CLD Standards Council Scotland Improving Pathways for CLD Practitioners – 2021 Survey

Final Report

January 2022

Background Information

In June 2021, the CLD Standards Council Scotland (CLDSC) distributed an online survey form to partners nationally focused on improving career pathways for CLD practitioners. The purpose of undertaking this survey was to:
- identify demand for training and qualifications;
- assist in the development of a nationally agreed and endorsed framework for guiding employers on recruitment policy; and
- to inform the creation of a Workforce Strategy for CLD practitioners.

This report provides a high-level analysis of the labour market information gathered from 122 CLD practitioners representing a sample snapshot of the national membership/ workforce. Specifically, the report highlights:
- CLD practitioner job roles and responsibility levels;
- represented organisations and sectors;
- geographical data;
- career experiences, ambitions and barriers to career progression;
- acquired qualifications/accredited programmes;
- future career aims and professional learning needs.

Survey results were gathered in June 2021. Geographically, 31 of 32 Scottish local authority areas were represented across the 122 respondents.

Assumptions:
It is important to recognise that the survey results provided (statistical analysis and commentary) are an insight into the CLD sector based on the views of **122** respondents only, a sample of the sector only. These results are not representative of the entire sector.

The percentages within summary tables are calculated based upon the full number of respondents unless stated otherwise.

Section 1: About you and your organisation

Question 2: Role/Job

Respondents were asked to indicate whether they were a paid worker, volunteer or both. Of this, the majority, 89% (n=109), were paid workers in the CLD sector.

4% (n=5) of respondents were volunteers whilst 7% (n=8) identified as both i.e. having a working and voluntary role in the sector.

Geographically, 31 of 32 Scottish local authority areas were represented across the 122 respondents.
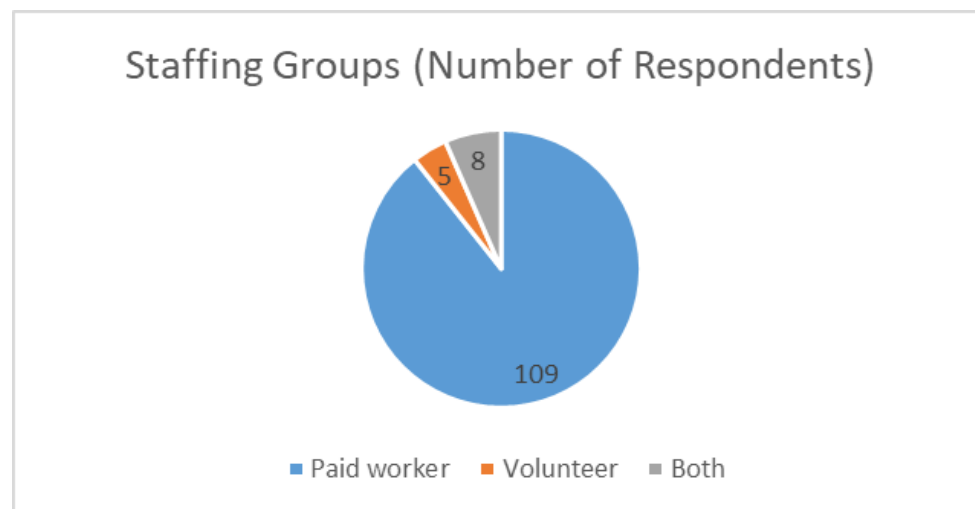
Question 3: About your role and organisation

Name of Organisation	Number	Percentage
Local Authority	70	57%
Other (example groups - third sector, national bodies and FE/HE institutions)	37	30%
N/A (not provided)	15	12%
Total	**122**	**100%**

There were 31 of 32 local authority areas represented across the responses received. The highest number of respondents fell into the 'local authority' category (n=70), 57% of the total.

