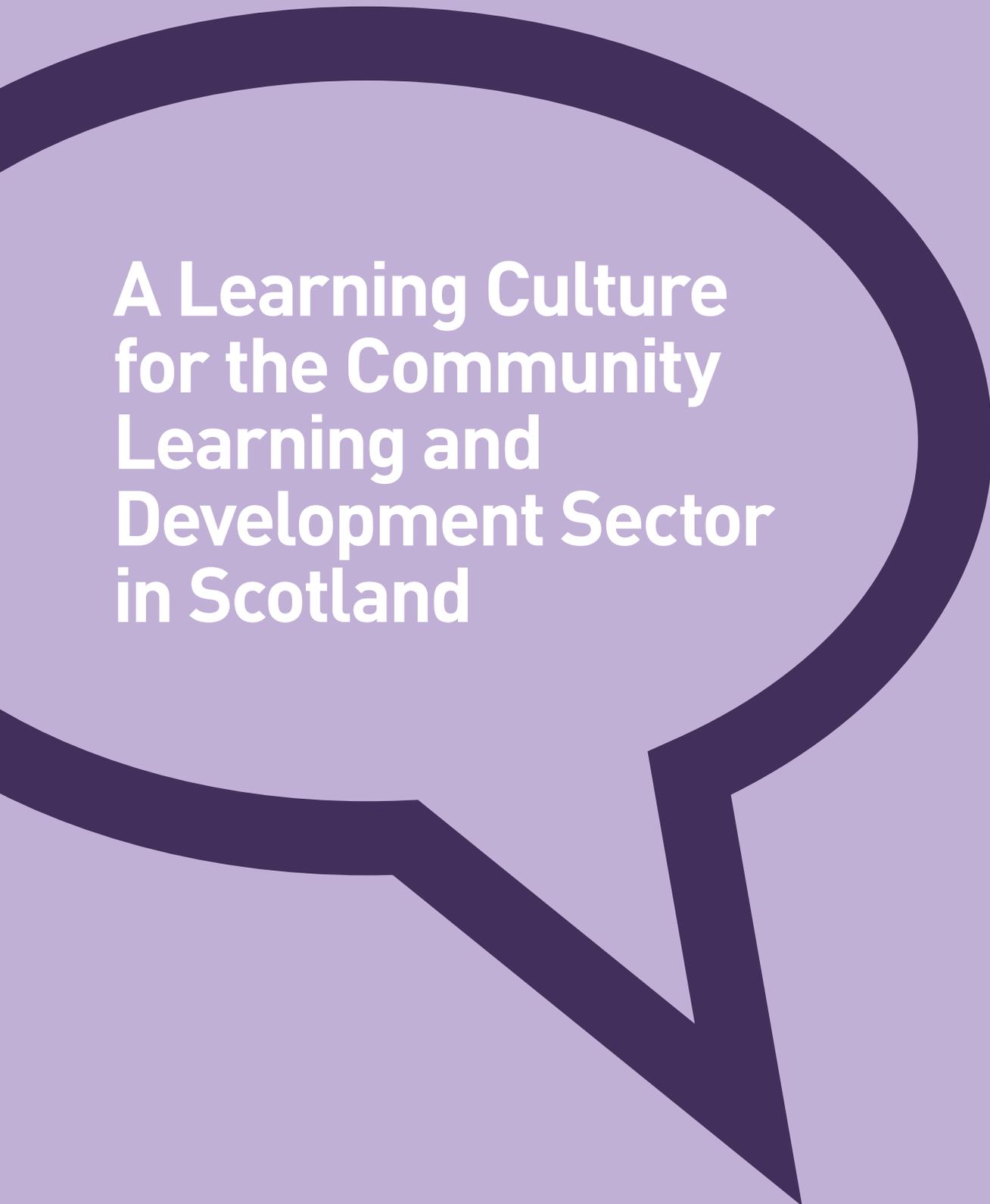


January 2011



A Learning Culture for the Community Learning and Development Sector in Scotland

Continuous Professional
Development

CLD
STANDARDS COUNCIL
FOR SCOTLAND

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The CLD Standards Council CPD Strategy Consultation: Report on key findings

We stated in the draft strategy document in July 2010 that the final format of the CPD Strategy for CLD would be influenced by the comments we received from the field during the consultation period.

