



CLD Standards Council Scotland

Response
to
Scottish Government Consultation

Enhanced Consultation on the Hayward Review of Qualifications and Assessment

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About Us

The CLD Standards Council Scotland is the professional body for people who work or volunteer in community learning and development (CLD) across Scotland. As member led organisation we have a growing membership of over 2950 members, an executive committee and 3 functional committees which are made up of members from across the sector in Scotland. Our approach and work plans to deliver our core responsibilities are defined by our member committees and based on feedback from the wider membership.

Our core responsibilities are:

- Deliver a professional approvals structure for qualifications, courses and development opportunities for everyone involved in CLD
- Maintain a registration system available to practitioners delivering and active in CLD practice
- Develop and establish a model of supported induction, professional learning and training opportunities

Vision

“Our vision is that the communities and people of Scotland are served by CLD practitioners that are recognised as competent, confident and committed to equality, empowerment and life-wide learning for all.”

Mission

“Our mission is to drive high standards of professional practice in the CLD sector by the approval of professional learning, the registration of practitioners and the enabling of professional development, working with our members to be a voice for the profession.”

For further information on the CLD Standards Council please visit our [website](#) and view our social media [cldstandards](#) | [Twitter](#), [Facebook](#) | [Linktree](#). If you would like to discuss this response further please email us on contact@cldstandardscouncil.org.uk

Introduction

The CLD sector is an integral part of Scottish education. It plays a central part in ensuring individuals, families and communities across Scotland reach their potential through lifelong learning, mutual self-help and community organisation. CLD Standards Council recognise that there is common ground as well as robust partnerships between traditional education establishments such as Schools, Colleges, Universities, and CLD in terms of values, outcomes and practice methods. It strongly believes that it should not just be traditional educational bodies making decisions which affect education such as qualifications, assessments and learning opportunities for all of Scotland's learners, and that it is critical that Scottish education is a leading educational system which at its core recognises and supports the needs of learners at all ages and stages in life, driving forward life wide and lifelong skills and learning for all of Scotland's learners.

The purpose of CLD is to empower people, individually and collectively, to make positive changes in their lives and in their communities, through learning. CLD works collaboratively to make all of Scotland's National Outcomes a reality however it is not recognised or acknowledged for its critical role across Scotland and this we would like to see changed. The Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD. CLD's specific focus is:

1. improved life chances for people of all ages, through learning, personal development and active citizenship.
2. stronger, more resilient, supportive, influential and inclusive communities.

As a field of professional practice, CLD is critical in the achievement of any policy or legislation that requires individual and community engagement, partnership working across educational organisations, and development and learning. It supports the learning, growth and empowerment of individuals and communities, as well as supporting the delivery of other services and working in partnership with teachers, schools, colleges and Universities to support each learners journey to increase their opportunities and support the realisation and release of potential. CLD practice includes examples such as improving opportunities for learning and development in rural areas, supporting learners of all ages to develop confidence, autonomy and skills, literacy and numeracy, employability qualifications, as well as support and skills development through community art projects, citizen assemblies, community participatory budgeting initiatives and supporting capacity building of community developments such as foodbanks and credit unions.

CLD enables learners across Scotland to identify their own individual and collective goals, to take action to bring about change and through this to achieve these goals. Using a range of formal and informal methods of learning and social development, CLD programmes and activities are developed in dialogue with communities and participants, working particularly with those excluded from participation in the decisions and processes that shape their lives. Through working in these ways, and in partnership with the more traditional educational establishments, CLD practice extends the reach of education, of democracy and of economic growth.

This response was compiled following an online form consultation with members of the CLD Standards Council.

Assumptions:

It is important to recognise that this CLD Standards Council response provides an insight into the views and experiences based on the those responses gathered as mentioned above. Data gathered provided a valuable insight into the experiences based on the views of the member participants. This response is not representative of the entire CLD sector across Scotland or the full CLD Standards Council membership.

Response from the CLD Standards Council to Scottish Governments Enhanced Consultation on the Hayward Review of Qualifications and Assessment

Q 1: What would be your key priority areas for change regarding the current qualifications and assessments systems that you currently work with as a CLD practitioner.