Job Title Analysis

| CLD Setting	Number	Percentage
Youth	16	13%
CLD (explicit reference)	14	11%
Adult	7	6%

Only 11% (n=14) of respondents explicitly made reference to CLD in the 'Job Title' response part. Four colleagues referred to 'Community Development' as an alternative. There is a significant variety of descriptions being used to describe the role type. This suggests that there is a need for the sector to collaborate and streamline job descriptions / have a more consistent approach towards the creation of job remits and associated titles where jobs are of similar nature.

Out of the 109 provided job titles for this question, there were approximately 92 unique job titles provided (84% of job titles were individualised), suggesting potential inconsistent and over complication of reporting for job role types. All job titles used can be found in Annex A.

Responsibility Level	Number	Percentage
Worker	34	28%
Senior	11	9%
Manager	8	7%
Tutor	6	5%

18% (n=24) of respondents identified with roles containing at least a senior level of responsibility (e.g. a manager, senior worker, leader or director). Just over a quarter of respondents were workers – assumed not to be in senior level roles.

Question 4: How long have you worked in CLD?
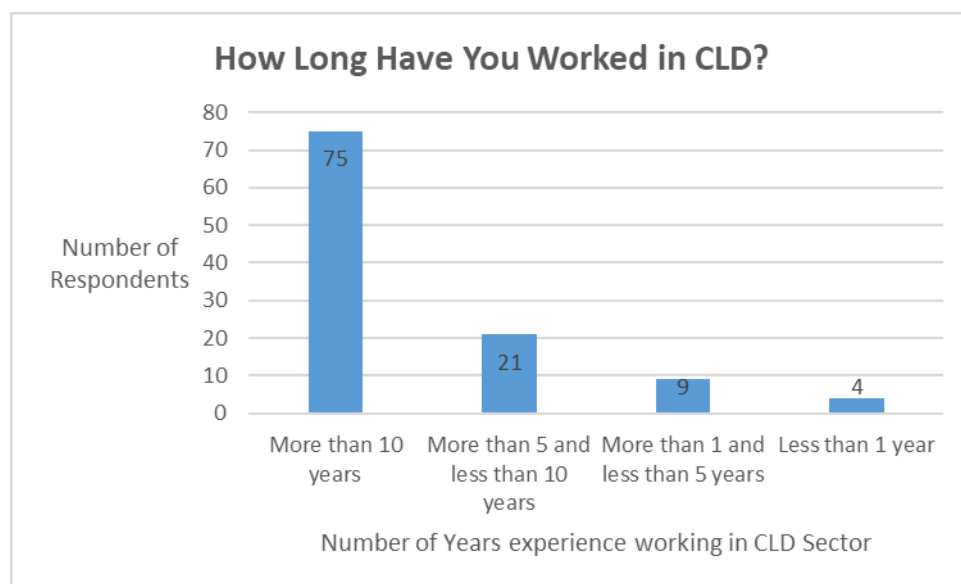
How Long Have You Worked in CLD?

Approximately 78% (n=75) of respondents have worked in the CLD sector for more than 5 years, with the majority of these having more than 10 years' experience.

Question 5: Why did you join the CLD Standards Council?

Why did you join the Standards Council?– please tick all that apply	Number	Percentage
Identify as a CLD practitioner	93	76%
Support recognition of CLD as a profession	90	74%
Value professional learning offer	70	57%
Value the emphasis on ethics and values	69	57%
Value networking opportunities	61	50%
I am not a member of CLDSC	5	4%

'Identifying as a CLD practitioner' and 'Supporting the recognition of CLD as a profession' were the two most commonly selected reasons for colleagues joining the CLD Standards Council. Just over half 57% (n=70) value the professional learning offer, whilst only 50% (n=61) value the networking opportunities.

