



Review of Career Pathways for Community Learning and Development

June 2020

This report looks at the Professional Learning pathways CLD practitioners, and those wishing to become practitioners, can take to develop their career. It considers the challenges faced and makes some suggestions for action. This review was conducted by the CLD Standards Council in 2020.

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1 Introduction

1.1 Role of Standards Council in setting and improving Standards

The CLD Standards Council is the professional body for community learning and development practitioners, established on the direction of the Cabinet Secretary for Education and Lifelong Learning in 2008. It is a member-led body whose vision is *‘that the communities and people of Scotland are served effectively by CLD practitioners who are recognised as competent, confident and committed to equality, empowerment and life-wide learning for all’*.

The stated mission of CLDSC 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.”*

The Strategic Objectives of CLDSC are to:

1. Deliver, maintain and further develop a professional Approvals structure for qualifications, courses and development opportunities for everyone involved in CLD.
2. Maintain and develop the Registration system and establish member services for practitioners delivering and active in CLD.
3. Maintain and develop models of Profession Learning (PL) and training resources/opportunities for CLD practitioners.
4. Improve and develop further our organisational capability.
5. Lead and contribute to relevant CLD policy and workforce information services.

1.2 Why is the Review needed?

CLD practitioners, partners and stakeholders have long recognised the need for a pathway of PL opportunities on which CLD practitioners can start out as volunteers, continue on as part-time workers, reaching accredited milestones along the way to becoming a fully qualified practitioner with an approved degree qualification. Although practitioners will join the pathway at different points, the nature of CLD and the fact that many are drawn to the field through experiences of CLD in their own communities, make it essential that the path has its roots in local communities.

The Covid-19 pandemic has seen an exponential growth in the number of people engaging to support the isolated and vulnerable in their communities. For those wishing to continue and to develop their new found skills a clear and supported learning pathway will be essential. The most recent CLD workforce survey suggested that there are significant numbers of CLD practitioners in the third sector who are less likely to be connected to CLD PL pathways than their local authority counterparts.

Scottish Government guidance also highlights the importance of a pathway. The Strategic Guidance for Community Planning Partnerships on CLD, 2012 notes: *“We want to see an integrated approach to all stages of professional learning. A core of highly skilled practitioners will remain essential to achieving the impact we expect from CLD.”*

In setting out its ambitions for the young people of Scotland in the National Youth Work Strategy 2014-2019, the Scottish Government recognised the importance of building workforce capacity (Ambition D) and the need for *‘a sustainable culture of training, support and continuous professional development to meet the needs of the 21st century’*. Similarly Adult Learning in Scotland, a Statement of Ambition 2014 notes *‘There should be a framework of professional development learning opportunities available for practitioners involved in delivering adult learning. Practitioners will be encouraged to improve their skills through this framework in order to provide high-quality learning experiences for adult learners’*.

While there is no comparable statement around the PL needs of CLD practitioners whose primary focus is in community development, the processes set out in the Community Empowerment (Scotland) Act 2015 are relatively complex and if communities in disadvantaged areas are to have equal access to the benefits the Act affords, they will need the support of skilled CLD workers.

The All-Party Parliamentary Group on Youth Affairs Report from their Inquiry into the role and sufficiency of youth work (in England and Wales) April 2019 identifies the impact of decline in investment in youth services on training and workforce development. *‘Many skilled and qualified youth workers have been lost. Training and development pathways, both vocational and academic, are fractured and declining in number, and there is regional disparity in the levels of training available: this includes training for volunteers’*. This review will help identify the extent to which this has happened in Scotland.

1.3 Purpose of the Review

The purpose and scope for this initiative was endorsed by the CLDSC Executive on 28 February 2020. The purpose of this review is to create an overview of CLD Professional Learning (PL) currently available to practitioners in Scotland and to:

- Collate information about PL, making it available to members in a way that is accessible and easy to keep up to date
- Assess the extent to which pathways exist and how they can be made more effective and efficient
- Identify gaps in provision both in terms of availability, content and by geography

- Identify potential for increased SCQF levelling and CLDSC approval of provision
- Explore ways to improve articulation and progression from associate to registered membership
- Contribute to the development of emerging plans for graduate apprenticeship SDS/SG/SFC, development of an online leadership programme.

1.4 The current position

When work on this Review commenced, the implications of Covid-19 were only beginning to become clear and it is recognised that at this early stage of the pandemic the repercussions are still not fully understood. Many CLD practitioners who have in the past willingly and promptly supplied us with information requested have been at the forefront of local responses – putting hard copy adult learning packs through learners doors, providing on line learning for English for Speakers of Other Languages, taking digital youth work to new levels to support the well-being of our young people, scaling up community development activities helping communities across Scotland to deliver essential services to vulnerable and isolated individuals.

In addition, both college and university programmes have undergone radical change with the immediate need to move to delivering many aspects of coursework on-line.

As a consequence, the mapping of local/regional provision is not yet at a stage where information can be collated and analysed. This initial report, therefore, focuses substantively on accredited pathways, looking at what qualifications are available through national bodies, the extent to which these form a pathway to full registration and the barriers encountered by practitioners.

The report does, however highlight some messages and implications for PL at local and regional level and puts forward proposals for progressing the mapping of these pathways. The review also looks briefly at post-graduate opportunities for CLD practitioners and considers the PL needs of those practising CLD across a range of sectors and settings. The final section outlines some fundamental obstacles that detract from CLDSC's capacity to fulfil the remit set for it by the Scottish Government.

Thus, although there is still work to be done to complete the pathway review, this initial report fulfils key parts of the remit outlined above and proposes a number of improvement actions to make pathways more efficient and effective, address gaps in provision, increase SCQF levelling and CLDSC approval and better articulation of programmes.