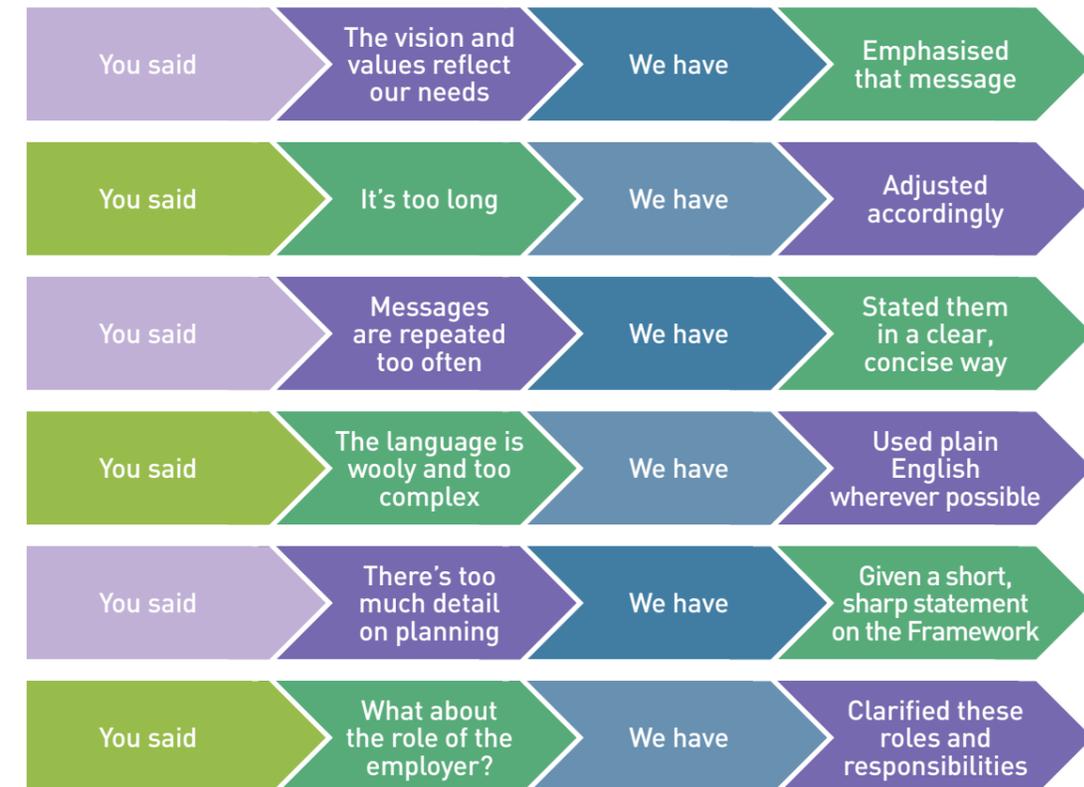
The feedback was very positive; every respondent supported the need for a Strategy and endorsed our work in taking the statement forward, underpinned by the Values, Competences and Code of Ethics for CLD.

Over 200 people from organisations across Scotland contributed to the consultation; our thanks to all of you for helping to make the Strategy a stronger, sharper, more focused document with the same key message: we need and deserve the establishment of a strong learning culture across the CLD sector.

Gillian Lithgow

Chair, CPD Committee
CLD Standards Council

What did you tell us and what have we done as a result of this message?



Introduction

Increasingly CLD practitioners work in diverse roles and settings. Practitioners specialise in youth work, adult learning and community capacity building. Practitioners work in contexts where their expertise has not been fully exploited before: in social enterprise, the creative realm, regeneration, heritage, natural environment, health and in formal education settings.

We recognise and celebrate this diversity in provision. In order to support it, and in consultation with practitioners, leaders and employers across Scotland, the Standards Council has written this Strategy for CPD in CLD.

This Strategy informs the design, building and ongoing development of our Framework which all practitioners and employers will be able to use to enhance the effectiveness of their own learning and the quality and impact of the learning programmes they deliver. It has been informed by the views of more than 200 practitioners across Scotland. It is your Strategy; we hope you will use it with confidence and success.

Rory Macleod
Director
CLD Standards Council for Scotland

“ TRUE EDUCATION IS
SOMETHING THAT PEOPLE
DO FOR THEMSELVES WITH
THE HELP OF OTHERS, NOT
SOMETHING THAT IS DONE
TO THEM BY EXPERTS ”

The Standards Council for Community Learning and Development in Scotland is the body responsible for the registration of CLD practitioners, the approval of training courses, and the continuing professional development of the sector workforce.

