to understand and manage the relationships with others involved in supporting communities, recognising and valuing the benefits of working in partnership and at the same time having an understanding of and ability to resolve challenges in partnership working.

As a competent practitioner able to develop and support partnership working you will be able to:

- identify the other key service providers operating within the community/environment in which you work;
- articulate the role of your own organisation and that of others; reflecting where there are area of complimentary and/or conflicting practice and activity;
 - initiate and maintain relationships with other key service providers;
 - identify where working in partnership offers benefits to the local community and service providers; equally to identify where partnership working is not an appropriate or necessary option;
 - identify and agree roles with other service providers in ongoing work and any specific developments or initiatives;
 - carry out planning and review exercises as required with other service providers (may be better in planning competence?)
 - identify tensions and conflict within partnership working and the underlying reasons behind each;
 - articulate challenges in partnership working;
 - challenge and be challenged on issues undermining effective partnership working;
 - manage effectively the ending or joint working or partnership relationships

Section Four Refining the refreshed competences

The final stage of the qualitative research was a full day discussion with an expert panel. The purpose of the discussion was to review the draft competences to ensure that they:

- were relevant across the field;
- could inform and support practice;
- were located in current practice; and
- reflected future trends.

The role of the panel was to critically comment on the draft refreshed competences and provide additional information, expertise and evidence for consideration for the production of the final refreshed competences. The panel members were invited to participate on the basis of their roles and experience in relation to CLD. The roles covered higher education, further education, HMle, final year HE student, Chief Executive of a non CLD voluntary sector organisation, CLD practitioner, literacies practitioner, practitioner from a youth focussed non CLD agency. Two of the panel members (the CLD manager and community activist) offered their apologies at short notice due to unexpected circumstances. There were, therefore, nine participants on the panel. Panel members were sent a summary of the literature, an overview of the research findings and a programme in advance of the meeting.

The expert panel findings

The panel meeting began with a presentation covering an overview of the process and the findings from the research (including a top line analysis of the survey responses, since the survey had closed the previous day), before exploring their initial thoughts in a short plenary session. A number of considerations were identified at this stage. These included:

- There is still an ongoing debate around theory, practice and management
- Recognition that the national driver for CLD is disadvantage
- The importance of understanding accountability and to whom CLD practitioners are accountable
- Purpose and measurement are linked: *how you know what difference it makes*
- Having a value base that is accepting of others

This was followed by small group discussion focusing on the draft competences as a suite before exploring them in some depth.

Overview of the competence framework

There was a suggestion that there should be more information in the introductory paragraph and on the values before moving into the competences and their elements. Some thought that the first page was very process focused and it was suggested that this should be reframed on the basis of what key process points were being made. It was generally felt that the values and purpose statement should be strengthened. One focus for participants was on why practitioners needed to be competent in an area of practice, what they would do and what it would achieve.

One participant felt that it was important to identify the outcomes that will result, suggesting that the national outcomes be incorporated to bring the competences into line with Government outcomes. For some this would put CLD into a contemporary context and help to locate CLD practice. Others felt that it was important that the refreshed competences were not tied to Government policy and it was suggested that they needed to be owned by the profession, so that while they should link to policy they should not be '*locked into it*'.

It was felt that accountability was not really clear - practitioners were thought be accountable to themselves, the people they work with and their employers, as well as professionally accountable. It was also felt that there was still a need to consider a reflective practice competence, with more on self-awareness or understanding your value base and how this informs your work.

There was some discussion around combining the plan and manage competence (which included an element covering monitoring) with the evaluation competence, however, with further reflection, it was generally felt that these needed to be two separate competences. There was also discussion about whether there was a need for a separate partnership competence, although the majority thought it should be retained. Ultimately all seven competences were considered relevant and necessary. It was felt that the competence framework needed to reflect the complexity of the roles of the CLD worker, without going into the detail, it should be written in active 'can' and 'will do' language and there needs to be a clear sense of the interdependence across the competences.

Feedback and comments on individual competences

Within the feedback on individual competences some suggestions related to the framework were also highlighted. Some participants suggested that the interdependence of the different parts of the framework might have a natural flow, and perhaps could be re-ordered. There was a question about whether social capital should be referred to, but a general sense that the skills that might support social capital, such as networking and supporting social interaction, should be noted instead. There was also a suggestion that a change in tone might be useful, with the competences framed as *'will do this, this and this to achieve this purpose'*.

Build and maintain relationships with individuals and groups

Participants felt that the skills of *'working with people'* to build and maintain productive relationships were at the very heart of all that CLD supported. There was a suggestion that the nature of the relationships being sought and the value base underpinning them was more evident in the title of this competence. It was suggested that this should add to, and complement, the overarching values statement and be seen woven throughout the competences. There was some discussion about the use of the term 'equalise' in the elements, with an interest in understanding the power dynamic and equalising seen as an aspiration. There was also discussion about the democratic nature of relationships, with some participants wanting to see it emphasised but others saying they disliked the language. Keeping the language clear of jargon and 'government speak' was also thought to be important.

Promote and facilitate community empowerment and collective action

There was general discussion about the use of the term 'collective' with some participants feeling there was baggage associated with the term and it had a dated feeling, and others thinking it is an important statement related to practice. Others felt that empowerment also related to individual action. It was suggested that even if it was not part of the competence heading it should be retained in the narrative. There was agreement that promote and facilitate should be swapped, because some thought that putting promotion first suggested a value judgement that this had already been agreed. Participants felt that this competence was core to the work of CLD but suggested that the detail and elements needed to be much more aspirational in terms of changing the lives of individuals, the communities in which they lived and the services and structures that they worked with/within

Practise learning-centred CLD

One of the small groups felt strongly that the heading of this competence was not effective, with one describing as *'clunky'* and there was a suggestion that *'facilitate learning in a range of contexts'* might be better. There was a suggestion that the

narrative really held the elements of competence and that the whole competence framework should be looked at to clarify this. There was also a suggestion that the narrative should include more on development process as it would be useful to strengthen this element to show work with communities and promote critical learning for communities. Encouragement of individuals and communities to reflect and consider what they are doing and learning was thought to be essential.

Plan, organise and manage resources

Some participants felt that the narrative focused more on organisation and structural needs and should have more about broader planning and organising processes. Some wanted to see the involvement of community, and other partners, in planning processes strengthened. There was a suggestion that recruitment and management of people be merged with a wider management of resources element. Some participants wondered if there was a need to highlight compliance responsibilities in relation to risk, health and safety and equalities.

Evaluate and inform practice

There was some discussion about separating the evaluation tools and processes elements and reflecting these in the plan, organise and manage competence. This would leave research and evaluation as a stronger stand alone area underpinned by increased community involvement. A stronger focus on the impact of evaluation in informing practice was suggested, that it was about learning rather than the completion of a funders' requirements. Some wanted to see a stronger research and investigation focus, with a suggestion that explicit reference to learning from other perspectives and thinking about things differently would be useful.

Develop and support partnership working with other service providers

One of the small groups had a wide-ranging initial discussion on the need for this competence and the reason for its development, which was seen by some as largely political and linked to community planning. Other participants felt that the reality was that all work involves partnership. Overall, participants felt that it should be retained as it was seen to have a separate set of skills, but there was general agreement that it should be about collaborative working. It was also felt that partners needed to be seen not only as service providers and that that a commitment to working with the community should be stronger. There was general agreement that the title should be changed and the elements revisited to sharpen the focus.

Understand the community/environment in which we work

In one small group there was some discussion about combining this with the building relationships competence, but ultimately it was felt that it should be retained. Participants felt that it needed to reflect the macro context and balance micro and macro. Some felt that it was important to ensure that a 2 or 3 hour a week sessional workers understands the importance of the context in which they work. Some participants felt that it was critical that new workers understand the dynamics at work within local communities and that it is important that they understand the impact of external influences on local communities.

Reflecting on future trends that may impact on CLD competence requirements

Participants explored what future trends they felt might impact on CLD in a short plenary session and identified a number of points they felt should be taken into consideration. These were:

- Political changes, including a change of government at Westminster. Increased emphasis on localism and communities having more responsibility in decision making on local services
- More research focus coming into our work, need for greater inquiry skills
- Ongoing emphasis on CLD building links with wider education, health and other public services

- A continuing need to be involved in 'people engagement' in part to address the move towards more remote relationships (Facebook, for example) but, at the same time, make best use of how relationships are developed and maintained through online, text and other IT based mediums
- Continuing need to build in CPD for practitioners, including volunteers and staff
- Need for the sector to develop its leadership role in working with others
- Sector needing to take more ownership over its own development and look to continually 'reinvent' itself to find new territories and be seen as creative and innovative
- Managing activities within a culture seen as increasingly risk adverse and bureaucratic

Other points raised included the need to consider the relationship between the competences, NOS and SCQF levels in relation to levelling, CPD developments for practitioners and links to specialist areas. The Social Services Continuous Learning Framework was suggested as a useful example and another was the adult literacies framework. The fact that the competences need to be useable, and therefore accessible, for all those active in CLD was highlighted.

Overview of the findings from the expert panel discussions

Participants felt it was important to strengthen the values and purpose statement and suggested that it would be useful to clarify the key process points that were being made in the introduction. A focus for testing the final refreshed competences was suggested as looking at them in relation to why practitioners might need to be competent in an area of practice, what they would do and what it would achieve. A number of other points were seen as important to ensure that they reflected the complexity of the roles of CLD workers and suggested the language should be active and the refreshed competences should support practice based on:

- Impact and outcomes focus
- Self awareness
- Clarity on value base
- Interdependence of the different parts of the framework
- Clarity of language
- Aspiration of purpose and impact

The findings were then used to revisit and finalise the review of the literature before finalising the refreshed competences.

Section Five Review of CLD Literature

Literature related to CLD was explored throughout the process, informing the design of each stage of the field work and the production of the draft competences at each stage. The literature presented here focuses on policy, training and theory.

The context of the refresh

Community education, bringing together adult education, youth and community work was established in Scotland as a result of a review, which focused on adult education, undertaken by Sir Kenneth Alexander (Scottish Education Department, 1975).

“At the beginning of this report, when defining terms, we said that ‘Social, cultural, recreational and educational activities for adults are so interrelated that any attempt to distinguish between them or to deal with one without regard to the others would be undesirable even if it were possible’; and we adopted the term ‘community education’ to describe the wide spectrum of educational opportunities which these activities sponsored by a variety of statutory and voluntary agencies made available”

Scottish Education Department, 1975: page 57

In 1995, just before local government reorganisation, the competences for community education were agreed with six key elements of competence at degree level or above:

- to engage with the community
 - to develop relevant learning and educational opportunities
 - to empower the participants
 - to organise and manage resources
 - to practise community education within different settings; and
 - to use evaluative practice to assess and implement appropriate changes
- (SCEC, 1995)

While pre-qualifying competence was based on:

- engaging with participants
- assisting the learning process
- identifying and utilising resources
- planning and organisation
- working collaboratively

(SCEC, 1995)

Since the 1990's some significant changes have taken place in Government, with Local Government reorganisation and the establishment of the Scottish Parliament, combined with a growing policy agenda, an increasing recognition of the voluntary sector's contribution and changes in investment in community education. The demise of the Urban Programme in Scotland and the introduction of the Lottery funds and new funds for community regeneration meant that community education lost some of its clarity and purpose.

The Scottish Government (Scottish Office, 1998a) and COSLA (Convention of Scottish Local Authorities, 1998) in 1998, reviewed community education this resulted in both arriving at broadly similar conclusions. A new term 'community learning', as an approach with key values, skills and competences, was established. It was used to encompass participation in any learning activity taking place in a community setting rather than in an institutional context. There was an expectation that community learning would reflect the Government's key policies of lifelong learning (Scottish Office, 1998b), social inclusion (Scottish Office, 1999) and active citizenship (Scottish Active Communities Working Group, 2000). In providing a new agenda it was seen as essential that community learning is based on real and agreed needs and that clear targets are set and that effective monitoring and evaluation takes place.

This was followed by Scottish Office Circular 4/99 (Scottish Office Education and Industry Department, 1999) which advised local authorities on their responsibilities in implementing the review. Community learning was firmly located within the emerging community planning approach. It required local authorities to establish and co-ordinate community learning strategy partnerships responsible for producing community learning strategies and plans targeted at meeting the needs of local communities. The advice specified that these strategies and plans should focus upon national priorities including development of skills within communities, literacy and numeracy, use of ICT and problem-solving; engagement with young people; improving the quality of life e.g. health, environmental and cultural; and generally helping communities to tackle issues of concern according to local circumstances. The Scottish Executive reviewed progress in implementing this new agenda and set out in more detail, the context and challenges (Scottish Executive, 2002a). It reinforced the key role in Community Planning² and community regeneration (Scottish Executive, 2002b) and placed a greater emphasis on outcomes.

