



**The Community Learning and Development  
Standards Council Scotland (CLDSC)**

**CHARTER**

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# Charter of the Community Learning and Development Standards Council Scotland (CLDSC)

## 1. What is the CLDSC?

The CLD Standards Council Scotland is the professional body for people who work or volunteer in community learning and development in Scotland. Its status currently is as an agency within Education Scotland, which is itself an agency of the Scottish Government. The CLDSC carries out a remit for improving standards in CLD set by the Scottish Government. Within the parameters set by this status and role, the CLDSC is led by its members and seeks to be a voice for the CLD profession.

The terms of the CLDSC's relationship with Education Scotland and roles and responsibilities in the direction and management of the Council, are set out in the Framework Agreement between the two bodies. This Charter sits alongside the Framework Agreement as the CLDSC's own statement of the conditions under which it is organised, its rights, responsibilities and aspirations. Details of how the CLDSC carries out its business are set out in the Standing Orders and Operational Guidance (<http://cldstandardscouncil.org.uk/the-standards-council/governance/>)

## 2. Community Learning and Development

2.1 Community Learning & Development (CLD) is delivered in diverse settings and sectors, by practitioners with a wide variety of job titles and volunteer roles, working with people of all ages. This includes (but is not necessarily limited to):

- Community Development (building the capacity of communities to meet their own needs participating, engaging with and influencing decision makers);
- Youth Work, family learning and other early intervention work with children, young people and families;
- Community-based Adult Learning, including adult literacies and English for speakers of other languages (ESOL);
- Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- Working with individuals and communities to improve their health and wellbeing;
- Volunteer development;
- Learning support and guidance in the community.

## 2.2 The Statutory Basis

The statutory basis for CLD is provided by [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#), and the primary legislation to which it relates, [The Education \(Scotland\) Act, 1980](#). The explanatory note for this Scottish Statutory Instrument states that the Regulations “place requirements on education authorities that they are to meet in discharging their duties under Section 1 of the Education (Scotland) Act 1980 to secure adequate and efficient provision of further education”.

Other relevant legislation includes the [Community Empowerment \(Scotland\) Act, 2015](#).

## 3. The Establishment of the Council

3.1 The CLDSC developed from a commitment made in the Scottish Executive report, *Empowered to Practice* (2003), which considered the future of CLD training in Scotland. In June 2004 a Short Life Task Group was convened to advise Scottish Ministers about establishing a practitioner-led body with responsibility for endorsement and accreditation of training, consideration of a model for registration for CLD practitioners and development of a model of supported induction and continuing professional development (Professional Learning). Its first recommendation was that: “A professional body specifically for the community learning and development sector should be established and the central role of the CLD professional body should be to ensure high standards of practice in the sector.”

3.2 The recommendations of the group can be found in full in [Strengthening Standards: Improving the Quality of Community Learning and Development Service Delivery \(2007\)](#). Scottish Ministers agreed that the CLD Standards Council should be put in place, building on the work of CeVe Scotland.

3.3 In 2008 the Cabinet Secretary for Education and Lifelong Learning formally established the CLD Standards Council and directed it to:

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

## 4. The CLD Profession

CLD values, code of ethics and competences: The CLDSC has developed a statement of values, Code of Ethics and competences that together form the Competent Practitioner Framework for CLD. They provide a definition of CLD as a profession.

## 5. Vision, Mission and Strategic Objectives

### 5.1 Vision

Our 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.

### 5.2 Mission

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

### 5.3 Strategic Objectives

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 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.

## 6. Governance

### 6.1 CLDSC Chair

The key roles of the Chair are to provide strategic direction for the CLDSC, and to represent and promote the CLDSC within the sector and to policy-makers and partners at senior and strategic levels across Scotland.

Under the terms of the current Framework Agreement, the Chair works in partnership with the Director of the CLDSC and reports to the Chief Executive of Education Scotland and Scottish Ministers.

The Chair works with the Executive Committee to build the capacity of the CLDSC, to deliver effectively on its remit from Scottish Ministers, to enable members to have an active role and to ensure that the governance of the CLDSC continues to develop in ways that are fit for these purposes.