2 Accredited Pathways to CLDSC Registered Membership

2.1 The need for CLD qualifications

Working with Scotland's Communities 2018: workforce analysis of community learning and development in Scotland (CLD) found that while most employers were *'clear that approach and ethos were essential to successful CLD work'*, there were also employers who *'felt that a shift towards non-qualified CLD workers would negatively affect the field. There was some belief that a lack of appropriate theoretical background could impact both on work done within communities, and strategic planning and direction at a managerial level'*.

This study also found a significant variation between employers in the public sector and the third sector in terms of the requirement for staff in relevant posts to have a CLD specific qualification with a large majority of public sector employers requiring CLD qualifications, while around half of third sector employers do not place emphasis on staff holding CLD qualifications.

The case for employers to require qualified professional CLD practitioners is well-made in the paper *'Why employers in the public and 3rd sectors need professional CLD practitioners'* CLDSC 2019. Specifically it cites evidence that professional CLD practitioners:

- Bring added value
- Undertake approved qualifications
- Commit themselves to recognised Values and a Code of Ethics
- Are guided by a framework of Competences
- Commit themselves to continuing professional learning
- Can register as members of a recognised professional body
- Have a distinctive role in achieving public policy goals
- Are needed to meet statutory obligations.

The importance of qualified practitioners is also noted in the All-Party Parliamentary Group on Youth Affairs Report from their Inquiry into the role and sufficiency of youth work (2019) which found that although in England and Wales *'much of the youth work sector depends on voluntary support it needs:*

- *Experienced, qualified youth works to oversee and run majority of services, with volunteers playing the supporting rather than the main role'.*

2.2 CLDSC Approvals Structure

The CLD Standards Council Scotland has a remit to “*Deliver a professional approvals structure for qualifications, courses and development opportunities for everyone involved in CLD*”. This structure supports learning pathways for practitioners and provides assurance for employers that practitioners have undertaken programmes that meet quality standards, focus on professional competence and link knowledge to practice skills.

The **Professional Approval** route provides quality assurance of learning opportunities in CLD offered at degree and post-graduate level. Learning opportunities at degree and post-graduate level must also achieve academic validation. Qualifications approved by the CLD Standards Council include a substantial component of supervised and assessed practice, comprising at least 40% of the curriculum.

As for other disciplines, the quality of degree and post graduate level courses is underpinned by a Quality Assurance Agency for Higher Education’s Subject Benchmark Statement, in this instance for Youth and Community Work. Following a Review, a 2nd edition of this was published in February 2017.

The **Developmental Approval** route is for learning opportunities below degree level that have already been verified by the SQA or other awarding body.

The **Standards Council Standards Mark** has been developed to recognise the quality of CLD learning opportunities provided to CLD staff and volunteers by their employer. The Standards Mark looks at the whole range of learning opportunities offered, not one specific programme, as well as the learning culture of the organisation.

2.3 Exploring accredited pathways

The information used to explore accredited pathways has been drawn almost entirely from the Scottish Credit and Qualifications Framework (SCQF) database. The courses listed are approved for delivery but this does not necessarily mean that they are all currently being offered. For example, the HNC Working with Communities, which is approved by the Scottish Qualifications Authority, is mostly delivered by colleges and is due for revalidation in the near future. Only when we have a fuller picture of what is provided locally/regionally will we be able to assess the accessibility of accredited pathways across Scotland.

This section reviews these existing programmes and the extent to which (were they all available) they could form a pathway through to CLDSC registered membership.

The table in Annexe 1 shows the range of accredited courses (SCQF level 5-11) relevant to CLD professional learning. This includes what might be considered to be ‘post-qualifying’ programmes because they can be used as evidence of learning when applying to become a CLDSC Registered member through the Individual Recognition Process which allows for practitioners without a recognised degree who demonstrate their competence to practise at the required level to become members.

2.4 Ordinary Degree and Honours Degree Programmes

There are now only 4 Universities in Scotland providing ordinary and honours degrees approved by CLDSC as professional qualifications in CLD – Dundee, Edinburgh, Glasgow and University of West of Scotland. As recently as 2014 there were 10. See table below.

Institution	Date ceased
University of Strathclyde (1)	2014
International Christian College	2015
Edinburgh Napier University	2017
George Williams College	2017
University of Aberdeen	2018
Open University (2)	2020
Nazarene Theological College (2)	2021

(1) Programmes largely replaced by the University of the West of Scotland.

(2) These institutions are no longer recruiting for CLD degree level programmes.

The reasons behind this decrease in provision are complex. A focussed discussion with CLDSC Committees identified a range of inter-related issues many of which resonate with concerns raised elsewhere in this report. See Section 5 Diagram 1 below.

Improvement Action 1 (CLDSC Director and Chair)
Initiate discussions with HE providers on how better to secure adequate provision of degree level professional qualifications in CLD.

2.5 Routes to a CLD degree

Range of accredited programmes

There are 25 programmes along the pathway to a degree qualification - 3 at level SCQF level 8, 6 at level SCQF 7, 11 at SCQF level 6 and 5 at SCQF level 5. This suggests that the route to a CLDSC approved degree is well served with stepping stones.

Although the paths substantively merge at degree level, these routes tend to be associated with a particular strand of CLD – adult learning, community development or youth work.

When the table is reconfigured along these lines (see Annexe 2, Table 2), we get a more nuanced picture of the opportunities available according to the sector point of entry. The Higher National Certificate (HNC) and National Certificate (NC) Working with Communities are included in all 3 categories. These qualifications are designed to be generic and to include options specific to adult learning, community development and youth work. The extent to which it is widely known that these qualifications are available to those whose point of entry to CLD is adult learning or youth work is uncertain. The extent to which these options are offered and/or taken up is also unknown. Or indeed how easily they can be accessed when searching local and national databases.