Our vision is one of supporting the continuing improvement of community learning and development practice to provide quality services for communities and individuals across Scotland.

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Nurturing a Learning Culture: Roles and responsibilities for all

The Standards Council

We will nurture a culture of learning in our sector in order that individual engagement will contribute to the development of the whole profession; we will celebrate learning, relish challenge and reflect critically on our practice.

Our vision for all CLD practitioners is that their participation in continuous professional development activities will be a central and established part of their practice. Through this they will demonstrate and enhance their commitment to a culture of learning:

- Where learning is celebrated, recognised and encouraged
- Where learning is reflected on and shared
- Where challenge is relished and embraced
- Where critical reflection is embedded in practice
- Where individuals can explore learning related to their role throughout their careers.

This culture is underpinned by the values and competences of CLD and commitment to our Code of Ethics.

Employers

- Ensure that their organisation becomes a learning community for the entire workforce
- Develop and implement a CPD policy
- Provide continuous leadership and support for CPD opportunities
- Strengthen and extend local partnerships
- Encourage sharing of and learning from good practice

Practitioners

- Ensure they maintain and develop their competence through reflective practice and CPD
- Integrate directly with personal development plans
- Take responsibility for their own learning

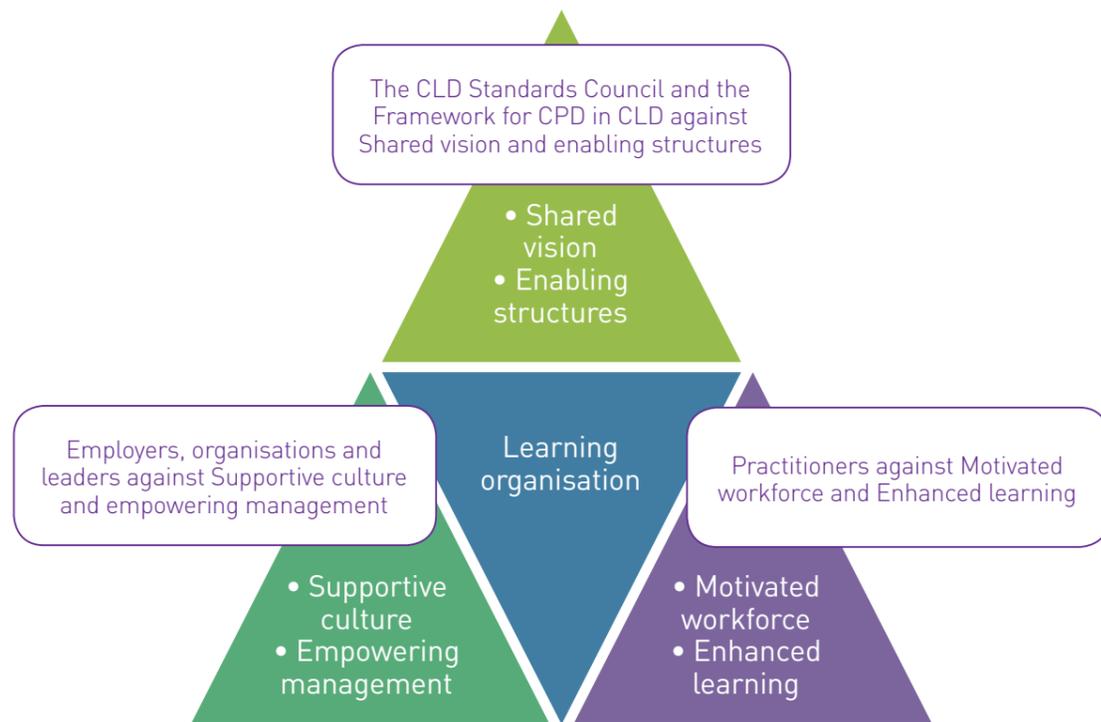
Nurturing a Learning Culture: the context

The CPD Strategy and Framework for CLD in Scotland proposes a commitment to fostering a positive climate for continuous learning, where individuals can be involved in a continuous process of improvement and development: a learning culture.

What is a learning culture?