Other reasons cited for joining made reference to:
- membership being part of job criteria
- wanting to develop national standards
- wanting to be part of a lobbying body

Question 6 – 8 Volunteering
- **About your role and organisation.**
- **How many years of experience do you have as a CLD volunteer?**
- **Why did you join the CLD Standards Council? – please tick all that apply**

There were too few responses (numbers less than 5) to undertake meaningful analysis and so the responses have not been included as part of the shared report. 4 of the 5 volunteers had more than 10 years' experience (80% of those who responded to Q7). 4 of the 5 volunteers (80% of those who responded to Q7) identified with one of the following options:
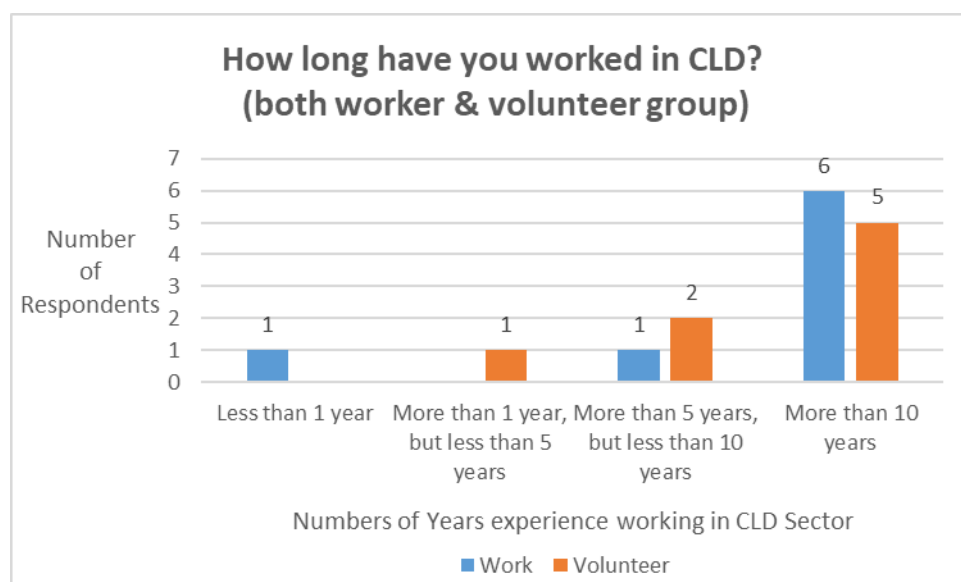- Identify as a CLD practitioner
- Support recognition of CLD as a profession
- Value networking opportunities
- Value the emphasis on ethics and value

3 of 5 volunteers (60% of those who responded to Q7) valued the professional learning offer.

Question 9 – 11 Both Worker and Volunteer
- **About your role and organisation**
- **How long have you worked or volunteered in CLD?**
- **Why did you join the CLD Standards Council?**

There were 8 respondents who identified as both a worker and volunteer, representing different job roles and organisations.

*Percentages below calculated from only those who identifed as both a worker <u>and</u> volunteer (n=8).

Reason for joining CLD Standards Council	Number	Percentage
Identify as a CLD practitioner	6	75%
Support recognition of CLD as a profession	7	88%
Value professional learning offer	6	75%
Value networking opportunities	6	75%
Value the emphasis on ethics and values	6	75%
Felt under pressure to join	1	13%
I am not a member of CLDSC	0	0%
Other (please specify):	0	0%

Question 12: Does your Job title or volunteer role include any of the following terms (please tick all that apply)

Job or Volunteer title by term	Number	Percentage
Community Learning and Development (CLD)	58	48%
Adult Learning	41	34%
Youth	35	29%
Community Development	34	28%
Community Engagement	32	26%
Community Work	32	26%
Youth Work	32	26%
Adult	29	24%
Family Learning	22	18%
Family	20	16%
ESOL	15	12%

Just under half of respondents related their post to Community Learning and Development when asked. Similar to the findings of question 3, there is an extensive variety of terms used across posts. For example, posts regarded as 'family' or 'family learning' may have similar job roles and responsibilities, suggesting that the sector should look to streamline and reduce variation of job description wording used across these roles.