In January 2004, the Scottish Executive published 'Working and Learning Together to Build Stronger Communities: Scottish Executive guidance for community learning and development' (Scottish Executive, 2004a). The guidance sets the three national priorities developed for community learning and development (CLD)

- Achievement through building community capacity
- Achievement through learning for young people
- Achievement through learning for adults

Developments over recent years have enhanced the opportunities for delivering achievement through learning for young people. In 2007 the Scottish Executive launched 'Moving Forward', the National Youth Work Strategy' (Scottish Executive, 2007a). The Strategy articulates the importance of youth work's contribution to wider policy agendas, such as 'More Choices, More Chances' (Scottish Executive, 2007b) in ensuring the achievement of young people.

The scope for achievement through learning for adults has been recognised as complex. It refers to a wide range of learning activities, providers and agencies and a large diversity of learners and settings. The Lifelong Learning Strategy (Scottish Executive, 2003a) identified community based provision of adult learning as one of the routes to meet learners' needs. The strategy highlighted the importance of ensuring delivery in ways that help learners to make transitions between learning opportunities and into and out of learning, identifying the need for providing information, guidance and support at transition points. The general feeling from discussions within the sector as part of the recent national support programme on outcome focused practice commissioned by Learning Connections is that adult learning (Scottish Government, 2008a) is more advanced in setting operational, management and strategic outcomes for practice and in gathering evidence to demonstrate performance than youth work or community capacity building. There are policy drivers for adult literacy and numeracy (Scottish Executive, 2001a), ESOL (Scottish Executive, 2007c) and Skills for Scotland (Scottish Government, 2007).

Compared to the other national priorities; 'achievement through building community capacity' is less well developed. This is attested both through the outcome focused practice support programme (Scottish Government, 2008b) and by the Senior Chief HMIE at Learning Connections 2007 conference. Community capacity building also has a smaller workforce. The Learning Connections CLD Work Force Survey (Learning Connections, 2007a) reported that of 2258 full time equivalent CLD staff

² The Local Government in Scotland Act 2003 provided a statutory basis for Community Planning

just 13.7 % (309 FTE) were described as community capacity building focused with a further 19.1% described as generic in their practice.

Thirty years after the Alexander report, an HMIE five year review (HM Inspectorate of Education, 2007) identified CLD as a significant element of the Scottish education system, with roots in youth work, adult education, community work, informal further education, adult literacy, community education, community learning and community development, that '*cuts across the boundaries of institutional provision and puts communities at the heart of the learning and development agenda*'.

In 2007 the focus on outcomes from CLD practice was reinforced with the publication of Delivering Change (Learning Connections, 2007b) which aimed to support outcome based practice and expand understanding of intermediate outcomes as a way of articulating the interconnected but distinctive professional roles that outcome based practice requires. This was followed by the Scottish Government spending review (Scottish Executive, 2007d) and the subsequent Concordat (Scottish Government and COSLA, 2007) between Scottish Government and Local Authorities which set out a new relationship part of which is the agreement on a National Performance Framework. The Framework sets out 7 high level indicators, 14 national outcomes and 45 national indicators and targets. As part of the agreement each local authority prepared a Single Outcome Agreement (SOA) based on the national outcomes and, under a common framework, local outcomes to take account of local priorities. The SOAs cover all local government services in each local authority area as well as a significant range of the responsibilities of Community Planning Partnerships where local authorities have a significant part to play. From 2009 the SOAs will comprehensively include community planning partners.

One of the products of this new relationship between Central and Local Government was the joint statement on community learning and development (Scottish Government and COSLA, 2008) which identifies CLD as being of growing importance;

community learning and development can play a vital role in relation to a range of national and local outcomes:

Scottish Government and COSLA, November 2008

The statement was seen as a prompt and a resource to those developing SOAs to reflect on and maximise the contribution that community learning and development can make to achieving outcomes.

The statement also highlights other interests and areas of interest in relation to community learning and development:

- *where community learning and development is delivered to a high standard, through genuine partnership working, and linked into wider planning arrangements the impact is significant*
- *the third sector, which, with its roots in communities and contacts with the most disadvantaged groups, has traditionally played a vital part in community learning and development*
- *the new Standards Council for CLD should fulfil its role in driving standards in community learning and development*

The growth of partnership working has had an impact on all social policy, bringing distinctive roles for CLD practitioners. These roles include direct involvement in a range of partnership activities and a role in supporting voluntary and community organisations to enhance their participation in partnership activities. While the main focus has been Community Planning, CLD across Scotland has been involved to a greater or lesser extent in social inclusion partnerships, local health partnerships, local social economy partnerships, adult guidance and learning partnerships, local

rural partnerships, greenspace partnerships and partnerships related to young people. These are linked to the development and delivery of a wide range of policy and programmes over the last 10 years on sustainable development (Scottish Executive, 2005a), planning (Scottish Executive, 2004b), rural development (Scottish Executive, 2006a), health (Scottish Office Department of Health, 1998), housing (Scottish Executive, 2005b), economic development (Scottish Executive, 2007e) and young people (Scottish Executive, 2006b), among others. CLD contributes through learning and capacity building to a range of policy themes.

Developments in monitoring and evaluation have also been introduced across the public, voluntary and community sectors. The production of a number of support materials for those involved in CLD practice has resulted. These include PQASSO (CES, 2008), LEAP in all its forms (Barr and Dailly, 2008; Scottish Community Development Centre, 2003; Hashagen, 2003; Scottish Community Development Centre, 2005), How Good is our Community Learning and Development?2 (H M Inspectorate of Education, 2006a), Delivering Change (Learning Connections, 2007b), the National Standards for Community Engagement (Communities Scotland, 2005), and Better Community Engagement which focuses on learning for community engagement, as well as a body of evidence on the impact of practice.

Most recently, Scottish Government carried out a national consultation on ways in which to empower communities. A national working group was set up to take forward the community empowerment agenda and published a 'Community Empowerment Action Plan (Scottish Government and COSLA, 2009) in March 2009.

'Community empowerment is a process where people work together to make change happen in their communities by having more power and influence over what matters to them.'

Scottish Government and COSLA, 2009

In some areas, empowerment might involve owning assets, controlling budgets or generating their own income to re-invest. In other cases, communities may want to take action around an injustice or to protect valued resources. Others may want an enhanced role in shaping the services delivered on their behalf by others. Many communities will need support to help them build the skills, confidence, networks and resources they require to become more empowered. Developing strong, empowered communities needs local leadership combined with widening involvement and participatory processes. In Scotland, work to build community capacity is often developed under the umbrella of CLD. There is therefore an important role in engagement and capacity building for the CLD in delivering community empowerment.

It can be seen that CLD has increased in scope and in the context within which it is set since 1995. The knowledge, understanding and skills required have also moved on considerably over the last 10 years and these policy and programme developments identified from reports and literature highlight areas where skills, understanding and competence require review and consideration.

Community Learning and Development training

Community learning and development training has its roots in community education. As has been seen, community education itself has its genesis in a review of informal adult education led by Sir Kenneth Alexander (Scottish Education Department, 1975).

In the wake of the Alexander report a second working party was established under Elizabeth Carnegie. Its task was to examine professional education and training for community educators (Scottish Education Department, 1977). The working party focused on staff employed full time as community educators. It identified activities

which full time workers undertook, detailed the knowledge and skills required and made recommendations as to the future education and training provision, calling for the establishment of an all graduate profession with a new central body to recognise and validate training courses. This was further advanced through a working party established and serviced by the Scottish Community Education Council (SCEC) which focused on establishing a flexible community education training system with a variety of routes into training (SCEC, 1984). This working party identified the need to meet the needs of five categories of people:

1. Voluntary or part time workers already engaged in community education
2. Voluntary or part time workers already engaged in one aspect of community education and wishing to extend their knowledge and skills perhaps leading to a professional qualification
3. People engaged in related fields like social work, teaching, and health who require knowledge and skills in an aspect of community education to undertake a particular activity
4. People who seek a full professional community education qualification by the shortest possible route (full time study)
5. Existing fully qualified community education workers seeking to enhance their knowledge and skills as part of a continuous professional development process

In 1990 a 'national council' to recognise and validate training courses, Community Education Validation and Endorsement (CeVe) was established. The response from community education training providers to all these developments was mainly provision which was institutionally based and full time. Six institutions offered degree level training. Of these only one, Linked Work Training Trust offered a degree level course as an apprenticeship scheme full time. A further five provided certificate courses (Malcolm, Wilson, and Hamilton, 2002). As part of the study that collected this information providers were asked how many students were in community education training.

Table 8 Numbers of students in training during 2001/2002

Type of Qualification	Total (full time and part time)
Degree level	
Institution based degree	393
Work based apprenticeship	28
Distance learning	5
In service	62
Post graduate	162
HNCs	36
Total	686

Adapted from Malcolm, H; Wilson, V and Hamilton, S, 2002 Table 2.3 p12

From Table 8 it is apparent that institutionally based training was the main route in 2002 with work based and apprenticeship schemes only accounting for 4% of students.

There was also a significant amount of more formal training that can be described as continuous professional development or performance improvement, although it was seldom labelled as such. SCEC, for example, offered 6 one day sessions, with some self-study outwith formal input, on community organisation for Community Councillors and a programme of one day sessions on rural community development for activists and workers involved in local rural partnerships in Dumfries and Galloway. The Scottish Council for Voluntary Organisations (SCVO) has for many years run an annual programme of training events aimed at, but not exclusively for, the voluntary sector covering technical skills like accounting and book keeping, project management, supervision, policy developments and organisational development.

By the 1990's more workers were finding employment in an expanding range of contexts and with non-traditional employers, many of which did not specialise in community education. Similarly, an increasing number of professionals from other disciplines were using community education approaches to engage with and involve communities. This contributed to the reviews of community education (Scottish Office, 1998; Convention of Scottish Local Authorities, 1998) and the introduction of community learning and development.

One of the recommendations of the 1998 Government review was a specific re-examination of training. The Scottish Executive in responding to the review set out its vision (Scottish Executive, 2003b) as follows:

'We wish to see:

- *a vibrant and effective profession able to advocate for the contribution that it is able to make to community planning, community regeneration, lifelong learning and work with young people;*
- *high standards across the profession through the validation, endorsement and accreditation of training, including continuing professional development;*
- *wider access into the profession, with an expansion in work-based training opportunities;*
- *the introduction of a generic degree in community learning and development, to replace the degrees in community education; and*
- *recognition of HNC and HND level awards as vocational qualifications which, together with the degree and other programmes, are aligned to the Scottish Credit and Qualifications Framework.'*

Scottish Executive, 2003

A review of community education, commissioned by the Scottish Executive in 2000, investigated the main tasks of community education, components of pre-qualifying and qualifying education and training, as well as views about that training and looked at opportunities for training in multi-disciplinary and partnership work. The resulting recommendations (Scottish Executive, 2001b) for future pre-qualifying and qualifying training included:

- Embedding learning from experience more deeply
- Devising an entitlement to continuing professional development

Three options for training (not seen as mutually exclusive) were also identified

- Option 1 involved retaining current training structures but working to improve them in various ways
- Option 2 involved moving towards a 'sandwich' model of training
- Option 3 involved moving towards work-based training as the main route to a professional qualification for community education

A subsequent mapping exercise of previous and existing provision of work-based and part-time training identified an expansion of professionally endorsed training to 6 courses (Sullivan, 2006). Of particular note were developments specifically aimed at black and ethnic minority workers, health workers and workers in coalfield communities. The Executive also sought further advice for Ministers '*regarding the establishment of a practitioner-led body responsible for validation, endorsement, accreditation and registration for community learning and development with enhanced capacity, building on the work of CeVe*' (Scottish Executive, 2003). To this end a short life task group was established in June 2004 chaired by Professor Ted Milburn. The report of the task group (Milburn, 2006) recommended that:

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

Milburn, 2004

The report noted the importance of the policy context and this theme was reinforced through a five year review by HM Inspectorate of Education (HMIE, 2006b) which noted the increasing focus on community planning and community regeneration, the development of local strategies to deliver the national priorities of achievement in learning for adults, for young people and through building community capacity and the importance of responding to the Government's lifelong learning strategy.

HMIE also highlighted the need for improvements in assessment:

'The systems for recognising the attainment of learners are still developing across partnerships. Use of the Scottish Credit and Qualifications Framework (SCQF) needs to be further developed so that the achievements of, for example, young people on award schemes may be recognised within national qualifications frameworks.'

HMIE, 2006b

This is taken up again under the major themes and issues of significance where achievement of learners in non-formal and informal settings needs to be more formalised and mainstreamed.