A learning culture is an environment in which people are committed to their own growth and development as professionals and apply their learning in reflective practice. It involves accepting a set of attributes, values and practices which support a continuous process of learning for an

organisation and its members. The people involved in it should have a sense of what it feels like to be part of it, what it sounds like when discussing it and how it looks when seeing it in action. It is a key feature of a learning organisation.



The Learning Journey

Within the learning culture, practitioners will embrace CPD as part of a Learning Journey. Each stage of the journey will start with supported induction. Following induction, practitioners can develop learning plans to identify the best possible route to achieve their learning goals. Practitioners

will be involved in a continuous cycle of learning: critically reflecting on their learning and practice; reviewing learning plans; evaluating achievements, and actively looking for further development activities to maintain and improve their capability.

Inside a Learning Culture: what is CPD?

CPD is a combination of approaches, ideas and techniques that help individuals manage their own learning and growth. Within a learning culture it can include any event, formal or informal, that increases knowledge, experience and understanding, improves performance and contributes to lifelong learning.

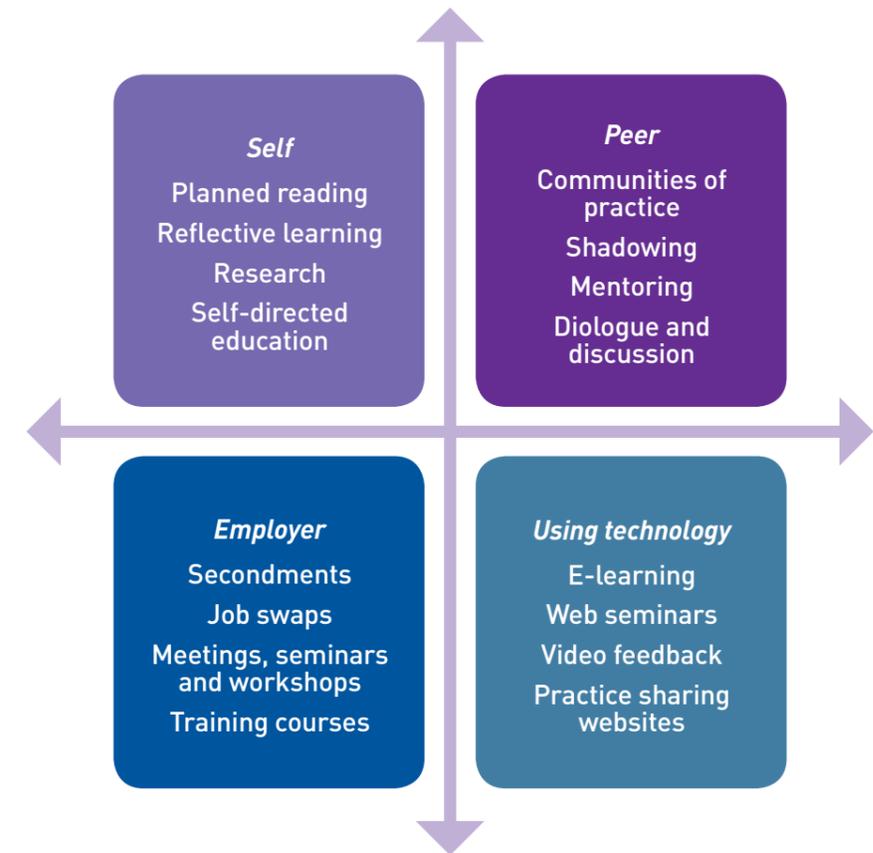


Illustration: CPD approaches, ideas and techniques

The choice and combination of methods will be influenced by:

- The time available for learning from the employer
- The support available for learning from the employer
- The resources required for learning
- The learning needs identified by an individual
- Individual learning styles
- Organisation and team learning priorities, driven by strategic planning

The Framework

The CLD Standards Council Framework for CPD will:

- Be on an electronic platform
- Be developed in sections around three areas:



The sections will form areas including:

- The competences
- Employers' role
- Principles and values
- Learning journeys
- Motivating and leading others
- Required and regulatory training
- Practitioners in new and changed positions and roles
- Communities of practice
- Quality and continuous improvements

These sections will interlink. The learning materials in the sections will be developed in a number of media; the guiding principle is that they will be creative and engaging, and will include context, content and resources.

The Framework will encourage and support creative and innovative learning and development for CLD practitioners, based on the skills and competences they need to meet the needs of communities, individuals and employers.