Question 13: Which area(s) do you work or volunteer in? Please tick all that apply.

As more than one option could be ticked, numbers may not always add up to 100%. For example, some respondents may hold more than one role.

Working Roles	Number	Percentage
Public Sector	101	83%
Voluntary Sector	40	33%

Voluntary Roles	Number	Percentage
Public Sector	5	4%
Voluntary Sector	19	16%

Question 14: Do you have any CLD qualifications at SCQF levels 5 - 8 (below degree level)?

Paid Worker	Number	Percentage
Yes	48	39%
No	61	50%

There were too few responses (numbers less than 5) to undertake meaningful analysis regarding the 'volunteer' category and the 'both paid worker and volunteer' category, and so the responses haven't been included as part of the shared report.

Question 15: Tell us about the CLD qualifications you hold and SCQF Levels 5 - 8. Select all that apply.
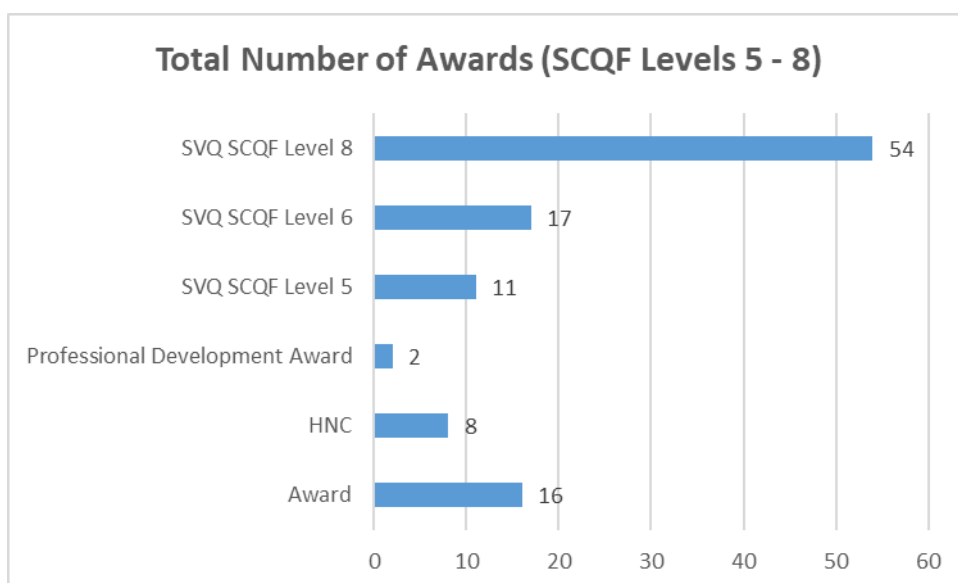
50% (n=54) of respondents ticked the SVQ SCQF Level 8 box.
There were no responses for NC or National Progression Award.

Course Types Studied (SCQF Level 5 – 8)	Award	HNC	Professional Development Award	SCQF Level 5	SCQF Level 6	SCQF Level 8
Adult Learning	2	0	0	2	0	4
Adult Literacies	1	1	0	2	1	5
CLD	2	0	0	0	2	4
Community Development	1	0	0	0	0	1
Community Education	3	1	0	0	3	7
Community Ed./Youth & Community Work	2	0	0	1	4	7
Family Learning	0	1	0	0	0	1
TESOL	2	0	1	2	3	8
Supporting Adult Literacies Learning	0	0	0	2	0	2
Theory and Approaches to Youth Work	0	0	1	0	1	2
Volunteering Skills	2	0	0	1	0	3
Working with Communities	0	5	0	0	0	5
Youth Work	1	0	0	1	3	5
Total	**16**	**8**	**2**	**11**	**17**	**54**

A range of courses across SCQF Levels 5 – 8 were studied across the different SCQF level framework.

