Community Learning & Development Standards Council Consultation Response Education Reform 2021

Education Reform 2021

This report sets out the CLD Standards Council official response to the proposed reform of Education Scotland (ES) and the replacement of the Scottish Qualifications Authority (SQA).

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Introduction

The **C**ommunity **L**earning and **D**evelopment **S**tandards **C**ouncil Scotland (**CLDSC** or the Council) is the professional body for all those working or volunteering in adult learning, community development and youth work. It is a membership organisation responsible for the registration of **C**ommunity **L**earning and **D**evelopment (**CLD**) practitioners, the approval of CLD training courses and supports the professional development of the CLD workforce.

This report sets out the CLD Standards Council official response to the proposed reform of Scotland's national education agencies.

In response to the OECD's recommendations to reform Scottish Education ([Education reform consultation on behalf of Professor Ken Muir - Scottish Government - Citizen Space](#)), a consultation is being hosted on behalf of Professor Ken Muir, University of the West of Scotland, in his role as independent advisor to the Scottish Government on the replacement of the Scottish Qualifications Authority (SQA) and the reform of Education Scotland (ES).

The purpose of this consultation is to seek the views of stakeholders to inform recommendations relating to the future shape of Scotland's national education agencies. The consultation asks wider questions relating to Scotland's education system which will help to inform these recommendations as well as providing an opportunity for specific feedback relating to the proposed changes to Scotland's national education agencies.

An analysis of all responses will be published in early 2022.

The CLD Standards Council Response

This report sets out the official response of the CLD Standards Council to questions across the four sections of the online consultation survey concerning vision, curriculum and assessment, roles and responsibilities and replacing SQA and reforming ES.

The CLDSC welcomes the opportunity to provide a formal response to the education reform consultation and has consulted with a wide range of Members and stakeholders to gather views that inform this report which is available on the CLD Standard Council's official website page.

CLDSC Members Engagement

Participant numbers excludes CLDSC team members who hosted the consultation events.

Total number of attendees present at one or more sessions: **45**

Session 1 - Education Reform Consultation Session - 5 October 2021

Registered:	44
Attended:	26
CLDSC Members Registered:	37
CLDSC Members Attended:	22

Session 2 - Education Reform - Consultation Session - 26 October 2021

Registered:	10
Attended:	8
CLDSC Members Registered:	8
CLDSC Members Attended:	7

Session 3 - Education Reform – 24 hour meeting – 04 November 2021

Registered:	14
Attended:	11
CLDSC Members Registered:	14
CLDSC Members Attended:	11

Represented Groups
A range of partners across local authorities and schools, higher and further education institutions and third sector organisations.

Further Engagement
In addition, numerous CLDSC members and stakeholder organisations attended one or more of the public webinars that were hosted by Professor Ken Muir. Colleagues across the CLD sector also contributed to the survey and reform work within the context of their own employer. The CLDSC promoted the reform work by signposting all members to the Education Reform website and official survey form via the CLDSC newsletter and at virtual committee meetings. The Director of the CLD Standards Council was also an active member of the Practitioner and Stakeholder Advisory Group (PSAG).

Glossary of Abbreviations

ASN – Additional Support Needs

CfE – Curriculum for Excellence

CDN – College Development Network

CLDSC – Community and Learning Development Standards Council

ES – Education Scotland

GIRFEC – Getting it right for every child

GTCS – General Teaching Council for Scotland

HMIE - Her Majesty's Inspectorate of Education

OECD - The Organisation for Economic Co-operation and Development

PEF – Pupil Equity Funding

PL – Professional Learning

PSAG – Practitioners and Stakeholders Advisory Group

RIC – Regional Improvement Collaborative

SAC – Scottish Attainment Challenge

SCQF - Scottish Credit and Qualifications Framework

SQA – Scottish Qualifications Authority

YWS – Youth Work Scotland

Section 1: Vision

Key Message from the CLDSC:

The Curriculum for Excellence (CfE) vision is strong in terms of theory. However the CLDSC remains concerned that the implementation of the CfE has not yet delivered the wider educational objective of this key Scottish Government policy with an excessive focus on the use of a limited range of external assessment methodologies in the senior phase of secondary school.

The view of the CLDSC is that it should be hosted within the organisation which has responsibility for the development functions discharged currently by Education Scotland.

The Council would welcome greater emphasis being placed on the role of qualified CLD practitioners' and the views of young and adult learners both in designing and evaluating their learning experience.

Furthermore, the key role of the CLD sector in delivering CfE requires to be recognised fully as part of this reform process.