'The system needs to ensure that those most requiring support, particularly groups of learners among the lowest attaining 20%, are sensitively identified and supported to achieve worthwhile outcomes'.

It is within this context that the SCQF (SCQF, 2001; SCQF, 2002) was developed. The SCQF aims to assist people to access appropriate education and training over their lifetime and to enable employers, learners and the general public to understand the full range of Scottish qualifications, how they relate to each other and how different types of qualifications can contribute to improving skills. A number of support resources in using the SCQF in a CLD context, recognition of prior learning and continuing professional development have been produced³.

The '*professional body specifically for the community learning and development sector*' (Milburn, 2004) has now been established. The Standards Council for Community Learning and Development in Scotland's remit is:

- To deliver an approvals structure for professional qualifications, courses and training and development opportunities for everyone involved in CLD.
- To consider and establish a registration system available to practitioners delivering and active in CLD practice.
- To develop and establish a model of supported induction, Continuous Professional Development and training opportunities.

CLD - A Theory Perspective

One of the most distinctive features of CLD is the intent to work with people to identify, define and shape the relationships between those who participate and those who facilitate their educational and learning agendas (Martin, 1999). A literature review of the outcomes of CLD (Tett et al, 2006) focused on evidence of the impact of CLD in four areas.

- Improving self-confidence and skills;
- Increasing sustained employment;
- Regenerating neighbourhoods; and
- Improving health.

This review identified evidence of CLD's contribution to people's ability to take advantage of employment opportunities; involve parents in children's schooling, thus enhancing the child's educational success; build capacity within disadvantaged communities; increase social capital and contribute to health and well being. Young (1998, pages 137-155) identified three models of education at work that he argues imply different visions of the future. The schooling model, which encourages high participation in post-compulsory education, focuses on 20-25 year olds; the credentialist model gives priority to ensuring that the majority of the population will gain qualifications; and the access-based model is based on a concept of a society in which people will learn in any context. It can be seen by these that context, intended outcomes and understanding of learning have a direct impact on shaping intervention.

The increased policy interest in qualifications gained and around the employability agenda, highlights one of the areas of practice that is of primary importance in the current climate. There is also a growing body of evidence about the relationship between participation in learning and health and well-being (Schuller et al, 2002) and the social outcomes sought and gained through CLD practice. It is therefore important to acknowledge that learning has a number of purposes and processes that will vary according to the understanding and motivating factors of providers and learners, as well as the policy aspirations behind provision. Central to CLD, therefore, is the role of

³ Which can be accessed at the SCQF website
<http://www.scqf.org.uk/Resources/Downloads.aspx>

principles and values as a driving force for generic practice that creates a coherent landscape of competence in CLD.

The policy expectation that CLD can enhance social capital indicates these kinds of broad policy aspirations are seen as socially beneficial and important. Recent research into measuring social capital outcomes of CLD (Crowther et al, 2008) uses Lukes' (1974) theoretical contribution to conceptualizing power. This has been described as the power to achieve favourable decisions, the power to limit what can be framed as a legitimate grievance and the power to shape attitudes and expectations at social and cultural levels: so that people think and feel a particular way (Crowther et al, 2008).

Coleman (1988), described as the founding father of social capital, synthesised the strengths of economic theory with the impact of social conditions on limiting and shaping behaviour, with social capital seen as the bridge linking these two distinct traditions. He argued that individuals are either facilitated or hampered in pursuit of their goals by the degree of social capital in the social structure. This was taken further by Field (2005), who identified that people's social relationships play a vital part in their capacity for learning. Social capital is an independent variable which explains some variation in learning, with people acquiring particular skills through their connections. These are derived from the practices of co-operation, whether in formalised associations or through more loose connections. Adults' learning aspirations are affected by their connections and by the norms of those with whom they connect (Tett et al, 2006).

In current debates concerning social capital, the neighbourhood has re-emerged as an important setting for many of the processes which supposedly shape social identity and life-chances (Forrest and Kearns, 2001). This has been prompted by the continuing interest in Scotland's local areas of disadvantage and Government investment through the previous Community Regeneration Fund now the Fairer Scotland Fund. The Scottish social practices model developed in relation to adult literacies is located within the lifelong learning and community regeneration agendas and recognises the social, economic and political context of the learner. This means that programmes in: *any area of adult life whether as members of the workforce, as citizens, family members or learners.* (Jones and Macrae, 2008)

An understanding that there are power dynamics at work within communities and in relation to community engagement and involvement in policy and decision making processes would appear to be essential. Such an understanding has an impact on both CLD activities and the expectations of participants and CLD practitioners. As with models of practice, it can help practitioners by informing their approach to their work as well as the outcomes that they seek to support.

Craig (2007) identifies a fundamental critique of community capacity building as the notions of communities being deficient, leaving a question about what capacity might be and to what end it might be built. He argues this is a question that plagues community development's theory, practice and value base, and which underlies its aim of ensuring '*greater political power lies with local communities*', creating a less comfortable empowerment model than policy makers might anticipate.

In this reading, the tensions about local and central government agendas, the potential use of funding '*as levers for compliance*' and potential conflict between what local communities might be seeking and external agency agendas pose questions about the structures for involvement, investment in capacity building and policy imperatives. These issues may hinder effective facilitation of the expression of local community interests and prevent local communities from building on their own capacities.

A further theme explored by Taylor (2003) relates to how community and some of the associated ideas (social capital, civil society, networks) have been increasingly used in public policy since the 1960s. The Edinburgh Papers (Reclaiming Social Purpose Group, 2008) challenge the prevailing policy orthodoxy arguing that community education's social purpose is in danger of being subsumed in a functional policy discourse. Reference is made to a *'growing gap which has emerged between the aspirations for democratic education and the regulated work that community education practitioners are required to undertake to meet Community Learning and Development policy imperatives which have become mandatory through management, audit, funding and inspection regimes'*. (Wallace, 2008)

Overview of the findings from the CLD literature

- There were significant changes in policy and practice with the establishment of CLD. CLD:
 - reflects more closely key policies of Government
 - is based on real and agreed needs
 - clear targets are set
 - effective monitoring and evaluation takes place
- CLD has a key role in Community Planning and community regeneration
- CLD now has a greater emphasis on outcomes
- CLD is based on delivering on 3 three national priorities;
 - Achievement through building community capacity
 - Achievement through learning for young people
 - Achievement through learning for adults
- CLD cuts across the boundaries of institutional provision and puts communities at the heart of the learning and development agenda
- Where CLD is delivered to a high standard, through genuine partnership working, and linked into wider planning arrangements the impact is significant
- CLD has an important role in community empowerment
- Training in CLD needs to serve:
 - voluntary or part time workers generally
 - voluntary or part time workers already engaged in one aspect and wishing to extend their knowledge and skills
 - people engaged in related fields who require knowledge and skills to undertake a particular activity
 - people who seek a full professional community education qualification
 - existing fully qualified community education workers seeking to enhance their knowledge and skills as part of a continuous professional development process
- The following theory and practice concepts have become increasingly important to CLD since 1995:
 - Social practice model (distinctive Scottish approach to family learning, literacies and ESOL), embeds learning in social identities and contexts. Other countries in the UK use FE processes and it is argued that this is more functional, and less socially relevant and productive, than social practice approach
 - Learning has a number of purposes and processes that will vary according to the understanding and motivating factors of providers and learners, as well as, the policy aspirations behind provision.

- Person centred approaches responding to individual needs/ interests are highlighted, in the main, in youth work and adult learning literature
- Engagement processes are to some extent dominated by the policy understanding of engagement, but it is significant across CLD in relation to intervention with socially excluded groups and a baseline for negotiating and developing learning and social development opportunities
- Understanding community complexity is important across community provision relating to engagement as well as CLD provision. There are debates about diversity, competing versions of community needs/ assets and competing priorities which need to be recognised.
- It is necessary to understand partnership processes, roles and power dynamics. Increased partnership working has highlighted a number of priorities, including: working with agencies, departments, organisations in partnership, supporting partnership developments, supporting community involvement in partnership work and enabling community representatives to undertake their roles effectively
- Supporting skills development to support sustainable development for participant individuals and communities. Sustainability considerations are an explicit part of the CLD process, linked to expected and unexpected outcomes and contextual issues/ priorities
- Community organising processes are highlighted in community development literature and directly linked to capacity to influence. They are also important in youth work particularly around finding voice, participation and influencing elements of provision
- Needs/ asset identification is a central element of practice. To some extent this is linked to community led research, which can also be understood as a capacity building process. Providing opportunities for training that is aimed at needs identification that will enable communities to lead, take sustainable and community owned action through the skills development opportunities provided
- There are some distinctive differences in how empowerment and capacity building are understood in the theory and policy
- Learning has a number of purposes and processes that will vary according to the understanding and motivating factors of providers and learners, as well as the policy aspirations behind provision.
- Social capital is increasingly seen as a valued outcome of CLD processes. This is linked to skills for supporting networking within and across communities and to power networks in relation to influence

Section Six Review of Competence and Standards Literature

Literature related to competence, National Occupational Standards and qualifications frameworks was also explored throughout the competence refresh process. The literature presented here explores competence, levelling and national standards and how these might link to the Scottish Qualifications Framework (SCQF) and how that relates to the European Qualifications Framework (EQF).

A recent workforce survey of CLD in Scotland (LLUK, 2008a) received returns with information on 16,556 people identified as active in CLD. Of these, just over a third were paid staff (5,778) and nearly two thirds (10,778) were volunteers. The majority of those identified through the survey as aligned with the national priority of achievement of learning for young people were volunteers (75%). The proportion of volunteers identified in community based adult learning was 41%, 46% volunteers were involved in community capacity building and 53% identified as other (which included generic CLD). Overall the returns identified 3,199 people (39%) volunteering in the public sector and 7,579 (90%) volunteering in the third sector. Just over half of those working in the public sector (53.1%) and one in 5 of paid staff in the voluntary sector (11%) had a CeVe endorsed qualifications at degree level (SCQF level 9) or above. While not covering all of those involved in CLD in Scotland, in either the public or voluntary sectors, these figures indicate a range of people beyond those who hold a CeVe endorsed qualification, for whom CLD competences have some relevance. The aim of the current research is to refresh the competence framework so that it provides guidance in generic CLD across this broad field, relates to qualified, unqualified, paid and unpaid CLD practice and is relevant to those involved at all levels.

National Occupational Standards (NOS) are statements of the skills, knowledge and understanding needed in employment and aim to clearly define the outcomes of competent performance. They set out measurable performance outcomes to which an individual is expected to work in a given occupation. The Qualifications and Curriculum Authority definition of competence is: *The ability to perform to standards required in employment across a range of circumstances and to meet changing needs*. Occupational Standards provide a means of measuring competence in the workplace. A good example of the links between competence, national occupational standards and sectoral principles and values can be seen in the NOS report for working with parents and family learning (LLUK, 2005). These and knowledge and understanding are seen as underpinning the concept of demonstrating competence.

International examples

International experience of a range of community-focused and community development activities reinforces the central elements identified in both the 1995 competences and in relation to the detail of the NOS developments.

For instance, the success of rural community schools in Egypt was identified as successful because of four central investments (DeStefano, 2006). These were resources, so that cost of education was not prohibitive, developing a school curriculum that was embedded in the local culture and based on partnership with communities, who served on the education committees and played active roles in the schools, teaching that was shaped around the learning needs of the children and local people (women) recruited and trained to facilitate with a focus on their: *capacity for innovation, creativity, and sensitivity to children's need*.

An educational priority identified in Namibia aimed to achieve empowerment through skills development in Community Skills Development Centres, which provide opportunities that are demand driven, community managed and competency based.

Discussions at an international three day workshop in 1997 highlighted the importance of outcomes based education in enabling people to learn and move on to newer levels of learning, in accrediting and incorporating people's prior learning as part of the process and designing the training and education outcomes so that they are relevant to the real world in which learners operate⁴.

Work in Romania, where there is already a standard for professional consultants in community development at national level, was undertaken to identify core community development competences for members of the community who became active in working towards rural development⁵. This resulted in eleven areas of competency, including identifying community needs and ranking these according to priorities, analysing resources and identifying those needed for the given action, creating action plans with deadlines and responsibilities and evaluating the flow of action and formulating lessons for the future. This competency framework therefore, not only identified the expected skills and knowledge, but also what the worker was expected to do as a result.

A community development course in Michigan draws on lessons from community based activities related to education, environment, health, human services, housing, and neighbourhood revitalisation, as well as social work, public health, urban planning, and related fields⁶. This course focuses on exploring what community development is, the rationale for neighbourhood work, pluralism and the processes involved with specific training around getting to know the community, making action plans, increasing intergroup dialogue, community-based research, change agents and a socially just community.