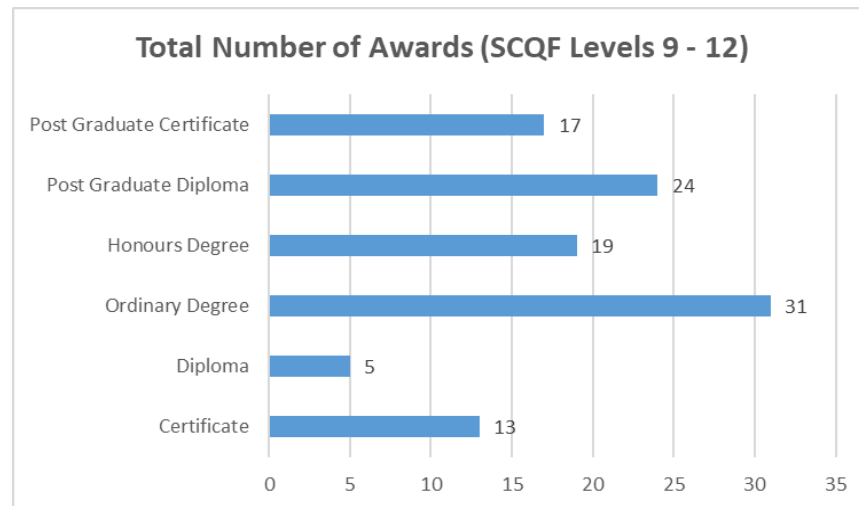## Question 16: Do you have any CLD qualifications at SCQF levels 9 - 12 (degree level and above)?

Paid Worker	Number	Percentage
Yes	77	63%
No	32	26%

Both Paid Worker and Volunteer	Number	Percentage
Yes	7	6%
No	1	1%

Volunteer	Number	Percentage
Yes	3	2%
No	2	2%

Question 17: Tell us about the CLD qualifications you hold at SCQF Levels 9 - 12. Select all that apply.

SCQF Levels 9 - 12	Certificate	Diploma	Ordinary Degree	Honours Degree	Post Grad Diploma	Post Graduate Certificate
Adult Learning	1	0	0	1	3	2
Adult Literacies	1	2	1	0	3	1
CLD	0	1	5	5	5	1
Community Development	0	0	3	2	2	0
Community Education	2	0	20	8	8	11
Community Ed./Youth & Community Work	1	2	1	3	1	2
Family Learning	1	0	0	0	0	0
TESOL	4	0	0	0	1	0
Volunteering Skills	0	0	0	0	0	0
Working with Communities	1	0	1	0	0	0
Youth Work	2	0	0	0	1	0
Theory and Approaches to Youth Work	0	0	0	0	0	0
Supporting Adult Literacies Learning	0	0	0	0	0	0

Q18: Does your employer or organisation with which you volunteer require you to have particular qualifications?

Answer	Number	Percentage
Yes	67	55%
No	47	39%
Not Sure	8	7%

Q19: Please specify the qualification(s) and whether it is Essential or Desirable.

Answer Choice	Essential	Desirable	Don't Know	Response Total
Ordinary degree in CLD	30	21	3	54
Professional Development Award Tutoring Adult Literacies	7	5	7	19
Honours degree in CLD	4	19	7	30
Professional Development Award Supporting Adult Literacies Learning	3	6	8	17
Professional Development Award TESOL	2	6	10	18
SVQ Youth Work Level 3 at SCQF level 6	2	5	8	15
Award in Volunteering Skills	1	2	9	12
Professional Development Award Family Learning	0	4	9	13
SVQ in Community Development at SCQF level 8	0	5	9	14
Higher National Certificate Working with Communities	0	8	8	16
National Certificate Working with Communities	0	6	8	14
National Progression Award Theory and Approaches to Youth Work	0	2	10	12
Professional Development Award Youth Work	0	6	10	16
Professional Development Award Introduction to Tutoring English to Speakers of Other Languages (TESOL)	0	4	10	14
SVQ in Community Development at SCQF level 6	0	3	9	12
SVQ in Community Development at SCQF level 5	0	3	9	12
SVQ Youth Work level 2 @ SCQF level 5	0	3	10	13

Section 2: Current uptake of accredited training programmes

Question 20: Are you currently participating in an accredited programme for CLD Practitioners?