It will ensure that all learning is valued, recognised and transferable, and help to encourage shared learning at different levels while supporting effective quality assurance. This will benefit individual practitioners, employers and the CLD sector as a whole.

- The Framework will present challenges for individuals and employers. This will require:
- All parties involved to consider current and developing organisational cultures
 - Recognition that the resource required to underpin this has many dimensions
 - Reflection on the principles and practice underpinning effective CPD



Working within the Framework

Employers should:

- Enable participation in CPD in as straightforward a way as possible
- Create optimum opportunities for feedback, discussion, reflection and future planning
- Ensure that practitioners' learning is of a high standard and is reviewed regularly
- Identify opportunities for joint practitioner development activities

Employers will then benefit from having:

- ✓ Maximised the strengths and potential of individuals
- ✓ Grown the skills and knowledge that the organisation needs
- ✓ Deployed these skills more effectively
- ✓ Achieved and sustained high quality services

Individuals should:

- Recognise and build on their current capabilities
- Embrace opportunities and be active in developing cultural change
- Engage in continuous learning
- Implement learning in practice

Individuals will then benefit from having:

- ✓ Increased their effectiveness at work
- ✓ Increased their confidence and self-esteem
- ✓ Demonstrated links to standards, a professional qualifications framework, and other professions
- ✓ Developed new relationships with colleagues and partners
- ✓ Developed new areas of capability
- ✓ Obtained the latest information and knowledge

Across the CLD profession we should:

- Ensure a consistent, competent and value driven approach
- Identify opportunities for collaborative and partnership learning
- Make sure opportunities for all are readily available, supported and time commitment is not compromised
- Encourage a creative and effective approach to mixed and blended learning
- Embrace the use of technology to support and enhance learner engagement and increase access to programmes

We will then benefit from having:

- ✓ An enhanced ability to respond to change
- ✓ Practitioners with up-to-date and relevant capabilities
- ✓ Improved recruitment, retention and transferability within the sector
- ✓ Linked employer based training systems directly to future CPD needs

Implementation of the Framework

Adoption of this Strategy and Framework requires action nationally and locally by employers and practitioners.

The Standards Council

- Promote the Strategy and Framework to all partners
- Respond to national developments in policy and practice
- Keep partners informed of national initiatives
- Encourage the sharing of good practice

Employers and Partnerships

- Ensure learning is integral to working practices and not an 'add-on'
- Share professional development practice across areas through CLD and Community Planning Partnerships
- Identify potential funding solutions to support CPD at national and local levels

Practitioners

- Commit to active engagement with CPD to continuously improve their practice
- Support others to improve by sharing learning and good practice
- Reflect on and record learning, ensuring personal learning plans are up-to-date

CPD Providers

- Provide guidance for practitioners in relation to the definition and availability of CPD opportunities
- Work in partnership with Higher and Further Education colleagues at both national and local levels

Sector Skills Councils

- Responsible for the professional development of staff working in the UK lifelong learning sector
- Ensure workforce trends and demands are complementary

HMIE (to June 2011)

- Support and challenge employers and practitioners in the context of Continuous Professional Development
- Support employers and practitioners to ensure meaningful self-evaluation

LTS Communities Team (to June 2011)

- Responsible for implementing Scottish Government community learning and development policy
- Work with practitioners to support and develop practice

SEQIA (from July 2011)

- Ensure that quality, standards and outcomes for learners are continually driven upwards to deliver educational excellence
- Inspire practitioners and managers to meet new challenges and to be comfortable about doing so

Impact of the Framework

Our Strategy and Framework will influence national and local planning and performance. It will also influence our sense of identity and others' perception of the field. A clear understanding of the value of CPD will be available to the individual, employer and learner. Qualitative and quantitative analysis of its impact will be critical in informing future planning.

Practitioners will have a raised profile with partner colleagues and, through developed confidence, work alongside their community based partners in addressing increasingly complex issues.

Implementation of this Framework will create:

1. A national framework of training opportunities and models, available to all CLD practitioners in Scotland regardless of role and responsibility.
2. A developed infrastructure within all partnerships by 2012 to ensure training and support of practitioners and leaders is at the heart of their business.
3. A clearly stated career, skills and development pathway that all practitioners can access.
4. A suite of training courses, of mixed model and delivery, which are recognised and endorsed by the field work and practitioner cohort.
5. A transparent model presenting the links between national policy, quality of professional practice and national quality improvement models, and exploit their capacities to the full.
6. A recognised model of ongoing evaluation based on peer assessment and reflection with the purpose of ongoing improvement and professional accountability.