This would appear to be a communication and marketing point for the college sector to share with employers and national agencies as well as potential students.

The lack of accredited stepping stones along the path to a CLD degree available to youth workers, in particular, is something that CLDSC members regularly raise with us. The Working with Scotland's Communities 2018 Workforce Analysis also identified that 'training in youth work practice appeared to be more of a gap for third sector employers than those in public sector'.

*Improvement Action 2 (CLDSC Director and Chair)
Work with FE Partners and Awarding Bodies to ensure that generic nature of the HNC and NC Working with Communities and the value of generic CLD qualifications is better understood and promoted.*

Availability of accredited programmes

As stated above, more localised information is not yet available for collation and analysis and the availability of programmes at SCQF levels 5-8 listed in Table 2 cannot yet be quantified. However, we do know that the reduction in the number of courses offered is sufficient to cause concern in that opportunities to access accredited courses are limited both in terms of numbers and geography.

In its role of approving qualifications, the CLDSC can identify at least 3 programmes that have been withdrawn from the college sector curriculum offer. This is particularly important in respect of the HNC and NC Working with Communities because of its significance to the accredited pathway for all strands of CLD.

There is some evidence to suggest that the predominant reason these programmes have been withdrawn is 'lack of numbers' making the courses not financially viable. Another explanation often offered is that there is a high drop-out rate attributed to the fact that the participants in these programmes are not 'traditional college learners' and need additional support to sustain attendance. There is also some evidence that the current emphasis on full-time programmes in the college sector has an adverse impact on the ability of potential learners, particularly from deprived communities, to undertake programmes of study.

Improvement action 3

a (PL Committee to lead) Once the availability of local programmes is known, prioritise action to secure and support minimum level of provision in each region.
b (CLDSC Director and Chair) Discussion with FE colleagues in regard to the role of part-time programmes in providing access to professional qualifications.

2.6 Overcoming barriers along the route

While recognising that young people going from school to university to study CLD face barriers and hurdles, the focus of this review is on practitioners who are taking a non-direct route to degree level qualifications approved by CLDSC.

It is still common for CLD practitioners to start as volunteers, go on to work in part-time or full-time unqualified roles as they gain experience, confidence and above all commitment to the purpose and values of CLD. Working with Scotland's Communities 2018 noted that '*many of the students studying CLD at universities and colleges are over the age of 35*'.

Funding for learning

Access to funding for accredited learning up to and including degree level is a major issue for aspiring CLD graduates. It is still common for employers to fund programmes such as the Professional Development Award in Supporting Adult Literacies Learning, Tutoring English to Speakers of other Languages and Youth Work. However, following reductions in public sector funding, very few employers are in a position to finance college or university attendance for their CLD staff or volunteers. This has also had an impact on employers ability to underwrite the cost of hosting practice placements which are integral to CLD qualifications.

Support for funding is more complicated for those over 25 years of age and, although there are bursaries and grants available, accessing the necessary information and completing the required applications etc. presents a major barrier particularly to those from families with no history of attending college or university.

*Improvement action 4 (PL Committee to lead)
Explore potential sources of additional funding with grant giving bodies including Scottish Government. Work with Partners to develop guide to funding and support for CLD students.*

Diversity in the CLD Workforce

Working with Scotland's Communities 2018 identified that there is a 'slight under-representation of people from BAME within the CLD workforce'. Findings also indicated that although 73% of practitioners are female, women are slightly under-represented in management roles where on average they earn less than males. The survey found the numbers of CLD practitioners with disabilities or long-term conditions is 'fairly high'. In response to these findings CLDSC established an Equalities Reference Group. It will be important to identify and address the additional barriers faced by these groups when accessing and progressing along CLD PL pathways.

*Improvement Action 5 (Equalities Reference Group to lead)
Work with CLD Regional Networks, FE and HE institutions to identify and address barriers.*

Credit accumulation and transfer

Universities, colleges, SQA and other awarding bodies decide how many credit points already received from a student's learning can be transferred into their programmes. In all cases, it is the decision of the accepting body how many credit points can be transferred.

CLDSC is exploring an agreement with universities to recognise articulation routes. For example, if a prospective student has obtained HNC Working in Communities (or similar programme) that is approved by CLDSC, these prospective students may be guaranteed an interview for admission and/or accepted into 2nd year of the programme.

Direct entry to the second year of a degree programme is a great financial boost to CLD undergraduates and the expansion of this facility to all universities would be greatly welcomed by students.

*Improvement Action 6 (Approvals Committee)
CLDSC to work with universities and colleges to extend guaranteed year 2 articulation to all Higher Education institutions for CLDSC approved HNC Working with Communities and similar programmes.*

There is potential to expand this concept to cover the entry requirements for other qualifications along the developmental route. This would require a more systematic joined up approach by the providers of SCQF level 5 – 8 CLD programmes.

Blended/ distance learning

The facility to complete some of their course using blended/distance learning methods makes accredited learning more accessible to CLD practitioners and alleviates some of the financial burden associated with the time and cost of travel. The flexibility it affords can make it easier for students to continue working throughout their studies and to achieve a better working/life/study balance.

In their Community Education Work-based Route B.A. Hons in Community Education, Dundee University students engage in both online and campus based learning, with a significant element of the course being assessed practice placements in their place of work. Modern Apprenticeships in Community Development and Youth Work provide CLD practitioners paid employment while gaining skills and qualifications.