An example of community development training developed as part of a Social Work degree programme in Australia (Mendes, 2008) is based on a number of objectives, including the consideration of the value and ideological base of community development and enabling students to develop and implement appropriate ethical behaviours and standards

The Commonwealth Diploma in Youth and Development⁷ (Robertson, 2004), completed by 1500 youth workers since 1998 and with a similar number currently studying it, is designed to be studied over a period of roughly eighteen months by professionals already engaged in youth work. It is designed around five themes. These are:

- value themes covering human rights, development, autonomy, adulthood, participation democracy and justice;
- structural themes, based on stakeholders, national and local political structures, informal structures and power and inequality;
- technical themes based on knowledge, skills, practicum, reflection and mentoring;
- psychosocial themes covering gender, youth/ community, group dynamics and leadership; and,
- management themes, looking at time resources, people and monitoring.

Common to all of these examples is educational and social development based on principles and values that are explicit and which underpin practitioner approaches. These are based on practitioners' responsibility: to understand the communities with which they work and the factors that influence those communities; develop

⁴ Capacity 2000 Plus: Competency-Based Community Skills Development, three day workshop held in Namibia between September 23-25, 1997

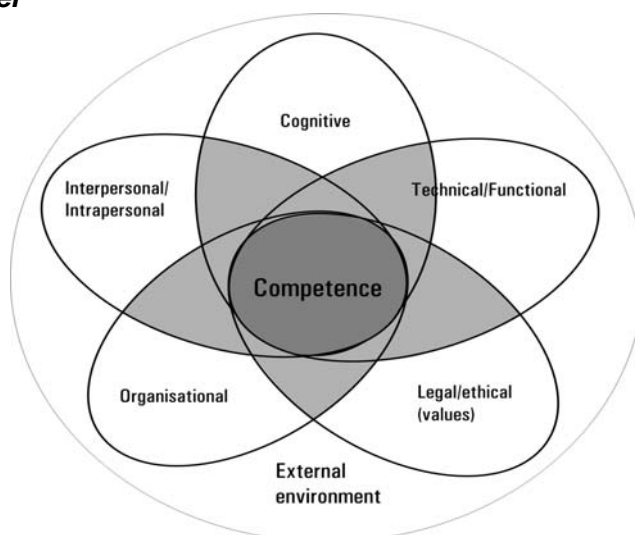
⁵ <http://www.ruralnet.ro/proiecte.php?lang=english>

⁶ http://www.ssw.umich.edu/shared/course_outlines/20085/bc799-006s08.pdf

programmes and projects with participants, related to their lives and culture, and competence that comes from an interaction between training and experience.

Research into pharmaceutical competence in New Zealand (Torr, 2008) concluded that a complex view of professional competence was necessary, with a focus on integrated behaviours and with a model that can take into account the context in which professional activities are undertaken.

Competence Model



Competence in Torr's model is based on five domains of competence: the cognitive domain, the technical domain, the legal/ ethical domain, the organisational domain; and the inter/intra-personal domain (page 5).

This understanding demonstrates the importance of a competence framework that is value based, relevant to technical skills developments (which are more clearly articulated in the National Standards developments) and linked to the self-evaluation processes and standards already identified within CLD.

Levelling and national occupational standards

In refreshing the CLD competences, there are a number of developments that have clear implications for CLD practice. As part of the initial literature review, the competences were looked at in relation to some of the relevant NOS to identify how they might link to the key roles or functions defined there. Table 9 shows how the competences work with the roles or functions in community development work, youth work, working with parents and in social work as examples of how standards related to generic CLD might articulate with a range of standards that are important to CLD practitioners.

Table 9 Competence in CLD and NOS roles and functions

Current competences	Key roles CD NOS (Paulo, (2003)	First five level functions YW NOS (LLUK, 2008b)	Key roles NOS for work with parents (LLUK, 2005)	Key roles NOS for SW (Topss UK Partnership, 2002)
To engage with the community	Develop working relationships with communities and organisations	Facilitate the personal, social and educational development of young people	Build and maintain effective and positive relationships with parents, colleagues and the wider community	Prepare for, and work with individuals, families, carers, groups and communities to assess their needs and circumstances
To develop relevant learning and educational opportunities	Encourage people to work with and learn from each other	Promote equality and young people's interests and welfare	Develop parents awareness, knowledge and skills	Plan, carry out, review and evaluate social work practice, with individuals, families carers, groups communities and other professionals
To empower the participants	Work with people in communities to plan for change and take collective action	Work with others	Update knowledge and reflect on own practice and develop the development of others' knowledge and practice	Support individuals to represent their needs, views and circumstances
To organise and manage resources	Work with people in communities to develop and use frameworks for evaluation	Develop youth work strategy and practice	Provide parenting services in accord with the principles and values of the sector	Manage risk to individuals, families, carers, groups, communities, self and colleagues
To practice community education within different settings	Develop community organisations	Lead and manage teams and individuals	Influence and contribute to policies, strategies and development opportunities for parenting services and projects	Manage and be accountable, with supervision and support, for your own social work practice
To use evaluative practice to assess and implement appropriate changes	Reflect on and develop own practice and role		Create and sustain a framework for ensuring and maintaining the quality of delivery of parenting services	Demonstrate professional competence in social work practice

The community development NOS were in the process of being reviewed during the research period and the final draft was out for consultation until 14th April 2009. The resulting NOS (LLUK, March 2009) are based on seven standards and cover:

- Standard 1: Understand and practice Community Development
- Standard 2: Engage with, and understand communities
- Standard 3: Support effective group work and collective action
- Standard 4: Promote and support effective collaborative and cross sectoral working
- Standard 5: Support learning from shared experiences
- Standard 6: Community Development support to develop and maintain organisations
- Standard 7: Manage Community Development practice

Standard 1: is described as: *'the core or underpinning standard and applies to all community development practice in all roles, settings and levels'*, while Standard 7: primarily relates to the role of line managers.

Relating the competences to the relevant NOS is integral to supporting workers in developing effective practice. For instance, to meet the standard of enabling young people to work effectively in groups, the NOS for Youth Work (LLUK, 2008) detail 16 outcomes for practitioners, 5 behaviours, and 15 elements of knowledge and understanding. The CD NOS Standard 3 draft (LLUK, March 2008), *Support Effective Group Work and Collective Action*, details 7 context points, 3 in setting common goals, 6 in group dynamics and processes, 4 elements of community organising, 4 about conflict within communities and 5 on campaigning. The requirement to practise in different roles, including working with groups, is an important element of competence in CLD. The ability to take on a leadership role when appropriate is also important, with 16 skills, 11 behaviours, 10 areas of knowledge and understanding, 2 knowledge and understanding specific requirements and 8 elements of context specific knowledge and understanding located in the standards for first line and middle managers (Management Standards Centre, 2008⁸). These standards also identify the requirements for '*managing self and personal skills*', which for team leaders, for example, has a skills set that includes time management, self assessment, planning and communicating.

There are also different practitioner needs around some activities, such as progression and transition. The draft NOS for Learning Support Practitioners (LLUK, 2007) identify responsibilities in working with others to provide learning support, for instance, supporting learning through progression, recognising achievement and knowing how to liaise and communicate with relevant professional colleagues. The CD NOS include the need for learning from what happened and using this to inform future events and encouraging individuals to share and further develop their skills and knowledge (through mentoring, buddying, networking, visits etc.) The connections between the standards sets are important in terms of the different responsibilities, roles and knowledge requirements within CLD and should be explored in more depth as part of the levelling developments.

A continuous learning framework developed for the social services (Scottish Government, 2008d) identifies the NOS as bringing together the: *knowledge, understanding, values and practical skills required to do the work and present these as statements of competence* (page 8) and with the framework setting out: *what people in the social service workforce need to be able to do their job well now and in the future and describes what employers need to do to support them* (page 5). This provides a useful way of framing the relationship between the CLD competence framework, which is a comprehensive tool for generic CLD, and the related NOS which detail the relevant skills, knowledge and value base for practitioners. The continuous learning framework describes four stages of progression around personal capabilities, with a number of indicators for each stage. This includes organisational indicators related to investment in continuous training of the workforce. The stages are: engaged; established; accomplished; and, exemplary and they are cumulative. This links to a five level model of skills acquisition developed by Dreyfus and Dreyfus in 1986 as: novice; advanced beginner; competent; proficient; and, expert (in Kilroy, 2009).

The Scottish Credit and Qualifications Framework

The Scottish Credit and Qualifications Framework (SCQF, 2001) uses two measures to describe qualifications and learning programmes. These are the **level** of the outcomes of learning and the **volume** of outcomes, which are described in terms of the number of credit points. There are 12 levels in the Framework. Each level increases with the complexity of learning and demand of the learning outcomes and this is described in the level descriptors that underpin each level, and relates to changes in characteristics such as:

⁸ http://www.management-standards.org/content_1.aspx?id=10:5406&id=10:1917

- complexity and depth of knowledge and understanding;
- links to associated academic, vocational or professional practice;
- the degree of integration, independence and creativity required;
- the range and sophistication of application/practice;
- the role(s) taken in relation to other learners/workers in carrying out tasks.

Level 1 covers all provision that is available below the full achievement of level 2. Level 6 covers outcomes associated with Highers or SVQ 3, level 9 those related to general degrees and Level 12 contains outcomes associated with doctoral studies.

As an example of the expectations that are associated with each level Table 10 shows some of the characteristic generic outcomes at each level associated with, autonomy, accountability and working with others, one of the five broad headings used in the SCQF framework.

Table 10 SCQF generic outcomes (two elements for each level have been noted)

SCQF	Autonomy, accountability and working with others
Level 2	Work alone or with others on simple routine tasks under frequent and directive supervision; Identify, given simple criteria, some successes and/or failures of the work
Level 3	Work alone or with others on simple tasks under frequent supervision; Participate in the setting of goals, timelines etc.;
Level 4	Work alone or with others on straightforward tasks; Contribute to the setting of goals, timelines etc.;
Level 5	Work alone or with others on tasks with minimum supervision; Agree goals and responsibilities for self and/ or for work with team manager/ supervisor;
Level 6	Take responsibility for carrying out a range of activities, where the overall goal is clear, under non-directive supervision; Take some supervisory responsibility for the work of others and lead established teams in the implementation of routine work;
Level 7	Exercise some initiative and independence in carrying out defined activities at a professional level; Take supervision in less familiar areas of work;
Level 8	Exercise autonomy and initiative in some activities at a professional level; Take significant managerial or supervisory responsibility for the work of others in defined areas of work
Level 9	Exercise autonomy and initiative in some activities at a professional level; Take some responsibility for the work of others and for a range of resources;
Level 10	Exercise autonomy and initiative in professional/ equivalent activities; Take significant responsibility for the work of others and for a range of resources;
Level 11	Exercise substantial autonomy and initiative in professional and equivalent activities Take responsibility for own work and/ or significant responsibility for the work of others;
Level 12	Exercise a high level of autonomy and initiative in professional and equivalent activities; Take full responsibility for own work and/ or significant responsibility for the work of

	others;
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Each level of the SCQF from 2–12 has a descriptor which sets out its characteristic general outcomes under the five broad headings. These are:

- knowledge and understanding — mainly subject-based
- practice (applied knowledge and understanding)
- generic cognitive skills, e.g. evaluation, critical analysis
- communication, numeracy and IT skills
- autonomy, accountability and working with others

In clarifying the practice base that can be expected of CLD practitioners, the SCQF level descriptors provide a fundamental tool to pinpoint the assessment criteria that could be developed in relation to knowledge, practice, skills, critical awareness and roles and responsibilities.

The SCQF framework is based on a recognition that individuals will move from higher to lower levels, as well as across different levels, as they become involved in new learning and gain new skills. Table 11 gives an indication of some of the expected outcomes related to levels 6, 9 and 12. The first element is given as an example.