Community Learning and Development (CLD) practitioners, across Scotland, in Local Authority, Third Sector and other organisations are delivering learning, qualifications and accreditation to Young People, Adults, Families and Communities. Many local authorities have their own SQA accreditation centre which are often run or supported by CLD practitioners. Qualified CLD practitioners also have assessor qualifications and support programmes such as delivering and assessing core skills for Modern Apprenticeship learners who left school without the required levels, as well as offering learning and accreditations to learners of all ages who are looking for learning opportunities to develop skills that will ultimately improve employability and life chances. It was felt that SQA paperwork can often be repetitive and unnecessary, as well as daunting for learners with lower levels of literacy or who are learning English as a second language. All paperwork for registering as well as completing an SQA qualification could be significantly streamlined and made simpler for the Assessor and the learner as it often is a deterrent to learners undertaking or completing qualifications.

Numeracy is a critical part of everyone's lives so obtaining relevant numeracy skills is life changing for learners that we work with. In our experiences we feel that more emphasis on real life financial literacy, from early years right through primary and secondary school and especially into adult learning would enhance individuals lives as well as support positive learning experiences and enable them to progress.

Clearer career pathways through accreditation, with more entry points which recognise prior learning for older aged learners would support learners and allow for additional learning to be gained in career areas such as CLD and Social Work for example, where lived or worked experience enhances understanding of these professions and is therefore beneficial to the depth of learning experiences and the gaining of these professional qualifications.

We would like to see a systemic change across Scotland, giving the opportunity for learners of all ages to not only gain more qualifications using their life experiences, but that there is a cultural change to ensure these qualifications are then valued and recognised by Educational Institutions and Employers. If this were to happen then we believe more learners would use the SQA's SVQ route with CLD opportunities.

The qualification and assessment system does not align with the aspirations of our young people and is based on traditional thinking and systems - The key priority must be about real CHANGE - new approaches and methods to ensure people achieve their goals and navigate their future positively. So not just adding more opportunities but really re-evaluating what is a modern 21st century educational landscape. To do this we should focus on the skills and learning that is being done, rather than academic achievement and offer more inclusive and equitable opportunities for continual assessment in place of a final exam.

[MICRO-CREDENTIALS](#). There is a need for a common Scottish micro-credentials system based on the SCQF. CLD is well placed to contribute to the refocus of Scottish Government skills strategies, particularly with respect to its key role as a provider of lifelong learning and opportunities for

reskilling. Skills 4:0 presents a model of skills for the future termed as '[meta-skills](#)', and defined 'as timeless, higher order skills that create adaptive learners and promote success in whatever context the future brings (Skills Development Scotland, 2018). These are the skills that enable individuals to perform highly today; in a changed world of work they will be required by all of us. We hope that it is still Skills Development Scotland's intention to further define these skills as measurable and observable standards that will make their adoption in learning programmes straightforward. The CLD Standards Council proposes that these meta-skills should be embedded within the development of micro-credentials targeted towards those furthest from the labour market and those 'at risk of unemployment' who require to reskill.

We need an educational system that will enable learners for all ages and stages in life to access SCQF learning opportunities to suit their needs and the growth of the Scottish economy, with a funding model that supports lifelong learning. It is vital we ensure that all learners get listened to, get access to support needed and education is adapted to meet need, not the learner/learning adapted to meet assessment need.

There is a critical need for greater understanding with traditional teaching staff on the value of CLD approaches and for CLD qualifications to be recognised in the school system, becoming part of the offer/curriculum. With a wider based curriculum beyond current and often narrow academic focused subjects, and using a more flexible approach to CLD qualifications, alternative pathways to learning and vocations will be embedded and valued. This will enable learners of all ages to access a person led approach to learning and reskilling. By offering parity of esteem and recognising CLD as a valued sector within Scottish Education, we will benefit by partnership working and ultimately creating a more flexible and dynamic system which can adapt and respond, as well as be proactive, to understand the challenges faced and the needs of the Scottish economy.

The intent to move away from the two year exam period and to take a wider perspective on learning beyond academic exams is positive. Creating active citizens with a wider understanding of the complex world we live in is a good outcome for the young people and society itself. There needs to be a culture change and clear communication with recognition of the value of this, from Government right down to parents and carers. We need to reinforce the message that education doesn't just happen in Schools and by teachers, equality of recognition of educators in all settings and stages of life. It is critical we use a wider lens to recognise and capture life wide achievements and skills, for all learners.