However, these examples are very much in the minority and there is scope and the necessity to expand these approaches across all sectors. The current crisis has highlighted the potential to increase the provision of 'online' learning of high quality and has gone some way to overcome long held misconceptions and resistance to these approaches.

*Improvement action 7 (Approvals and PL Committees)
Work with FE and HE partners to sustain and develop increased 'online capability' and to restructure programmes to include blended and distance learning approaches wherever possible and appropriate.*

Maximising the advantages of the Individual Recognition Process (IRP)

Individual Recognition is the process by which an individual who does not have a recognised degree level qualification can apply to be a registered member of the CLDSC. Applicants are expected to demonstrate that their education, training and experience has equipped them to a standard comparable with professionals who meet the specified criteria.

As with distance/blended learning discussed above, this route allows CLD practitioners to combine work and study and eases some of the financial and other barriers mentioned. This process might also attract those undertaking CLD activities in other sectors who have relevant but not recognised qualifications and can demonstrate their practice.

The number of applications for Individual Recognition annually is quite low. In the 4 years since the IRP process was put in place there have been 6 people approved through IRP and 1 rejected. There is scope to promote the availability of this process, review its accessibility and provide support to those adopting this pathway to registration while preserving the rigour and high standards currently associated with IRP.

Improvement Action 8 (Registration and PL Committees)

Review the IRP process and how better it can be promoted and applicants supported.

CLDSC Approval of Programmes to Degree Level

CLDSC was established to drive high standards of practice in CLD. However, currently not all providers, have sought developmental approval for specific courses or indeed Standards Mark for any suite of CLD PL provision both accredited and non-accredited.

There is a need to strengthen partnership working and commitment to Standards for CLD Professional Learning to secure an increase in the number of providers seeking and gaining CLDSC approval.

As evidenced above, many employers see the value of and are committed to employing qualified CLD staff who are CLDSC members. CLDSC has developed good relationships and established effective processes with the further and higher education sectors to set standards and approve provision. However, while it is mandatory in other sectors such as teaching and social services for staff to be

members of the relevant professional body and to undertake training approved by their professional body, this remains optional in the CLD sector.

The voluntary nature of CLDSC membership alongside the absence of a statutory requirement for qualifications are major stumbling blocks to CLDSC fully achieving its mission and the purpose for which it was established. It also hampers the implementation and realisation of the policy goals set out in The Requirements for Community Learning and Development (Scotland) Regulations 2013: Guidance for Local Authorities specifically that of making *'the role and contribution of CLD visible'*.

This document also affirms:

- *'We want to see an integrated approach to all stages of professional learning. A core of highly skilled practitioners will remain essential to achieving the impact we expect from CLD, and we recognise the need to consider further the future of pre-service training in that context'*.
- *'The competences, values and ethics set out by the CLD Standards Council for Scotland provide the framework for CLD practice, which we see as the key means of delivering the outcomes identified'*.

Improvement action 9 (Executive Committee)

Explore how expectations that practitioners will become CLDSC members and all PL programmes will be CLDSC approved can be strengthened, and establish a strategy for doing this.

3 Local/Regional Pathways

3.1 Professional Learning: the local context

Although we do not as yet know the detail of what PL is available locally, a number of sources provide a broad-brush picture. For example, we already have evidence of gaps in FE and HE provision in the North of Scotland, although the North Alliance CLD PL Network has been very successful in providing a range of non-accredited programmes.

Improving life chance and empowering communities – CLD in Scotland: findings from inspection evidence January 2020, notes that *‘In most local authorities training and development for CLD staff and volunteers is well coordinated and effective. In the strongest examples, planning for continuous improvement is underpinned by joint planning and workforce development across the partnership. In a few local authorities, a lack of coordination and the sharing of resources across partners can result in the duplication of training or staff and volunteer development needs not being met.’*

Planning for Change: CLD Planning in Scotland 2018-2021 reviewed the 3 year plans submitted by local authorities in accordance with The Requirements for Community Learning and Development (Scotland) Regulations 2013. The guidelines for drawing up these plans asks that they make reference to workforce development. This review identified that *‘several authorities are looking to collaborate to build capacity in the youth work sector workforce and develop career pathways’*.

When analysing responses in Working with Scotland’s Communities 2018, the lack of available professional learning programmes was seen as driving skills concerns for 23% of public sector and 13 % of third sector employers. A lack of resources or funding for staff development and training was seen as driving these concerns for 38% of third sector and 26% of public sector employers.

Pertinent to the need for pathways and opportunities for progression, the above report also noted that while 83% of CLD practitioners and 85% of CLD employers strongly agreed or somewhat agreed that *‘it is possible to have a long-term career in CLD’* only 58% of practitioners and employers strongly or somewhat agreed that *‘there are opportunities for progression’*.

CLDSC supports Regional CLD Networks across Scotland to develop and co-ordinate PL for CLD. Since 2016 CLDSC has contributed £37,000 of funding to these networks to provide local PL opportunities. Most of these Networks have undertaken some form of PL needs analysis to develop their planning and underpin funding applications. The work of the Regional CLD Networks contributes to the developing picture of PL pathways locally and regionally.

3.2 Factors to be taken into account when developing local/regional pathways

When gathering information about local and regional pathways, we have recognised:

- there are multiple ways that someone becomes interested in CLD
- the point at which an individual joins a CLD pathway varies
- the point at which an individual pauses or stops along the pathway can also vary
- learning does not need to be accredited to be valuable
- the centrality of the reflective practitioner approach.

3.3 Next steps in assessing local/regional pathways and completing this review

It is impossible to predict when local PL providers will be in a position to contribute the detail needed to complete this review. It is likely that this will build up incrementally for each region and its localities. What we do know is that there is a will across the sector to make this happen and that key partners such as Education Scotland, the College Development Network, the Scottish Credit and Qualifications Framework and the Scottish Qualifications Authority are supportive of this development.