Are you currently participating in an accredited programme for CLD Practitioners?	Number	Percentage
No	115	94%
Yes	7	6%

Question 22 (*relates to Q20*): Please tell us which accredited CLD Programme(s) you are participating in. Tick all that apply.

Are you currently participating in an accredited programme related to another field?	Number
Honours Degree	5
PG Diploma CLD	1

Question 21: Are you currently participating in an accredited programme related to another field?

Are you currently participating in an accredited programme related to another field?	Number	Percentage
No	104	85%
Yes	11	9%

Question 23: Please tell us the title of the programme you are undertaking, which educational institution is providing it and, if known, which SCQF level it is.

Programme Name	Programme Provider	SCQF Level
MBA Business Administration	University of West of Scotland	MBA
Assessors Training	SQA	8
Forest School Leadership	FSC	8
Post Graduate Career Guidance & Development	UWS	11
Assessor unit	SQA / Ayrshire College	-

Assessor Award	Ayrshire College	8
Organisational change and management	Open University	9
Assessor Award	South Ayrshire Council	8
Doctorate in Education	Stirling University	12

Question 24: Would you be interested in undertaking an accredited programme for CLD practitioners in the future?

Would you be interested in undertaking an accredited programme for CLD practitioners in the future?	Number	Percentage
Yes	90	74%
No	32	26%

This response rate of 74% (N=90) to 'Yes' demonstrates a potential large demand for further learning across the sector.

Question 25: If No, can you tell us a little bit about why that is:

Emerging Themes	Number of Respondents
achieved required CLD qualifications	10
focussing on role related learning	2
late in career (e.g. approaching retirement age)	6
not sure of next step	4
time pressures	5

Some respondents cited specific types of qualifications that they already had (e.g. an honours or master's degree), to suggest they may have the achieved required qualifications. The comments suggest that a proportion of these colleagues who stated 'no' would possibly be interested depending on what learning was available and what the benefits of undertaking this learning where. Some colleagues were also not sure of the best next step either.

Question 26: Please indicate which of the following programmes would be of interest to you as you progress in your CLD Career. These are listed by title and credit level only. The SQA website provides more detailed information about a particular course. (Tick all that apply)

Programme Name	Number
Professional Development Award Family Learning	25
Honours degree in CLD	15
SVQ in Community Development at SCQF level 8	14
Professional Development Award Tutoring Adult Literacies	14
Professional Development Award TESOL	13
Ordinary degree in CLD	9
Higher National Certificate Working with Communities	9
Professional Development Award Introduction to Tutoring English to Speakers of Other Languages (TESOL)	9
Professional Development Award Supporting Adult Literacies Learning	9
SVQ in Community Development at SCQF level 6	7
SVQ Youth Work Level 3 at SCQF level 6	6
Professional Development Award Youth Work	5
SVQ in Community Development at SCQF level 5	4
SVQ Youth Work level 2 @ SCQF level 5	4
National Certificate Working with Communities	3
National Progression Award Theory and Approaches to Youth Work	3
Award in Volunteering Skills	1

Question 27: Do you feel that the non-accredited/informal opportunities provided by your organisation for professional learning meet your needs for now and into the foreseeable future?

Answer	Number	Percentage
Yes	74	61%
No	48	39%

There is a potential demand for more tailored approaches by organisations to informal learning opportunities.