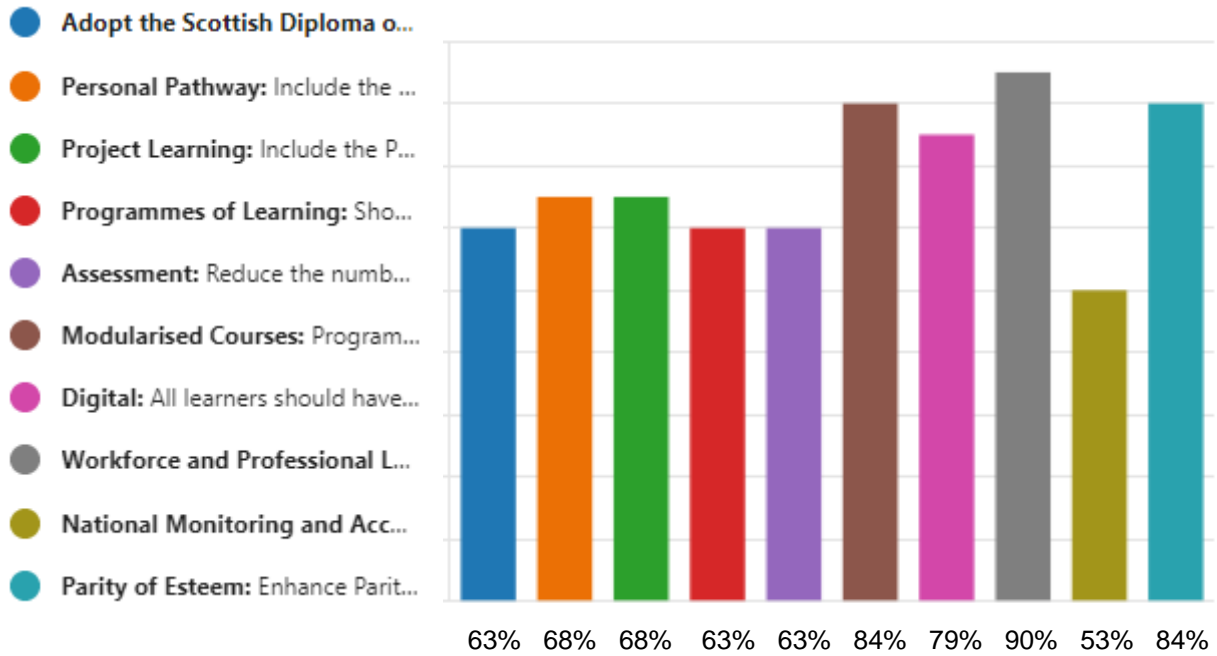
With a more flexible approach to accreditation and investment to CLD professional qualifications for the CLD sector, we will see a growing workforce who are in professional roles coming up through the service. The CLD workforce urgently needs investment and therefore we should reach out to those who would have been unable to commit to traditional learning, or the opportunity for flexible learning was previously not at a high enough standard for career progression. The CLD workforce relies on a significant number of volunteers, with a CLD workforce survey in 2018 ([Working With Scotland's Communities 2018](#)) suggesting that there were over 254,600 volunteers undertaking CLD work.

Currently CLD workforce both in local authority and within the third sector are constantly facing funding cuts. To safeguard a skilled, professional workforce, as well as ensure inclusive and meaningful engagement commitment to CLD and its workforce development is required. It is critical therefore that the statutory [CLD regulations](#) are reviewed as part of the review of Scottish Education, and we see a systemic change in [CLD legislation and policy](#) that give CLD (Adult Education, Community Development and Youth Work) protection, safeguarding the current workforce and

funding to support the regrowth after 20 years of disinvestment in this sector. We would expect to see further investment to support the CLD sector to deliver learning and educational rights based services and are disappointed to note that the CLD profession, its practice, practitioners and the voluntary sector are not yet clearly specified as partners. We would hope that this will be rectified in all future reports, policy and guidance.

Q 2: From the recommendations made after the Scottish Government’s previous consultation on the Hayward Review of Qualifications and Assessment, which recommendations in the final report do you believe are the most important?