It is proposed that the PL Committee lead a working group of members from across the 3 Committees to take this forward. The Committees already draw members from a range of settings but where necessary the working group should be augmented to secure representation from:

- both the public and third sector
- FE sector
- the CLD regional networks
- Education Scotland Regional CLD Officers
- SCQF
- Other as deemed appropriate by the group.

The remit of the group should include:

- Securing detailed information about local provision in each region
- Exploring and identify gaps in local-regional pathways
- Collaborating to create clear and accessible pathways in each region
- Developing recommendations about how best to make information about PL opportunities and pathways available to CLD practitioners across Scotland
- Bring forward proposals about how these pathways can be strengthened and maintained through Local Authority 3 Year Planning Guidance, the work of the Regional Improvement Pathways and the work of HM Inspectors.

*Improvement Action 10 (PL Committee to lead)
Establish a cross-committee working group to address proposed remit.*

4 Post-qualifying Professional Learning

While Professional Learning in CLD continues beyond degree level, post qualifying opportunities have not been included in this exercise. The search of the SCQF database has, however, identified a number of opportunities for post-qualifying accredited learning relevant to CLD practitioners. This and other information gathered as part of the review indicates that the role of CLDSC in supporting and endorsing post-qualifying PL merits further exploration. This task could be added to the remit of the working group proposed above.

4.1 Endorsement of post-qualifying accredited learning

There is a broad range of PL opportunities for CLDSC registered members. Organisations providing PL for their staff and volunteers are encouraged to seek the CLDSC Standards Mark. This looks at the whole range of learning opportunities offered, not one specific programme, as well as the learning culture of the organisation. Typically, learning programmes endorsed through CLD Standards Mark have no qualifying body accreditation. It provides national recognition of CLD learning opportunities for practitioners with strong focus on the values, principles, competences and Code of Ethics for CLD.

There is, however, no comparable endorsement for post-qualifying accredited learning. Creating a similar quality recognition mark for these qualifications would:

- Signal their value and relevance to registered CLD practitioners
- Signal their value and relevance to employers when recruiting for senior posts
- Assist HE institutions when marketing these programmes to prospective students.

As with the current Standards Mark the process would be a lighter touch than the approvals process for their degree programmes.

*Improvement Action 11 (Approvals Committee)
Explore the development of a quality recognition mark similar to Standards Mark for post-qualifying CLD programmes.*

4.2 CLD practice across sectors and settings

Many CLD practitioners are employed in sectors such as health and housing. Many who are employed in these other sectors have elements of CLD practice within their role but little or no opportunity to develop their competencies. Some senior managers have responsibility for the strategic direction of CLD services and CLD staff but do not have any CLD background or qualifications.

The fact that CLD is sometimes described as an approach is both a blessing and a curse. It is becoming better understood that CLD practice is integral to the achievement of national outcomes, organisational goals and public sector reform – notably the move towards prevention. But the impact of CLD will never be fully realised if it not understood or competently practiced.

CLD practitioners employed in other sectors

We know that many CLD practitioners employed in other sectors are members of CLDSC and participating in ongoing PL activities. The post-qualifying qualifications listed in Table 1, however, are not likely to be familiar to or attract the support of employers in other sectors. Further exploration of the SCQF website identified a range of more generic post-graduate qualifications in areas such as public policy, leadership, practice supervision, research and professional studies.

There would be value in bringing together a group of CLDSC registered members working in other sectors to identify how best to meet their needs for post-qualifying accredited PL and where appropriate, enter in to discussion with providers of generic post-graduate qualifications to facilitate access and increase the opportunities available to CLD practitioners.

Improvement Action 12 (PL Committee)

Work with CLDSC registered members employed in other sectors to identify their post-qualifying PL needs and consider how these can be better addressed.

Undertaking CLD activities in other sectors

Turning now to those undertaking CLD activities in other sectors who, while they may hold a professional qualification in their field, have no background or training in CLD. CLDSC wishes to ensure that CLD practice, in all contexts, is undertaken to a high standard and reflects the CLD competences, values and ethics as endorsed in the CLD Regulations. There is a need to review the CLD PL opportunities in place for this group of people, to consider how they could be developed to align with CLD practice in other sectors and how they could be promoted and marketed to other professional groupings in ways that would help them understand and value the CLD competences and values and the benefits of becoming a CLDSC Associate Member. Depending on the proportion of their work spent undertaking CLD practice, some from this group may wish to consider pursuing the Individual Registration Process to become Registered Members.

Improvement Action 13 (CLDSC staff)

Initiate discussions with colleagues in 2-3 other fields (such as health, housing, employability) to determine the extent of CLD activities undertaken, identify where CLD PL can add value and promote the benefits of CLDSC registration.

Responsibility for CLD Strategy and the management of CLD staff and volunteers

Reductions in public and third sector funding has led to the flattening of management structures and as a consequence of this, it has become increasingly common for senior staff with no background, experience or qualifications in CLD to be responsible for the strategic direction for CLD in their organisation and for CLD staff and volunteers. While this is still relatively rare in education, social work and other professional settings, CLDs history and comparatively new professional identity has placed CLD at a disadvantage in this context. It is unrealistic to expect that this can be turned around or that CLDSC could insist that senior staff with these responsibilities have a background as CLD practitioners. Nonetheless, an understanding of CLD policy and the legislative requirements, knowledge of HM Inspectorate scrutiny processes and an awareness of the role of CLDSC and the benefits of employing members is essential if these responsibilities are to be carried out effectively. To this end a guide and PL module could be developed.