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Clackmannanshire Council
Dundee City Council
East Renfrewshire Council
Falkirk Council
Fife Council
Highland Council
North Lanarkshire Council
Perth and Kinross Council
Renfrewshire Council
South Lanarkshire Council

Learning Providers

Community Education Training Network (CETN)
University of Aberdeen
University of Dundee
University of Edinburgh
LWTT
Scotland's Colleges

National Agencies

BEMIS
Girlguiding Scotland
HMIE
LGBT Youth Scotland
LLUK
LTS
SCDC
SCQF
SDS
Scottish Government
SQA
YouthLink Scotland

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A Curriculum for Excellence

Community Learning And Development: Values, Principles and Effective Practice

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]¹

[CLD develops] the capacity of communities to improve their quality of life. Central to this is their ability to participate in democratic processes [Scottish Office, 1998]²

The values and principles of Community Learning and Development are:

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

[CLD Standards Council for Scotland, 2009]³

¹ Scottish Executive Working and learning together to build stronger communities (Scottish Executive 2004)

² Scottish Office Communities: Change Through Learning Report of a Working Group on the Future of Community Education (Stationary Office 1998)

³ The CLD Standards Council for Scotland

Effective CLD practitioners⁴

Effective CLD practitioners 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 in partnership 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 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

CLD practitioners will also have self-management skills that are appropriate to the level at which they are practising. While these are not detailed in the competences, they are addressed through the SCQF framework⁴ and the National Occupational Standards⁵.

⁴ SCQF Framework
⁵ LLUK Community Development National Occupational Standards (LLUK 2007)



A Code Of Ethics For Community Learning and Development

Community Learning and Development (CLD) is a field of professional practice constituted by the adult education, community development and youth work professions. While their practices and the constituencies they serve may differ, they have in common a commitment to their constituents as their primary clients, and to the power of informal education to transform situations, structures, communities and individuals.

Education is a prerequisite for democracy and citizenship. CLD seeks to extend the reach of effective democracy, particularly by actively engaging those who are excluded from participation in key social processes that shape their lives, and to widen the scope of democracy to enable full participation in the common wealth. The following principles are informed by this core position.

1. Primary client

Our primary client (our 'constituent') is the community, the young person, or the adult learner with whom we engage.

2. Social context

Our work is not limited to facilitating change within individuals, but extends to their social context and environment. It recognises the impact of ecological and structural forces on people.

3. Equity

Our work promotes equality of opportunity and outcome. Our practice is equitable and inclusive.

4. Empowerment

We seek to enhance constituents' capacity for positive action by:

- Enabling them to clarify and pursue their chosen priorities
- Building skills of decision-making, engagement and co-operation
- Making power relations open and clear
- Supporting constituents in holding those with power accountable
- Facilitating disengagement from the professional relationship.

Our starting point is that constituents are capable of assessing and acting on their interests.

5. Duty of Care

We will avoid exposing our constituents to the likelihood of harm or injury.

6. Corruption

We will not seek to advance ourselves, our organisations or others, personally, politically or professionally, at the expense of our constituents.

7. Transparency

Engagement with the young person, adult learner or community, and the resulting relationship, will be open and truthful. Potential conflicts of interest will be openly declared.

8. Confidentiality

Information provided by constituents will not be used against them, nor will it be shared with others who may use it against them. Constituents should be made aware of the limits to confidentiality. Until this happens, the presumption of confidentiality should apply. Wherever possible they should be consulted before disclosure.

9. Cooperation

We will actively seek to cooperate with others in order to secure the best possible outcomes for our constituents.

10. Professional Development

We will work reflectively, identifying and using the information, resources, skills, knowledge and practices needed to improve our capacity to meet our obligations to constituents.

11. Self-awareness

We should be conscious of our own values and interests, and approach cultural and other difference respectfully. While the need to challenge may arise, we must try first to understand.

12. Boundaries

The CLD relationship is a professional relationship, intentionally limited to protect the constituent and the purpose of our work. These limits should be clarified, established and maintained. The relationship with an individual constituent is based on trust and is not available for sexual engagement.

13. Self-care

CLD practice should be consistent with preserving the health of CLD workers.