(Diagram below depicts the percentages from positive responses gathered)



Q 3: Can you tell us why you selected the recommendations above or if you would like any further changes

Overall members felt that all recommendations are important and if implemented, all together, could make a substantial difference to qualifications and assessment in Scotland. It is critical that all educators are using the person led approach to learning, realising that learners learn in different ways. It was felt that if the proposed changes were carried out openly and inclusively, they could lead to more appropriate assessment of learning, the awarding of credit for experiential learning away from school/institutional settings, with greater personalisation of learning opportunities as well as parity of esteem between different types of learning and learning context. Ultimately, if this is delivered correctly then we will expect to see a reduction and more proportionate level of external examination for all young people. Due to different learning styles, abilities, language barriers our CLD learners of all ages would gain considerable benefit from continuous assessment in place of a final exam. These changes will help to better deliver the outcomes envisaged in Curriculum for Excellence.

The Scottish Education system still needs to recognise and value all components that factor into the success of its learners, this means acknowledging all professions that offer education, skills and learning, and not consistently voicing the message that teachers are the only educators. Teachers cannot be the ones to “do it all”. The changing landscape of learner needs to ultimately improve Scotland’s economy means the more traditional teaching profession and school establishments need to look outward and work openly with partners to be able to ensure learners are getting the opportunities tailored and suited to their needs. Parity of esteem for CLD and other professions which deliver or support education is crucial to developing an education system fit for purpose.

Experience working with young people and adult learners has shown CLD practitioners that many important life skills could be recognised more fully through accreditation. As mentioned previously, is hugely important we value and offer different types of assessment and accreditation, and that they are equally recognised and valued by employers and educational institutions. This is a huge educational culture change but will help change society's view over time too. The Scottish Diploma of Achievement would be an excellent base standard. Following the [SCQF level framework](#) makes qualifications much more readily understandable but also using modular courses and flexible learning within this allows for wider reach. Finding suitable and accessible qualifications at appropriate levels is vital, including using SVQ at SCQF level 5,6 and 8, and potentially revisiting the level 8 to raise to level 9 for some qualifications. There is also a need to strongly recognise and communicate the value of qualifications at lower levels for all learners, this will ultimately enhance the positive educational experience and therefore encourage progression.

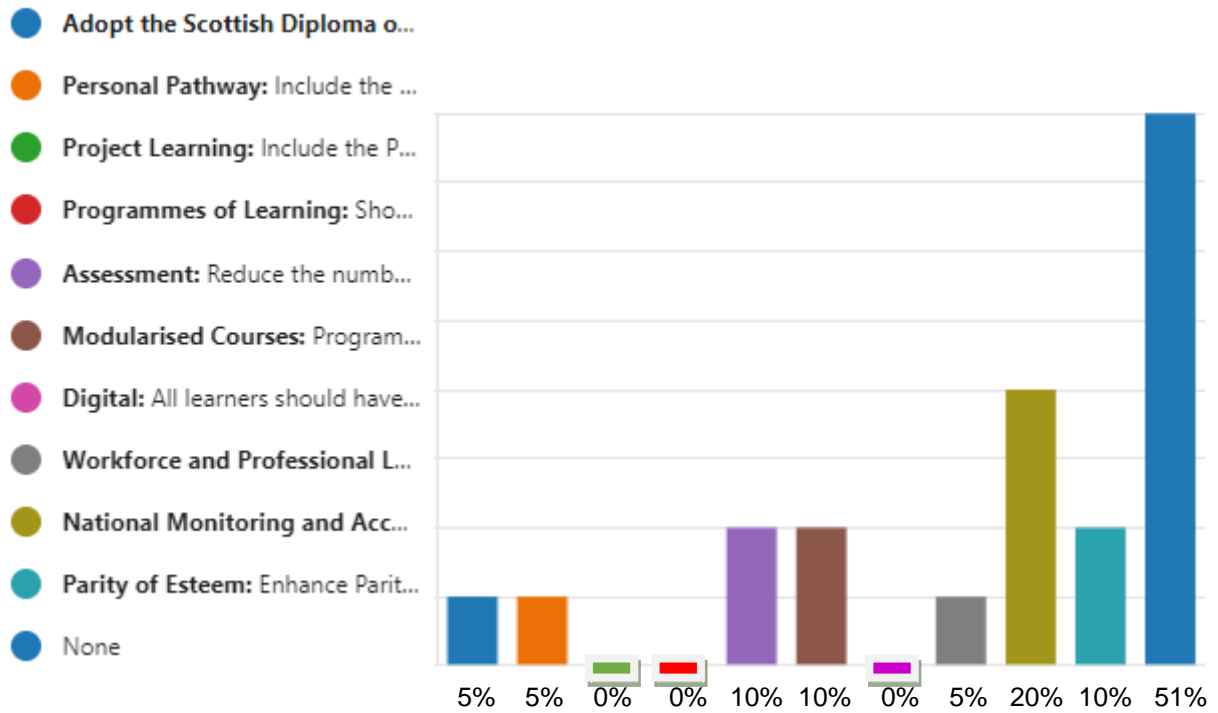
The Hayward report has a focus on the ‘how’ of what needs to be done. In the film made in 2011 with [Keir Bloomer on Curriculum for Excellence in the North Alliance](#), what he outlined then is similar to most of the current Qualification and Assessment report - but now with the focus on the ‘how’ it recognises that this was maybe a missing element previously.