Improvement Action 14 (CLDSC Director and Chair)

Initiate discussions with Education Scotland, including inspectorate, and chief officers groups as appropriate to explore the development of a guide and PL module to assist those with strategic and management responsibility for CLD.

5 Drivers for change

This review has identified a range of structures, systems and developments which help CLDSC progress towards its mission 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.*”

The report also identifies improvement actions addressing issues that detract from that mission. Many of the drivers that mitigate against the achievement of the CLDSC mission and Scottish Government policy objectives stem from the voluntary nature of CLDSC membership and the absence of a statutory requirement for CLDSC approved qualifications. See diagram below. This situation could be transformed by making it mandatory for all CLD providers in receipt of public funding to recruit CLDSC members and for institutions offering CLD PL programmes to seek CLDSC Approval.

While this would take time and involve careful preparation and planning such a move is not unprecedented. For example, when the Scottish Social Services Council was established, it was understood there would be a time lag to allow staff to complete the necessary professional learning and to take steps to secure SSSC membership. In 2016, the Welsh Government approved legislation requiring all youth workers and work-based learning practitioners providing services for or on behalf of a local authority, school, FE institution or voluntary organisation to become registered with the Education Workforce Council. A ‘road map’ identifying the necessary preparation, steps and stages to achieve this would be key to demonstrating to all stakeholders the feasibility of implementing of a mandatory requirement for CLDSC registration.

*Improvement Action 15 (CLDSC Chair, Director and Executive Committee)
Work with Scottish Government Policy colleagues to establish the case for and develop proposals to introduce mandatory requirements for the CLD profession.*

Drivers for and against achieving CLDSC mission

The diagram below illustrates that in the 12 years since its inception CLDSC has made huge progress towards its goal. The ‘positive drivers’ in the left-hand column are examples of some key developments. However, as the body of this report demonstrates, the absence of a mandatory requirement for CLD practitioners to become CLDSC members creates interlinked and significant negative drivers that make it extremely hard if not impossible for the CLDSC mission as set for them by Scottish Government to be fully realised.

Diagram 1

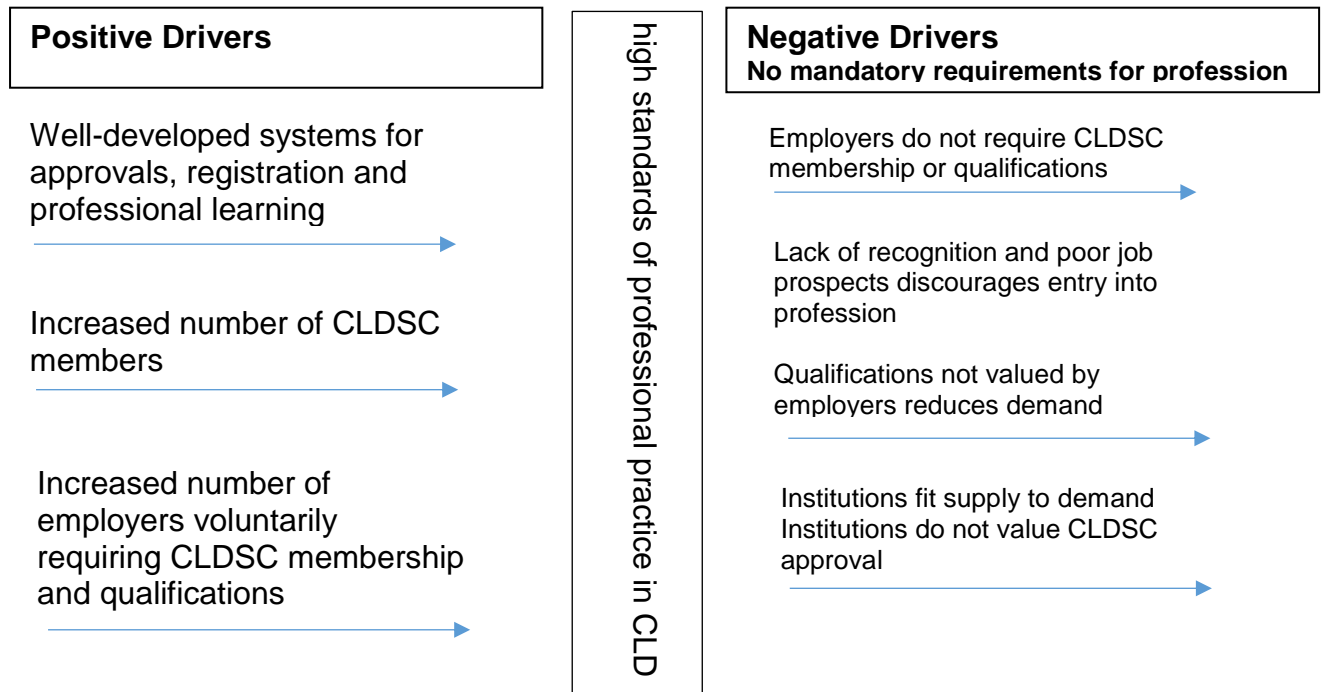


Table 1 Accredited programmes for CLD Practitioners (SCQF levels 5 – 7)