Table 11 SCQF level descriptors example

SCQF	Knowledge and understanding	Practice, applied knowledge and understanding	Generic cognitive skills, e.g. evaluation, critical analysis	Communication, numeracy and IT skills	Autonomy, accountability and working with others
Level 6	Demonstrate &/or work with: generalised knowledge of a subject/discipline	Apply knowledge and understanding in known, practical contexts	Obtain, organise and use factual and theoretical information in problem solving	Use a wide range of skills (e.g. produce and respond to detailed and relatively complex written and oral communication in both familiar and unfamiliar contexts)	Take responsibility for carrying out a range of activities, where the overall goal is clear, under non-directive supervision
Level 9	Demonstrate &/or work with: a broad & integrated knowledge & understanding of the scope, main areas & boundaries of a subject/ discipline	Use a selection of the principal skills, techniques, practices &/or materials associated with a subject/ discipline	Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information & issues	Use a range of routine skills & some advanced & specialised skills in support of established practices in a subject/ discipline (e.g. make formal & informal presentations on standard/ mainstream topics in the subject/ discipline to a range of audiences)	Exercise autonomy and initiative in some activities at professional level
Level 12	Demonstrate &/or work with: a critical overview of a subject/ discipline – including critical understanding of the principal theories, principles and concepts	Use a significant range of the principal skills, techniques, practices and materials that are associated with a subject/ discipline	Apply a constant & integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues	Use a significant range of advanced & specialised skills as appropriate to a subject/ discipline (e.g. communicate at an appropriate level to a range of audiences and adapt communication to context and purpose)	Exercise a high level of autonomy and initiative in professional and equivalent activities

The generic outcome descriptors provide a clear indication of what can be expected of practitioners. The framework therefore takes on the role of clarifying expectations around some core skills, such as IT and communication, personal responsibilities and critical analysis, with step changes indicated through level progression or broadened through the acquisition of new learning and experience.

A second and equally important development has been the focus on qualification articulation at European, UK and Scottish levels. A decade ago, in 1999, a joint declaration of the European Ministers of Education⁹, committed to the '*adoption of a system of easily readable and comparable degrees*', defining two main cycles as undergraduate and graduate education. The establishment of a system of credits for transferable qualifications also included credits that could be acquired in non-higher education contexts, including lifelong learning, provided they were recognised by receiving universities.

The levels developed by the European Commission (European Commission, 2008) in the European Qualifications Framework (EQF) span the full scale of qualifications, from level 1 (for example school leaving certificates) to Level 8 (for example doctorates) and covers qualifications, vocational and academic education and training, and qualifications acquired through initial and continuing education and training. This means that there is a need to focus on learning outcomes because of diverse systems across Europe. Outcomes are specified under knowledge, skills and

⁹ The Bologna Declaration

competence. Using the principle of “best fit”, SCQF levels can be referenced to EQF levels in terms of aims, descriptors and contents¹⁰.

In recognition that competence, like competent driving, is developed after passing the test, the SCQF also provides a template for the essential development of a competent CLD practitioner and the CPD requirements that will support this and that would support further progression. This provides the potential to develop personal development planning related to both generic CLD and articulating with specialisation across the different strands. This offers an opportunity for the CLD Standards Council to consider in relation to its CPD and registration work. Further research in expanding understanding of competence in CLD and use of the SCQF framework as a tool for practice is therefore a priority for the Standards Council.

Overview of the findings from the competence and standards literature

- The most recent workforce survey of CLD in Scotland received returns with information on 16,556 people identified as active in CLD, demonstrating a breadth of activity and a range of practitioners, paid and unpaid, CeVe qualified and unqualified, active in the field.
- National Occupational Standards (NOS) are statements of the skills, knowledge and understanding needed in employment and aim to clearly define the outcomes of competent performance.
- CLD competence should be embedded in to the context and values and principles of practice
- The connections between the national occupational standards sets are important in terms of the different responsibilities, roles and knowledge requirements and should be explored in more depth as part of the levelling developments.
- The relationship between NOS and competences offers an opportunity to focus on a holistic approach to competence indicators. The competence framework can acknowledge that relevant skills are embedded in a practitioner and the context in which they work.
- The competence framework should be value based, relevant to technical skills developments and linked to the self-evaluation processes and standards already identified within CLD.
- The SCQF provides a template for identifying the development of a competent CLD practitioner and the CPD requirements that will support this and further progression.
- The SCQF clarifies expectations around some core skills, such as IT and communication, personal responsibilities and critical analysis.
- A route map should be developed from the relevant NOS to the CLD competence framework using the SCQF as a levelling framework. The continuous learning framework for the social services provides a useful indication of how this might link to both registration and continuing professional development.

¹⁰ Consultation on the referencing of the Scottish Credit and Qualifications Framework (SCQF) to the European Qualifications Framework for Lifelong Learning (EQF) – responses by November 2008

Section Seven Finalising the Refreshed Competences

In the final stage of refreshing the CLD competences, the information collected throughout the research process was reviewed to ensure that the findings fully informed the final document. The development of each stage rested on the findings from the previous stage, with a policy review undertaken as the starting point. This section reflects that process.

Stage One: The drafting stage

The literature review highlighted that significant changes had taken place in relation to practice developments and the policy context since 1995. There are now, for instance, expectations of CLD in relation to Community Planning, regeneration and skills development. Practice supports and guidance tools such as *Working Together Learning Together*, *LEAP* and *HGLIOCLD?2*, have been produced alongside increased requirements for evaluation, evidencing outcomes and changes in the funding and location of CLD practice. Employers' expectations have focused on a number of areas of practice, for instance the growth of partnership working, a focus on literacies and numeracy work, ESOL and family learning. Employability, accreditation and access to qualifications have created a more formalised expectation of learning outcomes. Meanwhile the social benefits expected of CLD practice have moved through active citizenship to social capital accumulation and have been seen to be important to individuals, communities and active democracy. This is set within a requirement to deliver on the Scottish Government's strategic priorities for CLD, which are:

- Achievement through learning for young people
- Achievement through building community capacity
- Achievement through learning for adults

Participants in the Dialogue Sets highlighted a number of points that they felt needed to be taken into account within the competence refresh. These included:

- the complexity of partnership working;
- recognition of the processes, skills and knowledge related to needs identification;
- risk management;
- conflict management and understanding;
- presentation of research evidence and its assistance in building evidence-based practice.

There was a strong interest in ensuring that policy expectations were taken into account, given their impact on the context in which practice is undertaken, managed and measured. The participants wanted the refresh to clarify and make explicit the purpose, impact and outcomes, values and principles and core activities of CLD. Participants also wanted the competences to demonstrate the aspirations of practice, and in turn to demonstrate to employers the importance of investing in CPD activities so that they could maximise their own impact. There was a strong interest in ensuring that the refreshed competences would provide practice support for practitioners, managers and policy makers as well as well as providing the basis for pre-qualifying, qualifying and post qualifying training. This context was the basis for the first draft of the refreshed competences.

Stage Two: The testing stage

There was disagreement about where the values should be made explicit, with some participants feeling they should be embedded in the competences and others that this made them too value laden and difficult to demonstrate. The need to show the importance of critical thinking and reflection provided a further framework for

redrafting. This was done in the context of a positive response to the survey, which found that:

- 71% (181 respondents) felt that the draft refreshed competences represented the areas required to demonstrate generic competence for those working in CLD
- 18.4% (47 respondents) said they were unsure; and,
- 10.6% (27 respondents) felt they did not.

The large number of comments noted through the electronic survey (over 500 across all questions) reinforced some of the points from the discussions at the events. These included:

- the need for a clear definition of CLD as an introduction to the competences;
- an interest in retaining the empowerment competence; and,
- using language that is aspirational, positive and accessible but reflects the complexity of practice.

The importance of competence in understanding community, social relationships and partnership working was also highlighted.

Participants and respondents felt that levelling, with examples of competent practice and a route map to the national occupational standards (NOS), would help them to understand and demonstrate competence in generic CLD. Making sure that the competence framework linked to CPD was highlighted. The dissemination strategy that is developed by the CLD Standards Council to launch the refreshed competences was seen as a way of raising awareness with CLD and CLD stakeholders. Survey respondents gave over 50 comments on how they felt this could be achieved.

The findings from the testing phase were used to further redraft the refreshed competences.

Stage Three: The refining stage

Participants felt it was important to strengthen the values and purpose statement and that it would be useful to clarify the key process points that were being made in the introduction. A focus for testing the final refreshed competences was suggested. This involved considering why practitioners might need to be competent in an area of practice, what they would do and what it would achieve. A number of other points were identified as important to ensure that the refreshed competences reflected the complexity of the roles of CLD workers. Panel members suggested the language should be active and the interdependence of the competence framework should be shown. They felt that the refreshed competences should support practice based around the impact of CLD, practitioner self-awareness and understanding of the value base and language that reflect the aspirations of CLD practice.

Future trends that participants felt should inform the refreshed competences included awareness of the political dimension and the implications changes of government and government priorities might have, identifying the increased emphasis on localism and community involvement in decision making around local services. They also noted the emphasis on evidence and need for inquiry skills, understanding the changing dimensions of relationships in an IT society, alongside the need to a focus on the role of direct engagement and social interaction.

They felt the sector had to:

- develop its leadership role in working with others,

- build links with other public services, such as education and health,
- take steps to ensure CPD for the whole workforce
- own its development by being creative and innovative and adapting to change.

Panel members also felt that the relationship between the NOS, SCQF and levelling were important and suggested looking at the Scottish Social Services Council Continuous Learning Framework and the adult literacies framework.

Stage Four: The literature

The recent workforce survey (LLUK, 2008) highlighted the diversity and breadth of people active in CLD, the high proportion of unpaid and volunteer practitioners who support activities, especially around achievement through learning for young people. It identified the mixture of qualified and unqualified practitioners, highlighting the importance of training developments that offer a continuum of learning for people seeking to extend their knowledge and skills so that they can extend their practice.

In recent years, there has been a growth of evidence on the impact of CLD with individuals, groups and in communities. There is a more explicit understanding that communities are complex and there are competing needs and interests. Practice developments such as the social practice model approach to family learning and the outcomes of investment in adult literacies work provide strong supporting material for a learning continuum that will support practice and practitioner development.

A theoretical perspective of CLD highlights the importance of practitioners being aware that learning has a number of purposes and processes that will vary according to the understanding and motivating factors of providers and learners, as well as the policy aspirations behind provision. One element of the distinctiveness of CLD is based on the relationship between learners and CLD practitioners, where the learning agenda is defined and shaped together. The processes that underpin this approach are based on the intended outcomes and understanding of learning linked to the theoretical perspectives of the practitioner.

There is also a growing evidence base on the relationship between learning and:

- personal change
- social change
- democratic action
- regeneration
- health and well being
- employment
- environmental action
- economic development

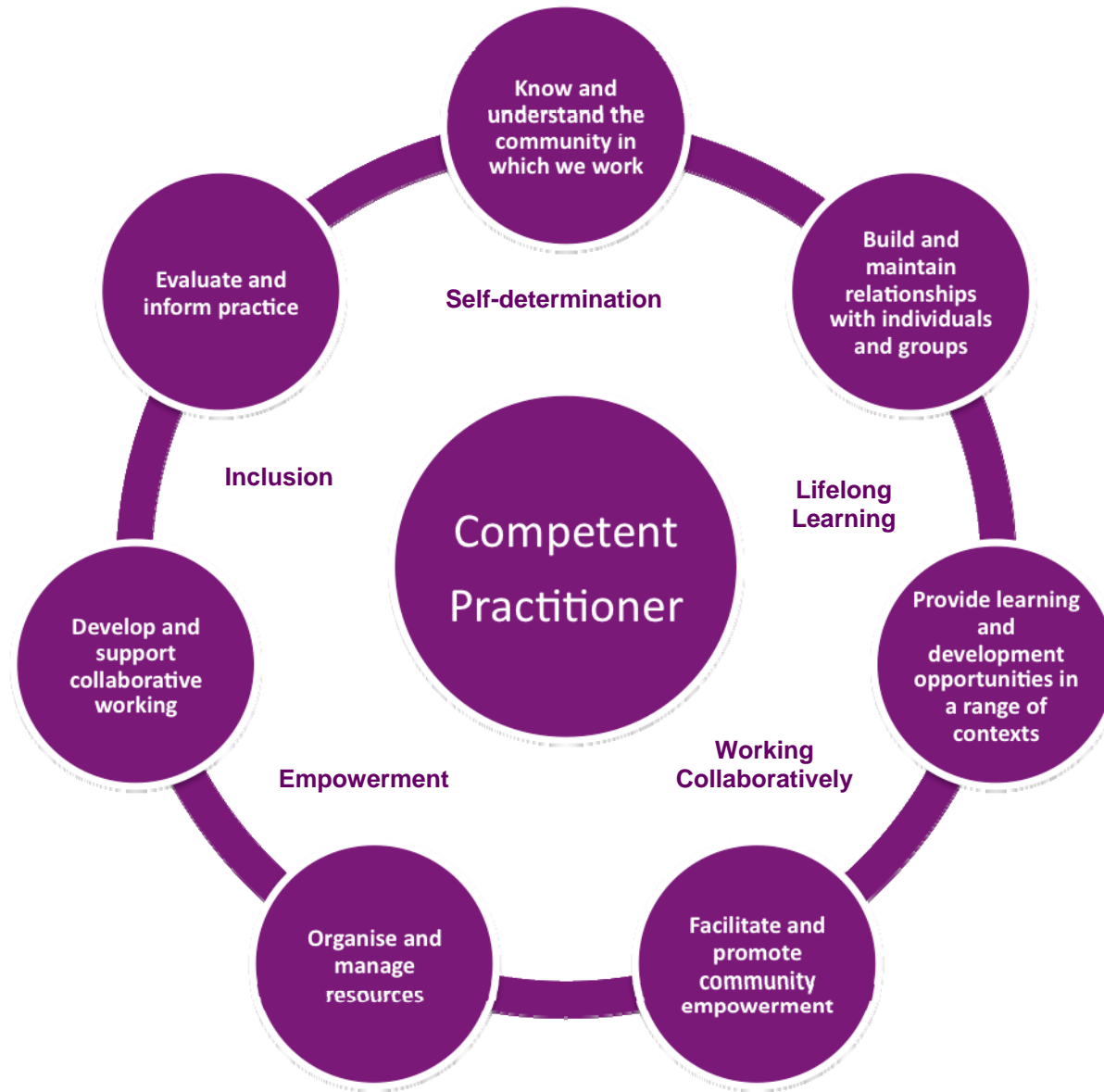
These connections inform a broad understanding of the impact of CLD practice and of the importance of principles and values as a driving force for CLD.