It was felt that the recommendations are progressive in nature and would support a new education system which is not lost in time but dynamic, valid and current for the world around us. All seem necessary for modernisation, human rights, inclusion, personalisation, credibility and staying contemporary and in a position to prepare for the demands and work of the future. These recommendations will expand and support the further development of community learning offer for adults, young people and family learning. They will also support partnership, workforce development and professional learning however it was strongly felt that at all stages they must clearly stipulate to include CLD and therefore not rely solely on school teachers, who are already working to capacity, in

order for the changes to be implemented successfully. For this to happen there needs to be more reference in all guidance and policy which clearly states the value and role of CLD practitioners and the valuable skills and learning they offer, as well as the critical need to recognise and record wider achievement. Learner and youth voice should also be required at all stages and therefore be clear throughout these recommendations.

Q 4: Are there any recommendations you disagree with? Please select as many as you wish.

(Diagram below depicts the percentages from responses gathered)



Q 5: Can you tell us why you selected the recommendations above or if you would like any further changes

The majority felt that all the recommendations were relevant, appeared to be progressive and inclusive in recognising and rewarding achievement and are learner centred, therefore all had a place in the education system moving forward.

Points were raised around the following areas:

- How will this be done realistically and what measurements and timescales will be implemented to evaluate and monitor. Will there be a legislative duty for all to comply and if so, how will that be implemented?
- Is the SQA route is the most practical, especially for those who are working? Using SVQ format of evidence based measurements and observed assessments may be more inclusive and accessible for learners of all ages?
- We could still be less focused on academic achievement and more on learning, however, all these recommendations are a step in the right direction.
- Through experience, young people often find pathway elements extremely challenging as they are not on a clear direction or path so this would need to be done with care, consistency and clarity. It is critical it is supported by CLD workforce or educators that fully understand a pathway process and not view it as a tick box exercise.
- There is a need for a more unified reporting system that all stakeholders can access and share information- and it needs to be fully funded centrally and able to link back to the learners digital profile.
- We would like to see the workforce development strand widened to explicitly include CLD as a key partner. Most CLD Plans have a workforce development strand and the expectations of the new round of CLD Plans next year should reflect this if there is a willingness to recognise, invest and include CLD as a key partner.
- Clarity is required around the removal of external assessment below level 5 as currently language used confusion. Is it up to including level 5? If it is from level 5-ie still assessed at level 5 I think this would be ideal as throughout CLD learning opportunities level 5 is still a significant academic level and needs the concrete measure of what is 'contained' in the knowledge and skills gained in a subject at this level.
- Could the Diploma be introduced to cover a blanket range of the 3 areas up to Level 4 or 5? This may be a good measure to ensure all learners are gaining an overall rounded opportunity to build their Meta skills and personal journey, as well as qualifications to an acceptable standard to be able to function and reach their potential in our communities and across Scotland.

Q 6: What else do you feel should be included to further recognise, develop and support the delivery of qualifications and assessments from the CLD sector?