## 6.2 Executive Committee

The Executive Committee has had a key role in establishing, setting and developing the strategic direction for the CLDSC. Members have been nominated from the CLDSC membership. It does not have formal authority over the CLDSC's staff team or CLDSC business.

The current Framework Agreement recognises the Executive Committee as providing advice and support to the Chair, challenging constructively the CLDSC's operation, and providing the Director of the CLDSC and Education Scotland's Chief Executive with an independent perspective on the CLDSC's work and its effectiveness.

The CLDSC aspiration is that the Executive Committee takes on, as far as is possible within the current framework agreement, the characteristics of a governing board, building the capacity of the CLDSC to act in a responsive, accountable and effective way.

As part of this development, the CLDSC aims to develop a more structured process for appointment of Executive Committee members, which is likely to involve the election of a majority of these from and by CLDSC members, and the identification of a number of "external" members bringing specific expertise who would join the Board through formal invitation by the Chair.

## 6.3 Functional Committees

There are 3 functional committees corresponding to core responsibilities:

- Approval of qualifications, courses and provision of CLD learning to practitioners
- Professional Learning
- Registration

Each of the functional committees has had, and continues to have, a key role in establishing, developing and overseeing the CLDSC's work in its area of responsibility. The functional committees ensure that issues that have implications beyond their area of responsibility are referred to the Executive Committee. Where appropriate, joint working groups with members from 2 or more of the CLDSC's committees are established to take forward cross-cutting issues.

The current Framework Agreement recognises the functional committees as part of the structure of the CLDSC with a role in business planning and management.



The CLDSC's aspiration is that the functional committees continue to develop their leadership role in relation to their area of responsibility.

Committee members have been nominated from the CLDSC's membership. The CLDSC aims to continue to develop a more structured process for appointment of committee members.

CLDSC staff provide support to shape and develop the work of the sub-committees.

## 7. Resources

### 7.1 Staffing Structure

The Executive Committee considers that the staffing structure included in the plans for formation of the CLDSC remains a realistic starting point for considering the resources needed to fulfil the CLDSC's remit. It is set out below. (\* Denotes existing staff posts.)

- |                                     |   |
|-------------------------------------|---|
| 1. Director of CLDSC*               | - Strategic roles                       |
| 2. Operations Manager               | - Development, research, quality, staff |
| 3. Administration Officer*          |   |
| 4. Senior Development Officer       | - Approvals                             |
| 5. Development Officer*             | - Approvals                             |
| 6. Senior Development Officer       | - Registration                          |
| 7. Development Officer*             | - Registration                          |
| 8. Assistant Administration Officer | - Registration role                     |
| 9. Senior Development Officer       | - Professional Learning                 |
| 10. Development Officer*            | - Professional Learning                 |
| 11. Development Officer             | - Communications and e-learning         |
| 12. Development Officer*            | - Research, development, policy         |

Members of the staff team are employed as civil servants, and recruitment takes place **within the Scottish Government and civil service process. Adaptations are made to ensure that the Chair and committees have an input into selection.**

## 7.2 Budget & Finance

The CLDSC considers that in addition to a staffing budget sufficient to finance a staffing structure negotiated around the original proposal as outlined above, a budget of £330k<sup>1</sup> per annum is required as follows:

Research and Development	£200k
Administration/ national operations	£50k
Organisational developments	£80k

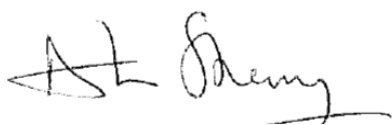
## 8. Corporate Identity

The CLDSC maintains a separate corporate identity, including web domain, website and email address for purposes of external relations.

## 9. Review of Charter

The Charter will be reviewed by the Executive Committee of the CLDSC every two years. The Charter may also be reviewed at any time that the Executive Committee considers that this is required to ensure that the CLDSC can continue to assert its rights, deliver its responsibilities and pursue its aspirations.

Signed on behalf of The Community Learning and Development Standards Council Scotland (CLDSC):



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Alan Sherry OBE  
Chair of the CLD Standards Council for Scotland

Date: 1 April 2020

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<sup>1</sup> £330k represents the CLDSC's 2008 non-staff budget of £250k adjusted for inflation.