Delivery Organisation	Programme Title	SCQF level	SCQF credits	CLDSC Approv	CLDSC Compt	CLDSC Ethics
University of Glasgow	M.Ed Community Learning and Development	11	Min 180			
University of Glasgow	MEd TESOL - Teaching of English to Speakers of Other Languages	11	Min 180			
University of Glasgow	MSc Adult and Continuing Education	11	Min 180			
University of Strathclyde	MSc Adult Guidance	11	Min 180			
University of Glasgow	MSc Advanced Community Development	11	Min 180			
University of Edinburgh	MSc Community Education	11	Min 180			
University of Aberdeen	MSc Community Learning and Development	11	Min 180			
University of Glasgow	MSc Teaching Adults	11	Min 180			
University of Stirling	MSc Teaching English to Speakers of Other Languages	11	Min 180			
University of Glasgow	MSc Teaching English to Speakers of Other Languages (TESOL)	11	Min 180			
University of Edinburgh	MSc Teaching English to Speakers of Other Languages (TESOL)	11	Min 180			
University of Strathclyde	PgCert Adult Guidance	11	Min 60			
University of Aberdeen	PgCert Adult Literacies Development	11	Min 60			
University of Stirling	PgCert Teaching English to Speakers of Other Languages	11	Min 60			
University of Edinburgh	PgCert Teaching English to Speakers of Other Languages (TESOL)	11	Min 60			
University of Dundee	PgCert Teaching Qualification (Further Education)	11	Min 60			
University of Stirling	PgCert Teaching Qualification in Adult Education (TQAE)	11	Min 60			
University of Stirling	PgCert Tertiary Education (TQFE)	11	Min 60			
University of Strathclyde	PgDip Adult Guidance	11	Min 120			
University of Aberdeen	PgDip Adult Literacies Development	11	Min 120			
University of Glasgow	PgDip Community Learning and Development	11	Min 120	+	+	+
University of Aberdeen	PgDip Community Learning and Development	11	Min 120			

University of Glasgow	PgDip Teaching Adults	11	Min 120			
University of Stirling	PgDip Teaching English to Speakers of Other Languages	11	Min 120			
University of Edinburgh	PgDip Teaching English to Speakers of Other Languages (TESOL)	11	Min 120			
University of Dundee	PgDip in Community Education	11	Min 120	+	+	+
SQA Awarding Body	Professional Development Award Applied Practitioner Studies in ESOL	10	32	+	+	+
University of Edinburgh	BA Hon Community Education	10	Min 480	+	+	+
University of Dundee	BA Hon Community Learning and Development	10	Min 480	+	+	+
University of Dundee	BA Hon Community Learning and Development (Workbased)	10	Min 480	+	+	+
University of West of Scotland	BA Hon Community Learning and Participation	10	Min 480	+	+	+
University of Glasgow	BA Hon Community Development	10	Min 480			
University of West of Scotland	BA Hon Community Learning and Participation	9	Min 360	+	+	+
University of Glasgow	BA Ord Community Development	9	Min 360	+	+	+
SQA Awarding Body	Professional Development Award Teaching Practice in Scotland's Colleges	9	16			
SQA Awarding Body	Professional Development Award TESOL	9	32			
SQA Awarding Body	SVQ in Learning and Development at SCQF level 9	9	67-91			
SQA Awarding Body	Professional Development Award Family Learning	8	32			
SQA Awarding Body	SVQ in Community Development at SCQF level 8	8	62 - 63			
SQA Awarding Body	SVQ in Learning and Development at SCQF level 8	8	48-53			
SQA Awarding Body	Professional Development Award Tutoring Adult Literacies	8	30			
College Development Network	Teaching in Colleges Today	7	3			
Youth Scotland	Youth Achievement Award Platinum	7	16			
SQA Awarding Body	Professional Development Award Union Organisation for Lifelong Learning	7	28			
Community Health Exchange	Health and Society (Health Issues in the Community Part 2)	7	10			

Community Health Exchange	Health Issues in the Community Tutor Training	7	8			
SQA Awarding Body	Higher National Certificate Working with Communities	7	96			
SQA Awarding Body	National Certificate Working with Communities	6	72			
SQA Awarding Body	National Progression Award Theory and Approaches to Youth Work	6	14			
Community Health Exchange	Health and Society (Health Issues in the Community Part 1)	6	5			
SQA Awarding Body	Professional Development Award Youth Work	6	28			
SQA Awarding Body	Professional Development Award Introduction to Tutoring English to Speakers of Other Languages (TESOL)	6	16			
SQA Awarding Body	Professional Development Award Supporting Adult Literacies Learning	6	12			
CLD Standards Council	Modern Apprenticeship in Community Development	6	36	+	+	+
JETS/CLDSC	Modern Apprenticeship in Youth Work	6	57-62	+	+	+
SQA Awarding Body	SVQ in Community Development at SCQF level 6	6	36-38			
Newbattle Abbey College	Adult Achievement Award: Evaluating Achievement and Planning for Success	6	6			
JETS/CLDSC	Modern Apprenticeship in Youth Work	5	37-42	+	+	+
CLD Standards Council	Modern Apprenticeship in Community Development	5	25	+	+	+
SQA Awarding Body	SVQ in Community Development at SCQF level 5	5	25-36			
SQA Awarding Body	Award in Volunteering Skills	5	18			
Newbattle Abbey College	Adult Achievement Award Reflecting on Achievement	5	5			
Duke of Edinburgh Award	DoE Leadership	5	5			
Lead Scotland	Community Action and Leadership SCQF level 5	5	5			

Note: This table is intended to inform discussion about accredited pathways for CLD practitioners. It is not a definitive list of the programmes available. As indicated in the report to which this table is attached, not all of the programmes are currently being offered. There may also have been some changes to the programme title.