- The [Adult learning strategy](#) was published by Scottish Government in 2022 and informs us that over 324,000 adults in Scotland have low or no qualifications, and the [National Literacy Trust](#) report that 1 in 4 adults in Scotland experience challenges due to their lack of literacy skills and Scotland has the highest percentage across all of the four nations. We suggest that any future reports, policy and guidance should be taken to focus groups of learners and community members across the protected characteristics who are perhaps not normally involved in these stages of legislation and policy development to check its accessibility and levels of language. This would enable Scottish Government to see how well it is understood and that there is no misinterpretation of words, phrases or intent. We all have a duty of responsibility to ensure we get it right in terms of learners involvement within these processes, therefore we need to make sure that language being used is understandable and that people are not being overwhelmed by jargon and therefore disengaging with discussions, or unable to access information on their educational rights and ultimately any learning and development opportunities available to them, at any age and at all levels.
- Recognition of prior learning with a definite emphasis on financial literacy. Less talk of "maths" and more talk of "numeracy" as the levels of maths anxiety are high and very real, and there is a definite need for more people to be more skilled in numeracy for life, work and everything else in between. Learners of all ages and levels would benefit from accessing financial and practical numeracy learning.
- Career pathways that enable dual learning and cross over of professions would be useful. Individuals could study in the early years a more generic curriculum and then split into teacher, CLD, Social Work, or embed an extra year to cover others in a teaching degree or a CLD degree etc. This would offer a deeper understanding of those professions that work so closely together and have much cross over in the real world.
- There should be parity of esteem between educators operating in different sectors (School, CLD and FE). The recommendation relating to professional learning should encompass a much wider group of professionals, specifically CLD practitioners, who should be active and influential in designing and delivering the new awards.
- Investment into the workforce as well as designated funding to support CLD staff to do more of this: Publicity to help wider society, government, educational institutions and employers to recognise the value of CLD style delivery of qualifications.
- More is required regarding work on promoting parity of professional value on the wide range of learning providers who are often overlooked or not recognised such as CLD and ELC, whether statutory or voluntary sector. Mutual awareness of contribution to education and learning is necessary and would build capacity within the workforce. Greater understanding with teaching staff on the value of CLD approaches - CLD qualifications are undervalued by some sectors which needs to be addressed to stop being seen as a 'lesser' qualification or poor alternative. Urgent work needs to be done around this as this filters through systems, a real culture change around educators is required.
- Recognition and promotion of learning for the joy of learning, rather than just reaching a certain academic level. Young people and adults should have equal access to learning and should be allowed to choose to study a subject without the pressure of academic attainment, but rather the achievement of wellbeing, enjoyment and skills for life.
- Coherent professional pathways and programmes across the SCQF framework and employer demand.

- We would like assurance that work and involvement in community based activity and learning is recognised in the new system and clarity around the development and role for CLD Standards Council as the professional body for the sector in Scotland, within this process.
- A review of the CLD as a sector of Scottish Education, with research into benefits of statutory recognition from the government, as kin to SSSC.
- There is a lack of recognition of where CLD approaches are already delivering on personal pathways and contributing to project pathways. There needs to be more CLD recognition and involvement in developing the Diploma offer.
- Volunteering: Credit for hours spent as a volunteer as long as a full documented process is applied to monitoring actual volunteering done.
- A citizenship award component which learners can gain by working or volunteering within their local community which supports their citizenship or passport /visa applications.

Conclusion

We fully welcome the development of these recommendations and look forward to reviewing the guidance to support this, and feel strongly that the CLD sector as a profession should be reflected throughout this guidance as a one of the key stakeholders to support and implement the change required.

Fundamental to the practice of CLD across all settings are these values which have been identified by the CLD Standards Council:

- **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.

As mentioned previously, it is essential that the statutory [CLD regulations](#) are reviewed as part of the review of Scottish Education, and we see a systemic change in [CLD legislation and policy](#) that give CLD (Adult Education, Community Development and Youth Work) protection, safeguarding the current workforce and funding to support the regrowth after 20 years of disinvestment in this sector. We are disappointed to note that the CLD profession, its practice, practitioners and the voluntary sector are not yet specified as key partners and we would hope that this will be rectified in future reports, policy and guidance.