Tensions have been identified between community-focused policy expectations and some of the assumptions and language with which they are framed. For instance, a deficit model is seen in terms such as 'community capacity building' and 'community empowerment' with the implication that local and national government agendas rather than community agendas are the outcomes expected of community capacity. It is important to understand the power, social connections and impact of cultural norms on individual and community knowledge.

Competence can be understood as an integration of skills, knowledge and experience in the context in which professional activities are undertaken. National occupational

standards are the detailed elements of the skills and knowledge needed. This indicates the importance of both in relation to this refresh. The aim is to develop a competence framework that is value-based, relevant to technical skills developments and linked to the self-evaluation processes and standards of CLD. The broad experience base of those involved in CLD activities means that clarity of the competence areas that make up generic CLD needs to be achieved before levelling around beginner, advanced beginner, competent, proficient and expert practice expectations can be agreed. These can then be effectively informed by SCQF developments, relevant NOS and practitioner and trainer perspectives.

The CLD Competence Framework (2009)



The competences for Community Learning and Development (2009)

Competence in Community Learning and Development

Community learning and development is learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants

(Scottish Executive, 2004)

Community Learning and Development aims to:

...develop the capacity of individuals and groups of all ages and through their actions, the capacity of communities, to improve their quality of life. Central to this is their ability to participate in democratic processes.

(Scottish Office, 1998)

Values

The values of CLD are¹¹

- Self-determination - respecting the individual and valuing the right of people to make their own choices.
- Inclusion - valuing equality of both opportunity and outcome, and challenging discriminatory practice.
- Empowerment - increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action.
- Working collaboratively – maximising collaborative working relationships with the many agencies which contribute to CLD and/or which CLD contributes to, including collaborative work with participants, learners and communities.
- Promotion of learning as a lifelong activity – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life

Competent CLD workers

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

¹¹ Taken from the Interim Standards Council's proposals

knowledge, experience and aspirations of those involved. They will initiate, develop and maintain relationships with local people and groups and work with people using:

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

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

Critically reflective CLD workers

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

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

The CLD competences

- Know and understand the community in which we work
- Build and maintain relationships with individuals and groups
- Provide learning and development opportunities in a range of contexts
- Facilitate and promote community empowerment
- Organise and manage resources
- Develop and support collaborative working
- Evaluate and inform practice

The full list of indicators underpinning these can be found on the following pages.

Competence: Know and understand the community in which we work

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

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

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

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

Competence: Build and maintain relationships with individuals and groups

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

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

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

- seek out and engage with individuals, groups and communities;
- practise in different roles, such as facilitating, supporting, leading, advocating, that are appropriate to the work in which you are involved;
- use informal dialogue in individual relationships and within groups;
- handle challenges and opportunities constructively;
- understand and deal with the underlying dynamics at work within relationships and groups;
- work towards the resolution of conflict;
- recognise the power dynamic and action needed to equalise power relationships in decision making;
- facilitate endings for individual and group relationships where appropriate.

These competences and indicators should be read in conjunction with the definition of a competent CLD worker.

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

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

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

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

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

Competence: Facilitate and promote community empowerment

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

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

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

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

These competences and indicators should be read in conjunction with the definition of a competent CLD worker.

Competence: Organise and manage resources

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

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

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

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

Competence: Develop and support collaborative working

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

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

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

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

Competence: Evaluate and inform practice

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

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

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

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

Section Eight Additional Findings and Recommendations

The research process was designed to engage with those active in CLD at all levels and in a range of roles and settings. Of note was the commitment, knowledge and interest demonstrated in participating in shaping the future of CLD in Scotland. Participants showed an enthusiastic interest in continued involvement in this debate. This provides a major resource to the CLD Standards Council in taking its agenda forward.

These recommendations are based on the overall research findings, which had an added dimension in asking participants to consider both dissemination of the refreshed competences and findings that fell outside the competence refresh but which have important implications for future developments of CLD. We present these for consideration by the CLD Standards Council.

The dissemination process will build on the work already undertaken by the Interim Standards Council with a focus on engaging with those involved in CLD or with an interest in the outcomes of CLD. The dissemination strategy therefore should build on the interest of participants in continuing their participation in shaping CLD, making sure that the refreshed competences will not '*remain on the shelf*' but can be used as a tool for practice. The dissemination process also provides an effective way of exploring and demonstrating how practitioners with different levels of experience and knowledge can show their competence by developing examples with those in the field.

We envisage a number of ways in which the refreshed competences can be used and embedded in practice, such as peer support, in support and supervision, through coaching and mentoring. In this way, the competences can be used by practitioners in their own work and as a tool for supporting the learning and development of CLD practitioners across the spectrum, from novice to expert.

There are a number of important audiences to consider in dissemination. These include all those active in CLD, such as training providers and students, pre-qualifying, qualifying and post qualifying practitioners, employers of CLD practitioners, particularly in non CLD organisations, and those responsible for CLD policy and strategy developments. Dissemination to those with an interest in CLD outcomes is also important. These include Community Planning Partnerships, voluntary and public sector service providers, professional bodies, such as the Chartered Institute for Housing, and decision makers.

Access to the refreshed competences is essential and offers opportunities to ensure their use in practice. Suggested methods include seminars and discussions, paper based, with guidance and other support materials, and through web-based developments. The development of a web-based tool would enable practitioners to create learning logs. This can build on tools that are already available to the sector and those used in other professions to support understanding of practitioner development, accreditation and evidence of competence at different levels of practice.

The breadth and diversity of experience that makes up CLD suggests that developing a continuum of learning framework would be an effective way to understand and locate CPD activities that reflect the needs of the whole field.

Evidence of how the refreshed competences relate to practice is central to their effectiveness. Monitoring and evaluating how they are used in training and in practice is therefore a priority.

The production of National Occupational Standards that relate to CLD practice prioritises the development of a route map from the refreshed competences to the NOS. The continuous learning framework for the social services provides a useful model on how this might be taken forward effectively in linking the skills and knowledge base necessary at different levels to the integrated practice that the competence framework for CLD defines.

There are three specific recommendations, interrelated but distinctive approaches to disseminating, monitoring and using the competences. These are:

Developing a dissemination strategy

The purpose of dissemination is to establish the refreshed competences as a tool for practice, a way of promoting a continuum for learning for CLD and a means of continuing to engage with those involved in CLD. To achieve this, the Standards Council should consider:

- Establishing a timeframe for the roll out / dissemination of the refreshed competences
- Providing feedback to all participants on the findings from the research
- Identifying target audiences
- Developing an engagement strategy to maximise awareness and use of the competences and dialogue across the field

Creating a plan for monitoring and evaluating the use of the competences

It is essential to establish how the refreshed competences are taken forward in training and practice. Developing a monitoring and evaluation plan is therefore required. To achieve this, the Standards Council should consider:

- Establishing clear mechanisms for feedback on using the refreshed competences in practice across fieldwork
- Exploring with training providers who have been CeVe endorsed recently how the refreshed competences can be incorporated into their training provision
- Remitting the approvals sub-committee to introduce a review process seeking evidence of the implementation of the refreshed competences in training

Developing a continuum of learning framework

The breadth of experience of those active in CLD and the importance of levelling and supporting practitioner development is central to both continuing professional development and discussions around registration. Developing a continuum of learning framework would enable practitioners to identify and evidence their own achievements and use the refreshed competences to support practitioners from across the field to develop their practice. To achieve this, the Standards Council should consider:

- Developing a route map to the relevant National Occupation Standards
- Establishing a number of pilot projects to explore with practitioners, employers and managers how the refreshed competences can be used as a tool for practice
- Encouraging the development of examples of practice
- Developing a web based tool that can be used as a learning log by those in the field
- Exploring learning and CPD frameworks and developing a CLD Learning Framework

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APPENDICES

APPENDIX 1	1995 COMPETENCES AND THEIR ELEMENTS
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1995 Competencies and their Elements

1. Engagement with communities

To meet this competence the community educator requires to be able to:

- intervene within a given community;
- establish and sustain contact with local adult, youth and community organisations;
- identify needs;
- reach and engage with traditional non-participants;
- establish interagency links with other professionals working in the area; and,
- begin to identify from the assessed needs of the community, the concerns and aspirations of the people in the area and relevant opportunities for community action and learning.

2. To develop relevant learning and educational opportunities

The community educator requires to be able to:

- target individuals and groups within a community;
- provide potential participants with appropriate guidance;
- take advantage of spontaneous learning and development opportunities in everyday situations;
- design with the participants relevant learning programmes and curricula content
- identify any special learning needs;
- promote and market learning opportunities e.g. through use of the media;
- organise appropriate structures for learning and community action; and,
- implement the learning and teaching programme.

3. To empower the participants

To meet this competence the community educator requires to be able to:

- empower the participants through developing collective action and learning;
- involve participants in planning, delivery and evaluation;
- enable participants to work towards their goals;
- encourage community-led development;
- develop the confidence, knowledge, skills and understanding of the participants; and,
- widen participants' awareness of the concepts of power and change.

4. To organise and manage resources

To meet this competence the community educator requires to be able to:

- to develop and plan a work programme;
- organise and deliver quality activities and projects;
- recruit and manage human resources such as part-time staff and volunteers;
- identify funding and resources;
- apply relevant legislation and policy;
- demonstrate skills in self-management;
- manage financial resources; and,
- manage equipment and physical resources.

5. To practice community education in different settings

To meet this competence the community educator requires to be able to:

- express the values underlying community education through practice;
- apply the principles underlying community education in practice;
- apply the community development approach;
- practice across a range of age groups and within a range of settings;
- identify the external influences on the development of practice;
- demonstrate skills in working as part of a local multi-agency team; and,
- be able to implement appropriate exit strategies from the community and learning groups.

6. To use evaluative practice to assess and implement appropriate changes

To meet this competence the community educator requires to be able to:

- use appropriate quality assurance and performance measurement techniques;
- plan and apply a range of participative methods of evaluation;
- use information technology;
- demonstrate skills in report writing and presentation for a variety of audiences; and,
- use findings to influence practice.

Dialogue Set

Discussion Schedule

1.00	Coffee and Introduction	
1.10	Scene Setting	LWTT
1.30 – 1.50	Plenary session covering: <i>Thinking about the policy context and what it means to your work what changes do you think we need to think about in refreshing the competences?</i> <i>What do you need the competences to do for you?</i> <i>What opportunities do you think refreshing the competences offer?</i>	SCDC/Youthlink/Avante
1.50 – 3.10	Small group work on two of the current competences covering: <i>Which competences do you consider are key in your work?</i> <i>Which competences do you think are still appropriate but might need modification?</i> <i>Are there any competences that you feel are no longer appropriate?</i> <i>Do you think there any competences missing?</i>	SCDC/Youthlink/Avante
3.10 – 3.20	Break	
3.20 – 3.50	Feedback and discussion	LWTT
3.50 – 4.00	Final points and next steps	



Appendix 3

THE STANDARDS COUNCIL FOR COMMUNITY LEARNING AND DEVELOPMENT IN SCOTLAND

National Testing Events Refreshing Scotland's Community Learning and Development Competences

Programme

Friday 23rd January 2009, Edinburgh

- 10.00 Registration & Coffee
- 10.30 Update on Standards Council Refreshed Community Learning and Development Competences.
Karen Geekie, Standards Council
- 10.50 Overview and findings to date
Fiona Craig, Linked Work and Training Trust
- 11.15 **Workshop 1** Testing the draft
- 11.30 **Workshop 2** Exploring the competences in detail
- 12.30 Lunch
- 1.15 **Workshop 2** continued
- 2.15 **Workshop 3** General discussion on the refreshed competences
- 3.15 Coffee and plenary
- 3.30 Finish

Appendix 4

Case Example 1 Facilitate community learning and development opportunities – Achievement through learning for adults

Facilitate community learning and development opportunities

The context of the work

A worker recently appointed to a post in a local authority adult learning team within a locality model has been given a specific remit to focus on developing learning opportunities for men within the area covered. Men had been identified as less likely to be involved in CLD learning opportunities and had been identified as a service priority.