Question 28: Please tell us a little bit about why that is in the box below

Common Themes for those who answered 'Yes'
• Supportive employers (e.g. supportive of PL time/ accommodating further study)
• Opportunities to build up sector knowledge (networking opportunities/ in-work experiences)
• Online course provision (*ES* national learning courses during Covid-19)
• Vast range of opportunities being made available (both practice specific and theoretical learning types on offer)

'I decided to complete my honours degree in my own time as I worked part time, so it did not impact my work, although my role was adjusted by my employer to accommodate the course/placement requirements'

'These opportunities expand my skills and knowledge and make me a better practitioner'

'Yes the offer from the LA and other networks, Education Scotland, CLDSC, Consortium and Regional Networks best meet my current training needs'

| Common Themes for those who answered 'No' |
| --- |
| • Minimal or no budget provided by the relevant organisation for upskilling |
| • Overreliance of building professional learning through in-working situations |
| • Learning opportunities made available in work being non-specific to CLD sector |

Suggested training areas:
Ethics and values; anti-racism; unconscious bias; trauma informed practice; outdoor learning; poverty and inequalities; counselling skills and techniques; approaches for enhancing a learners numeracy and literacy skills.

Question 29: Do you think your experience as a CLD practitioner is valued by your organisation?

Answer	Number	Percentage
Yes	89	73%
No	33	27%

Question 30: Have you faced any barriers in pursuing a career in CLD? Please tick all that apply.
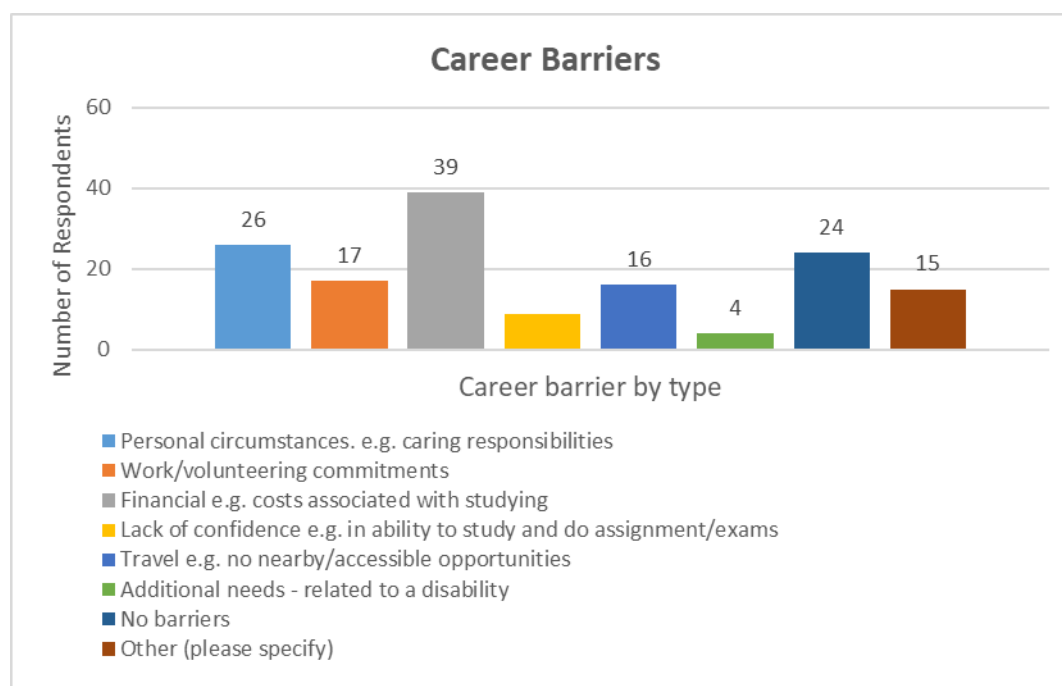
The most common reason provided was Financial e.g. costs associated with studying at 44% (n=39) of respondents. No respondents noted a career barrier related to English not being a first language.

Additional Relevant Information:

Additional comments are not included in the high level document but will be taken into consideration by the CLDSC when determining the next steps for learning and acting on the research that was carried out.