Table 2 Qualifications by strand of CLD

Adult Learning		SCQF level	SCQF credit
SQA Awarding Body	Professional Development Award Teaching Practice in Scotland's Colleges	9	16
SQA Awarding Body	Professional Development Award TESOL	9	32
SQA Awarding Body	Professional Development Award Family Learning	8	32
SQA Awarding Body	Professional Development Award Tutoring Adult Literacies	8	30
College Development Network	Teaching in Colleges Today	7	3
SQA Awarding Body	Professional Development Award Union Organisation for Lifelong Learning	7	28
SQA Awarding Body	Higher National Certificate Working with Communities	7	96
SQA Awarding Body	National Certificate Working with Communities	6	72
SQA Awarding Body	Professional Development Award Introduction to Tutoring English to Speakers of Other Languages (TESOL)	6	16
SQA Awarding Body	Professional Development Award Supporting Adult Literacies Learning	6	12
Newbattle Abbey College	Adult Achievement Award: Evaluating Achievement and Planning for Success	6	6
SQA Awarding Body	Award in Volunteering Skills	5	18
Newbattle Abbey College	Adult Achievement Award Reflecting on Achievement	5	5

Community Development		SCQF level	SCQF credit
SQA Awarding Body	SVQ in Community Development at SCQF level 8	8	62 - 63
Community Health Exchange	Health and Society (Health Issues in the Community Part 2)	7	10
Community Health Exchange	Health Issues in the Community Tutor Training	7	8
SQA Awarding Body	Higher National Certificate Working with Communities	7	96
SQA Awarding Body	National Certificate Working with Communities	6	72
Community Health Exchange	Health and Society (Health Issues in the Community Part 1)	6	5
CLD Standards Council	Modern Apprenticeship in Community Development	6	36
Joint Education and Standards Council	Modern Apprenticeship in Youth Work	6	57-62
SQA Awarding Body	SVQ in Community Development at SCQF level 6	6	36-38
CLD Standards Council	Modern Apprenticeship in Community Development	5	25
SQA Awarding Body	SVQ in Community Development at SCQF level 5	5	25-36
SQA Awarding Body	Award in Volunteering Skills	5	18
Lead Scotland	Community Action and Leadership SCQF level 5	5	5

Youth Work		SCQF level	SCQF credit
Youth Scotland	Youth Achievement Award Platinum	7	16
SQA Awarding Body	Higher National Certificate Working with Communities	7	96
SQA Awarding Body	National Certificate Working with Communities	6	72
SQA Awarding Body	National Progression Award Theory and Approaches to Youth Work	6	14
SQA Awarding Body	Professional Development Award Youth Work	6	28
Joint Education and Standards Council	Modern Apprenticeship in Youth Work	6	57-62
SQA Awarding Body	SVQ in Youth Work at SCQF level 6	6	36-38
Joint Education and Standards Council	Modern Apprenticeship in Youth Work	5	37-42
SQA Awarding Body	SVQ in Youth Work at SCQF level 6	5	25-36
SQA Awarding Body	Award in Volunteering Skills	5	18
Duke of Edinburgh Award	DoE Leadership	5	5

Annexe 3

PROGRESSING THE IMPROVEMENT ACTIONS (outline for plan to be developed in conjunction with Committees)

IMPROVEMENT ACTION	LEAD	TIMESCALE
1 Improvement Action (CLDSC Director and Chair) Initiate discussions with HE providers on how better to secure adequate provision of degree level professional qualifications in CLD.		
2 Improvement Action (CLDSC Director and Chair) Work with FE Partners and Awarding Bodies to ensure that generic nature of the HNC and NC Working with Communities and the value of generic CLD qualifications is better understood and promoted.		
3 a Improvement actions (PL Committee to lead) Once the availability of local programmes is known, prioritise action to secure and support minimum level of provision in each region. 3b (CLDSC Director and Chair) Discussion with FE colleagues in regard to the role of part-time programmes in providing access to professional qualifications.		
4 Improvement actions (PL Committee to lead) Explore potential sources of additional funding with grant giving bodies including Scottish Government. Work with Partners to develop guide to funding and support for CLD students.		
<i>5 Improvement Action (Equalities Reference Group to lead)</i> <i>Work with CLD Regional Networks, FE and HE institutions to identify and address barriers.</i>		
6 Improvement Action (Approvals Committee) CLDSC to work with universities and colleges to extend guaranteed year 2 articulation to all Higher Education institutions for CLDSC approved HNC Working with Communities and similar programmes.		
7 Improvement action (Approvals and PL Committees) Work with FE and HE partners to sustain and develop increased 'online capability' and to restructure programmes to include blended and distance learning approaches wherever possible and appropriate.		
8 Improvement Action (Registration and PL Committees) Review the IRP process and how better it can be promoted and applicants supported.		
9 Improvement action (Executive Committee) Explore how expectations that practitioners will become CLDSC members and all PL programmes will be CLDSC approved can be strengthened, and establish a strategy for doing this.		

10 Improvement Action (PL Committee to lead) Establish a cross-committee working group to address proposed remit.		
11 Improvement Action (Approvals Committee) Explore the development of a quality recognition mark similar to Standards Mark for post-qualifying CLD programmes		
12 Improvement Action (PL Committee) Work with CLDSC registered members employed in other sectors to identify their post-qualifying PL needs and consider how these can be better addressed.		
13 Improvement Action (CLDSC staff) Initiate discussions with colleagues in 2-3 other fields (health, housing, employability?) to determine the extent of CLD activities undertaken, identify where CLD PL can add value and promote the benefits of CLDSC registration		
14 Improvement Action (CLDSC Director and Chair) Initiate discussions with Education Scotland, including inspectorate, and chief officers groups as appropriate to explore the development of a guide and PL module to assist those with strategic and management responsibility for CLD.		
15 Improvement Action (CLDSC Chair, Director and Executive Committee) Work with SG Policy colleagues to establish the case for and develop proposals to introduce mandatory requirements for the CLD profession.		