Identify and tackle barriers to participation

As a starting point the worker decided it was important to explore the available evidence on what CLD learning and development opportunities men were accessing in the area, if any, and any evidence that might indicate the kind of CLD learning opportunities that could attract this priority community. He investigated what evidence he could find on participation rates within the CLD records, but this proved problematic as many of the records recorded initials rather than first names, meaning gender was hidden. He found that national statistics highlighted that men were more likely to be involved in learning and more likely to participate in vocational and self-directed learning than women, who were more likely to participate in taught learning opportunities. Discussions with colleagues indicated that if IT was taken out of the equation men's participation in CLD learning opportunities was minimal.

He explored with colleagues what they felt the barriers to participation in CLD might be and where men were likely to be involved. The main finding from this was that men were involved in groups such as community councils and area committees in the area. Looking at the evidence from research these and sport and leisure seemed to represent the main activities in which men were likely to participate.

Promote and market learning and development opportunities through appropriately targeted methods

He decided that initial discussions with other public and voluntary sector agencies would help him to begin to identify potential participants and approached them to see if they could identify men that they felt might benefit from becoming involved in learning opportunities, with the possibilities of referral in mind. This kind of approach had worked well for colleagues in developing learning opportunities for women and seemed like a useful starting point.

Identify and respond to learning and development opportunities in everyday situations

The worker designed a questionnaire to identify the most appropriate time and venue for the potential participants and developed an initial session to cover bike maintenance, on the basis that it was a practical and useful learning opportunity as a start for future developments.

Facilitate groups to work towards their goals

The initial workshop that participants had attended was designed around the practical action involved in bike maintenance but was also organised so that the participants and worker had informal individual and group discussions about what they felt they might benefit from or need from any learning opportunities they became involved in. In this way the worker was able to identify confidence issues as important to them and involve them in general discussions about some of the difficulties they felt they faced and whether these were common to all of them.

The result of the first session was that participants said they would like to start a personal development course, aimed at building confidence and reflection.

Use appropriate formal, informal and non-formal methods and techniques

Initially the worker planned a taster session but after discussion the participants decided they would like to do the whole course in the same kind of informal manner, a mixture of discussion and group work.

Develop, design and deliver learner-centred programmes

The worker then organised a workshop aimed at male carers and their children, but attendance was very low (only one person came). After reviewing the situation he decided to try a different approach and contacted the head teachers at the local primary and nursery schools and asked if he could speak to male carers as they dropped off their children. As a result 12 men signed up for a second workshop.

Promote and support progression

The worker also used the initial approach of talking to colleagues, collecting evidence of need and provision and discussing the target community with relevant agencies to begin to identify other potential learning providers that might be able to help develop and deliver learning programmes that would be of interest and meet the needs of participants. This meant that for the bike repair workshop he brought in a specialist trainer and had identified potential providers that he could signpost for participants if there were already relevant opportunities available. While this had not been necessary for participants' first training sessions, which he could deliver it provided information on future opportunities members of the group might wish to take forward.

As part of the course future learning possibilities were explored and participants began to identify what they might like to learn in the future and planning how they might be able to undertake these with the worker.

Case Example 2

Practice community led learning and development – achievement through learning for young people

Context of the work

A new worker was employed to support developments in a youth centre in a relatively well off community that had pockets of deprivation. His remit was to work with the young people already involved in the project (which has been on the go for 6 months) and develop a programme of activities that would appeal to young people across the community. There was a management committee, made up of adults who have been involved in fundraising for the project, with two young people members to represent their views.

Work with diverse communities of place and interest to identify needs, interests and collective action

The worker began his job by bringing together all of those young people who were already involved, including the two youth representatives, to talk about how the centre was working at the moment, what they would like to see develop and what they felt other young people in the area might like to see developed in the centre. He found that some were happy with what was available and didn't really want to be involved in anything else, some felt a bit frustrated because they didn't think they could influence what was happening and how decisions were made and some felt quite strongly that because it was a youth centre the management committee should be made up of young people.

Promote and support community leadership and influencing skills

Together they worked out that it might be useful to work as small groups around those interests, so that those who were interested in the activities they were involved in could think about how these might develop, those who wanted to influence decisions and what was provided could start to find out what other young people wanted and those that were interested in being a management committee could take on some responsibility for developing and managing some of the activities. It was agreed that the youth representatives should let the management know what was happening and the youth worker should draw up a plan with the three groups that could be taken to the committee.

Promote and support the identification and management of community assets

The youth worker worked with the group who felt it was important to influence the kind of activities that the centre provided to plan how they would find out what other young people in the community would like the centre to provide. They looked at who wasn't using the centre and what else was available in the community. They developed a survey and went out and talked to young people across the community to find out more about what they thought of what was available, what they wanted to do and whether they thought the centre would be able to provide this.

Challenge organisational practice that undermines effective partnership working

Once they had finished this he worked with them to organise the information so that they could go to the management committee and present their findings.

Promote and support community organising

The worker thought that a more formalised approach to working with the young people who wanted a young people's management committee would be a good way to help them to think through what this might involve. In the first session they discussed and agreed what they would like to develop, which was a arts and drama project, and then they planned six more sessions that could cover the planning and development of their activities, how they could manage the process, how they would make decisions, how they would manage the resources, including getting funding, buying material, storage and management and how they would bring more young people into the project. The initial goal was to ensure that those involved felt that they had the skills and knowledge to take forward the project and the group felt that once they had been through the training they wanted to present the project and how it was going to work to the management committee.

The worker agreed with the group who were interested in the activities that they attended that they would meet every couple of weeks to talk about what they were involved in and how they felt it was going and if they had any ideas that they felt might make the activities even better.

The worker undertook his role as supporting the community of young people involved in the centre's activities as a starting point for them beginning to develop and manage activities that were of interest to them but also could bring in other young people who weren't currently involved. He aimed to help the project to develop and open up by supporting the young people to define and organise around what they were interested in doing so that the project could develop in ways that they felt were important not only to them but also to other young people in the community. The different approaches to training were designed so the participants could gain the skills and knowledge they needed to take their interests forward and own the action.

Enhance and facilitate partnership working

The worker thought it was important that all of the young people had a chance to learn more about management committee, funders, others responsible for developing and delivering services to young people and other groups active in the community so they could think about which organisations might be good to work with in taking their ideas forward. As a result the young people proposed that it would be good to do some training that involved both the young people and committee members so that they could be sure that new activities could be developed together.

Clarify and take action to equalise power relationships in decision making

The worker started with a discussion about what the participants knew in relation to what they wanted to achieve. This provided a useful tool to revisit as the project activities developed, so that those involved could identify what had changed about them as individuals and groups and discuss some of the barriers they were dealing with this and some of the strengths they had developed. This, the work they had done in finding out what the needs and interests of other young people in the community were and the new activities they were beginning to organise and develop made them feel that they had a strong basis for influencing and becoming more directly involved in the way decisions could be made.

Case Example 3 Practice community led learning and development – building community capacity

Context

A CLD worker with a local authority wide remit was approached by the chair of a neighbourhood group and asked if she could develop training for the management board and help them to think about how the organisation might develop. The project was the responsibility of volunteer directors and employed four part time workers, a co-ordinator, an admin assistant, a volunteer co-ordinator and a youth worker. Overall there were also 50 volunteers active in five of its activities (newsletter, lunch club, after school care, counselling service and activities for young people).

Work with diverse communities of place and interest to identify needs, interests and collective action

The worker's initial contact was with the co-ordinator and the chair and it was agreed that there were two priorities. The first was to work with the volunteer directors to find out more about their responsibilities and how they would like to see the project move forward and agree with them what the next steps might be. The second was to find out more about how other groups in the community might like to see the project develop

Promote and support community organising

Contact with other community groups in the area was thought to be important to how the project worked, because it had a neighbourhood focus, so part of the preparation for the first session with the directors was to talk to local activists, including people involved directly in the project, and community organisations to find out what they felt the project was doing and what they felt it might be able to do in the future.

Promote and support community leadership and influencing skills

The worker decided that discussion with the management board would help her to begin to identify what they felt their needs were. The discussion highlighted a number of issues. These included how they supported the project, how they were accountable to the people involved, either through volunteering or as participants, and how the project responded to the needs of the neighbourhood as a whole. Some directors felt that the project had developed so quickly that they didn't have a good enough understanding of what it was doing and who was involved in its activities. They also felt that they had some very distinct responsibilities as the board and were unsure that they had all of the skills and knowledge that they needed for these and that the project needed to connect to other local organisations so that they did not duplicate or compete with these.

Work with diverse communities of place and interest to identify needs, interests and collective action

One key priority identified was that the directors wanted to make sure they had a better handle on information about the broader community, so that they were responding to local needs rather than just doing things they felt might be important. This meant they wanted to understand what information about the area might help them to do this, what groups in the area might not be getting support from the project or other local organisations and what priorities people living in the area might have. They decided that one of the training sessions should focus on how they could do this.

Enhance and facilitate partnership working

As part of the process of designing the training for the directors the worker began to identify with them some of the agencies that were active in the community so that they could consider what interagency links they already had (for instance Social Work in relation to the lunch club, the local primary and secondary school in connection with the after school club), and who had the contact so that they could work out what might be missing and who was best placed to take on the role of being in contact.

Clarify and take action to equalise power relationships in decision making

Having spent time with the directors and other local people and organisations a number of sessions were designed. These aimed to support the directors and workers in making connections with relevant organisations, in finding out where to look for hard information about the area, in assessing the needs of the organisation and of the communities it served and in how best to meet their legal responsibilities as a management board.

Promote and support the identification and management of community assets

One of the results of the training session was a commitment by the management committee to work within the project to get a better understanding of the work being done and the people involved in the different activities, such as the after school club, the lunch club or the community newspaper. The directors thought that the people involved, workers and volunteers, were essential assets that they had a responsibility to support and the more they understood about these kind of activities the better their decision making and planning for the whole project would be. They also wanted to develop more activities for the community and felt that they would be able to do this much more effectively if they knew what those involved were interested in and what they wanted to see develop.

Challenge organisational practice that undermines effective partnership working

During the training directors identified a number of issues that they felt might improve effective partnership working by making sure that all directors could take some responsibility to improve their partnership relationships. They felt that they could make better links with local community groups if more of the directors took responsibility for representing the project, which would mean that they would have working relationships with more local organisations. There was also agreement that more involvement in some of the strategic and decision making partnerships available would be possible if they developed the skills and knowledge to participate, and this would provide additional resources to the chairperson and co-ordinator in developing partnership working opportunities.

Refresh of the CLD Competences in Scotland Survey

Overview

Linked Work and Training Trust, the Scottish Community Development Centre, Youthlink Scotland and Avantie Consulting have been commissioned to undertake the refresh of the CLD competences in Scotland. The work has already involved over 150 people in discussions about the refreshed generic competences needed for CLD practice. The research process is based on a number of stages. These are:

- An ongoing literature review, which is looking at policy, practice and theory literature, National Standards of Occupation that relate to CLD, the Scottish and European qualifications frameworks (SCQF and EQF) and examples of competence frameworks from other sectors
- Nine Dialogue Sets, which involved three hour discussions with employers, managers, practitioners volunteers and activists, students and Further/Higher Education and other providers. Overall 77 people participated in the discussions, which resulted in draft refreshed competences.
- Three full day National Seminars, which involved 75 participants testing the draft refreshed competences and developing these further. ([click here for copies of the presentations used for the National Seminars](#))
- This survey, which provides an opportunity for you to give your feedback on the same drafts as those discussed at the National Seminars.
- The results from the earlier stages will then be put in front of an Expert Panel made up of people from across the CLD sector and will look at how the refreshed competences might link to different levels of practice.
- The Standards Council will aim to have the refreshed competences in place by March 2009.

The Survey

The survey gives an overview of the 5 draft refreshed competences before covering each competence and its elements and should take no longer than ten to fifteen minutes to complete.

We would like to thank you for your participation and look forward to receiving your responses.