Summary

- The survey provides an insight into the types of qualifications held by 122 practitioners from across the sector.

- 117 of the 122 who responded were members of the CLDSC.

- Geographically, 31 of 32 Scottish local authority areas were represented across the 122 respondents.

- Only 11% of respondents (n=14) explicitly made reference to CLD in the 'Job Title' response part.

- Out of the 109 provided job titles for this question, there were approximately 92 unique job titles provided (84% of job titles were individualised).

- Approximately 78% (n=75) of respondents have worked in the CLD sector for more than 5 years, with the majority of these having more than 10 years' experience.

- Approximately 71% of respondents (n=87) are qualified to degree level and above.

- 74 employers see a degree as either essential or desirable experience.

- Survey supports findings of the [Career Pathways Report - June 2020](#) - there is a broad range of qualifications available for CLD practitioners but that actual provision and/or uptake is low.

- Over half of respondents - 57% (n=70) value the professional learning offer, whilst only 50% (n=61) value the networking opportunities.

- Approximately 74% of respondents (n=90) are interested in further accredited training – finance being the biggest barrier to pursuing this (n=39).

- Approximately 74% of respondents are happy with the informal Professional Learning currently provided by their organisation (n=90).

Annex A: Full List of Job Titles for Question 3

Job Title – free text box	
Acting Team Leader	
Adult & Family Learning Officer	
Adult Learning Coordinator	
Adult Learning Manager	
Adult Learning Worker	
ALN Development Worker(Syrian)	
Assistant Youth Worker	
Attendance support	
CLD Assistant	
CLD Manager	
CLD Officer	
CLD Support Officer	
CLD Team Leader (adult learning)	
CLD Worker	
CLD Youth Worker	
CLD worker	
Co-Design Officer	
Communities and Lifelong Learning Worker	
Communities Manager	
Communities Officer	
Community Capacity Worker	
Community Development ESOL Tutor	
Community Development Officer	
Community Development Officer	
Community Development Practitioner	
Community Education Worker	
Community Empowerment Officer	
Community Learning & Development worker	
Community Learning and Development Officer	
Community Learning Assistant	
Community Participation and Engagement Officer	
Community regeneration officer	
Community Services Officer	
Community Worker	
Community Support Officer	
Connected Communities team manager	
Consultant	
Development Officer for membership	
Development Worker	
Director	
Education Officer, CLD	
Employability Keyworker	
Employment Co-ordinator	

Engagement & Employability Adviser	
Head of Youth Work Programmes	
Insight & Engagement Lead	
LEARN co-ordinator	
Learner Development Worker	
Learner Engagement Assistant	
Learning & Organisational Development Advisor	
Learning Tutor	
Lifelong Learning and Employability Worker	
Lifelong Learning Assistant	
Lifelong Learning Development Worker	
Lifelong Learning Officer	
Lifelong Learning Service Manager	
Lifelong Learning Team Leader (Acting)	
Literacies/ Literacy Development Worker	
Participation and Democracy Officer - YW Lead	
Place Making Co-ordinator	
Practice Learning Development Officer	
Programme Oversight Manager	
Project Worker	
Sector Development Manager	
Senior CLD worker	
Senior Communities & Lifelong Learning Worker	
Senior Lecturer	
Senior Officer - Learning and Training	
Senior Practitioner	
Senior Worker	
Senior Worker: Youth and Children's	
Senior Youth Worker	
Senior Youth Worker/support worker	
Sessional Adult Learning Tutor (ESOL)	
Sessional Tutor	
Social Care Worker	
Staff	
Teaching Fellow	
Team Leader/ Team Leader –Communities	
Team Manager	
Tutor/Coach	
Vocational Development Worker	
Ward Manager	
Working 4 U Dev Officer (Learning)	
Youth Cafe Coordinator	
Youth Volunteer Scheme National Officer	
Youth Worker	
Youth, Family and Community Learning Officer	