Page 2

The overarching findings from the Dialogue Sets were that participants wanted the competence refresh to establish:

- Clarity on the distinctiveness of CLD
- Explicit reference to the purpose of CLD
- The principles and values of CLD as the driving force of the competences
- Recognition of the importance of the processes used in CLD
- Renewed sense of professional pride and explicit values
- Creation of aspirational competences
- Reflect different levels of performance/relevant to all
- Inform practice and not be left on the shelf

The draft refreshed competences are ([click here](#) if you would like to look at the 1995 competences and elements and [here](#) for the draft refreshed competence and elements):

- Embed value based practice in pursuit of social change
- Practice community led learning and development
- Facilitate community learning and development opportunities
- Plan, organise and manage resources
- Evaluate and inform practice

Do you think these represent the areas required to demonstrate generic competence for those working in CLD?

Yes

No

Don't know

Comment

Embed value based practice in pursuit of social change:

The CLD practitioner requires to be able to:

- use informal dialogue as a cornerstone of practice;
- work in partnership with people in marginalized and vulnerable communities;
- value and respect the knowledge, experience and aspirations of participants;
- identify and challenge discrimination and its consequences within and towards communities;
- work with and manage conflict;
- work with people to articulate and challenge barriers to equality; and,
- demonstrate ability to develop own practice (e.g. problem solving, creativity, prioritisation skills, self-awareness, critical reflection).

Q1. From your understanding of CLD, is this an appropriate and distinct competence area?

Yes	No	Don't know	Comment
-----	----	------------	---------

Q2. Do the draft competences reflect the skills and understanding required?

Yes	No	Don't know	Comment
-----	----	------------	---------

Q3. Is there anything missing?

Comment

Are there any particular elements you would change?

Comment box

Practice community led learning and development

The CLD practitioner requires to be able to:

- work with diverse communities of place and interest to identify needs, interests and collective action;
- promote and support community leadership and influencing skills;
- clarify and take action to equalise power relationships in decision making;
- promote and support community organising;
- promote and support the identification and management of community assets;
- enhance and facilitate partnership working; and,
- challenge organisational practice that undermines effective partnership working.

Q1. From your understanding of CLD, is this an appropriate and distinct competence area?

Yes	No	Don't know	Comment
-----	----	------------	---------

Q2. Do the draft competences reflect the skills and understanding required?

Yes	No	Don't know	Comment
-----	----	------------	---------

Q3. Is there anything missing?

Comment

Are there any particular elements you would change?

Comment box

Facilitate community learning and development opportunities

The CLD practitioner requires to be able to:

- identify and tackle barriers to participation;
- facilitate groups to work towards their goals;
- develop, design and deliver learner-centred programmes;
- identify and respond to learning and development opportunities in everyday situations;
- use appropriate formal, informal and non-formal methods and techniques
- promote and support progression; and,
- promote and market learning and development opportunities through appropriately targeted methods.

Q1. From your understanding of CLD, is this an appropriate and distinct competence area?

Yes	No	Don't know	Comment
-----	----	------------	---------

Q2. Do the draft competences reflect the skills and understanding required?

Yes	No	Don't know	Comment
-----	----	------------	---------

Q3. Is there anything missing?

Comment

Are there any particular elements you would change?

Comment box

Plan, organise and manage resources

The CLD practitioner requires to be able to:

- develop, plan, manage and monitor programmes and project activities;
- promote and manage a culture based on equality;
- recruit and manage people;
- identify and access funding/ resources;
- manage resources (equipment, volunteers, staff, financial resources); and,
- understand and manage risk and apply relevant legislation (e.g. equalities, Child Protection, Health and Safety).

Q1. From your understanding of CLD, is this an appropriate and distinct competence area?

Yes	No	Don't know	Comment
-----	----	------------	---------

Q2. Do the draft competences reflect the skills and understanding required?

Yes	No	Don't know	Comment
-----	----	------------	---------

Q3. Is there anything missing?

Comment

Are there any particular elements you would change?

Comment box

Evaluate and inform practice

The CLD practitioner requires to be able to:

- use appropriate tools, frameworks and methodologies in the evaluation of practice;
- use participative evaluative processes;
- promote and support community led research and evaluation;
- analyse policy, research and evaluation evidence;
- analyse and use evidence related to outcomes and impact;
- present evidence to a range of audiences using appropriate tools and technologies; and,
- present robust evidence to inform, influence and change practice.

Q1. From your understanding of CLD, is this an appropriate and distinct competence area?

Yes	No	Don't know	Comment
-----	----	------------	---------

Q2. Do the draft competences reflect the skills and understanding required?

Yes	No	Don't know	Comment
-----	----	------------	---------

Q3. Is there anything missing?

Comment

Are there any particular elements you would change?

Comment box

Page 8

Looking at the competences overall;

Q1. Do you think they describe the **distinctiveness** of CLD practice?

Yes	No	Comment
-----	----	---------

Q2. Do you think they describe the **purpose** of CLD practice?

Yes	No	Comment
-----	----	---------

Q 3. Do you think they reflect the **values and principles** of CLD?

Yes	No	Comment
-----	----	---------

Q4. Do you think the competences strike a balance between the need for a **theoretical knowledge** of CLD and a **practical skills base** for CLD?

Yes	No	Comment
-----	----	---------

Q5. Do you think there any key element of CLD practice missing? If so, what is it?

Comment

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So that we can create a profile of respondents;

Q1. Do you work within CLD Services?

Yes

No

Q2. Do you work in?

Public Sector organisation
Organisation

Voluntary Sector organisation

Community

Q2. Are you

Employer

CLD Manager

Practitioner

Student

HE or FE or other training provider

Sessional worker

Volunteer

Community Activist

Q3. What CLD theme relates most to your work?

Achievement through learning for adults

Achievement through learning for young people

Achievement through building community capacity

Generic

Q4. Are you CLD qualified?

Yes

No

Other qualification

Appendix 6

Programme for the Expert Panel

The purpose of the Expert Panel is to review the refreshed competences to ensure that they:

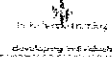
- Are relevant across the field
- Inform and support practice
- Locate current practice
- Reflect future trends

The role of the panel is to critically comment on the draft refreshed competences and provide additional information, expertise and evidence for consideration in producing the final refreshed competences.

The programme is based on exploring the refreshed competences within the context of the points above and will be organised through a mixture of plenary and small group discussions.

The suggested programme for the day is:

10.00 – 10.30	Overview of the process/ agenda setting
10.30 – 12.30	Small group discussion on the draft refreshed competences <ul style="list-style-type: none">• Clarity• Language• The competences as a set• Indicators• Levelling
12.30 – 1.15	Lunch
1.15 – 1.45	Feedback
1.45 – 2.30	Small group discussion reflecting on trends that might impact on CLD competence
2.30 – 3.00	Feedback and plenary on key trends and how they relate to CLD competence
3.00 – 3.30	Coffee and next steps



BURA award winner for excellence in community regeneration, 2003

Highly commended in the Scottish Urban Regeneration Awards 'People' section, 2004


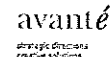
First in the Scottish Enterprise Forth Valley awards in the Business in the Community section, 2005


Taylor Award winner in Fife for quality services, 2005

Refreshing Scotland's Community Learning and Development Competences

Dialogue Sets


October 2008



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Fiona Craig



Refresh CLD Competences


Commissioners of Refresh Contract:

- Standards Council for Community Learning and Development in Scotland

The three main functions of the Standards Council are:

- to deliver an approvals structure for professional qualifications, training and development opportunities for everyone involved in CLD
- to establish a registration system available to practitioners delivering and active in CLD practice
- to develop and establish a model of supported induction, continuous professional development and training opportunities

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Proposal Context


CeVe professional competences, in place since 1995, are to:

- engage with the community
- develop relevant learning and educational opportunities
- empower the participants
- organise and manage resources
- practice community education within different settings
- use evaluative practice to assess and implement appropriate changes

The updated competences will:

- form the basis of programmes developed by training providers over the next 5-7 years
- inform more in-depth discussion with the field about the future direction and underpinning of CLD training and development in Scotland


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Key elements of proposal

- Depth and breadth of engagement
- Ownership and influence
- Rigour and robustness
- Consortium knowledge and expertise

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Phased approach

Phase 1 - Literature Review

- Review existing practice in Scotland, wider UK and internationally
- Brings together the consortium's expertise.
- Shapes the programme for Phase 2.


Phase 2 - Pre-Development

- In-depth dialogue with expert groups. Using practice, management dialogue and experience to inform development
- Understanding of needs, issues, insights to accommodate new competences.
- Use case examples to create space for a continuing feedback loop from practice to competence (dynamic of CLD practice). Shapes Phase 3.

Phase 3 - Drafting the competences

- Initial refresh. Shapes Phase 4.

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Phased approach

Phase 4 - Testing the competences

- 3 national testing events involving 64 participants at each enabling in-depth dialogue on refreshed competences
- Development of on-line consultation instrument to provide wider network
- On-going analysis of materials - shapes Phase 5

Phase 5a - Establishment of Expert Jury

- Critically examine the draft competences for clarity, rationale, articulation with SCQF level descriptors, flexibility re future direction of CLD practice, UK and international integration, including practitioner views
- Testing Case Examples for utility

Phase 5b - Redrafting

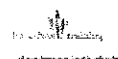
- Redrafting the draft competences and adding case examples to help embed understanding of their use.

Phase 6 - Final version

- Write up final version of refreshed competences

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Roles and Responsibilities



LWTT Lead Agency

Provision of presentations at the dialogue and national testing events during engagement phases



Provision of specialist advice and info on particular national priorities



SCDC, Youthlink & Avante

Facilitators of dialogue and national testing events



Provision of specialist advice and info on particular national priorities

Production of resources, materials, analysis, reports and competences

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Timescale



September	Phase 1:	Literature Review
October	Phase 2:	Pre-development engagement process
	(Phase 3:	Drafting the competences)
November	Phase 4:	2 National Testing Events
		Launch of online consultation
January (mid)	Phase 4:	Final National Testing Event
		Closure of online consultation
	(Phase 5:	Redrafting)
February (mid)	Phase 5a:	Expert Jury
March (early)	Phase 5b:	Final draft
March (end of)	Phase 6:	Refreshed competences

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Team Members



LWTT Lead Agency

Fiona Craig, Director LWTT Team Leader
Alex Downie, Senior Consultant/Lecturer
Deirdre Elrick, Senior Researcher/Lecturer



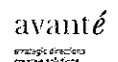
SCDC

Fiona Garven, Development Manager
Jane Daaly, Development Manager



Youthlink Scotland

Gillian Lithgow, Practice Development Manager
Timothy Frew, Senior Practice Development Officer

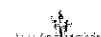


Avante

Carolyn Stenhouse, Director
Thomas Glen, Senior Consultant

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Baseline Context



- To 1995
 - Alexander Report (1975) establishing community education
 - Carnegie Report (1977) reviewing training and setting out a common core context of knowledge and skills
 - SCEC established in 1982
 - CeVe established in 1990
 - Current competences published in 1995

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Change Context



- Key Milestones since 1995
 - 1998 Communities Change through Learning
 - 1999 Scottish Office Circular 4/99
 - 2001 Adult Literacy and Numeracy in Scotland
 - 2002 The Way Forward
 - 2003 Empowered to Practice
 - 2004 Working and Learning Together to Build Stronger Communities
 - 2004 The Curriculum for Excellence
 - 2006 Strengthening Standards
 - 2007 Moving Forward, the National Youth Work Strategy
 - 2007 Adult ESOL Strategy for Scotland
 - 2007 Skills for Scotland A Lifelong Skills Strategy
 - 2007 Concordat between the Scottish Government and local government

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Some early indications of practice developments



- Social practices model of literacies – complex capabilities rather than a set of basic skills; learning emerges from real life situations in which the skills are used
- Engaging communities – as citizens; as service users; as learners; as marginalised groups
- Community complexity – diversity; competing needs and interests; competing priorities
- Partnership processes – working in partnership; supporting partnership developments; supporting community involvement in partnership processes; enabling effective community representation
- Progression routes – developing individual skills and confidence; developing collective skills and confidence; guidance to relevant learning opportunities
- Social interaction and social networks – social capital; networking within communities; networking across communities; networking to decision makers
- Monitoring and evaluation – participant led processes; self-evaluation; resourcing and reporting; commissioning and managing

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Plenary Discussion



- ❑ Thinking about the policy context and what it means to your work what changes do you think we need to think about in refreshing the competences?
- ❑ What do you need the competences to do for you?
- ❑ What opportunities do you think refreshing the competences offer?

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Group discussion



- ❑ Which competences do you consider are key in your work?
- ❑ Which competences do you think are still appropriate but might need modification?
- ❑ Are there any competences that you feel are no longer appropriate?
- ❑ Do you think there any competences missing?

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