1.1. The vision for Curriculum for Excellence reflects what matters for the education of children and young people in Scotland

Please select from dropdown

Strongly Agree
Agree
Neither Agree/ Disagree
Disagree
Strongly Disagree

1.2. What do you think should be retained/and or changed?

The CLDSC supports the underpinning philosophy and values CfE represents. However, it is the view of the Council that the concept of 'lifelong learning' is not reflected adequately within the review of the 3-18 education and CfE.

The vision and holistic approaches of CfE should be retained, along with the provision of CLD support interventions, which have been crucial for learners' in developing the skills for lifelong learning.

The four capacities of CfE reflect CLD theory and practice. Regrettably, the focus on school/college learning has resulted in a failure by many within Scottish Education to recognise that CfE is delivered effectively in community based settings.

"Why do we not have a lifelong learning curriculum in Scotland?"

Furthermore, the CfE must better reflect the value of the CLD sector for learners. There needs to be a clear, shared understanding of how the curriculum can support all learners which recognises the key role of CLD provision in supporting skills development, achievement and wider attainment in particular for learners from the most deprived communities.

The CfE vision requires to be better implemented, supported by a greater emphasis on the practicalities and implementation of all policies related to delivering the curriculum including the Youth Work Strategy (YWS) and the Adult Learning Strategy (ALS). For example, it is contended that Getting It Right For Every Child (GIRFEC) overlooks many of the Additional Support Needs (ASN) faced by learners supported by CLD practitioners. The Council would propose that consideration should be given to utilising the SCQF framework to provide accreditation for all qualifications. This would support:

- increasing the provision of adult literacy learning opportunities;
- ensuring there are the appropriate learning pathways available for learners;
- further parity of esteem of community based learning programmes;
- coherent, systemic implementation of the vision irrespective of setting;
- streamlining the structures of the education system to make it more accessible and relevant to CLD practitioners' at all levels;
- better understanding of the impact of all aspects of Scottish education in supporting the implementation of the vision;
- devising assessments out with the school curriculum which recognise and accredit wider achievement.

There requires to be a stronger learner voice when reviewing and implementing CfE. The relevance and practical application of learning is a common issue raised by young people, especially those who are at risk of not engaging positively with the school curriculum. CLD practitioners report that young people often discuss that what they learn in school has little relevance to their lived experience or ambitions.

Furthermore, CLD practitioners contend that there is a lack of parity of esteem between learning delivered in school and that delivered in community settings. While the origin and focus of the remit of the reform is CfE and 3-18 education, both SQA and ES have a central role in delivering adult and community learning. It is crucial that there is space for adult learners to have their voices heard in the reform and that the importance of Adult Learning in supporting Scottish Government policy objectives is recognised appropriately.

The view of the CLDSC is that it should be hosted within the organisation which has responsibility for the development functions discharged currently by Education Scotland. There requires to be greater value placed on, and recognition of, CLD activities provided for young people and their contribution to the delivery of CfE. Furthermore, there is a need for policy makers to better recognise the key role of CLD in supporting the delivery of the 4 capacities in a variety of educational settings. For some, CLD is wrongly viewed as a last referral option for those who find school challenging, rather than a key sector which provides opportunities for all young people to develop skills which support wider achievement and attainment.

One of the challenges the Organisation for Economic Co-operation and Development (OECD) report highlighted was that the education system must get better at measuring progress with young people across all of the four capacities. The CLD sector has a major role to play in addressing this challenge of accrediting learning using a range of qualifications, not only those supported by the SQA. The CLDSC would contend that the over-reliance on a limited range of SQA qualifications has contributed to the failure identified by OECD in measuring progress across the four capacities.

Other proposed changes to improve measuring progress may include:
- a value-added approach to measuring progress which takes account of the distance travelled by the learner;
- sharing of good practice around equality approaches by all learning providers (the No One Left Behind: delivery plan relates to this);
- changing the description of citizens from 'Responsible' to 'Active' or 'Empowered';
- more effective collaboration on curricular matters between schools and CLD providers including attainment and wider achievement.

Section 2: Curriculum and Assessment

Key Message from the CLDSC:

CLD plays a vital role in the provision of coherent articulation and progression pathways as part of the learner journey including supporting learners at key transition phases. If as proposed currently, there are to be two new agencies (1 - Scrutiny, 2 - Curriculum and Assessment Agency), it is the view of the CLDSC that it should retain its current framework agreement with the reformed Education Scotland, at least for the medium term, as it would appear that this proposed new body would more appropriately 'fit' the current role of the Council.

The CLDSC would reinforce the importance of ensuring that a key driver of this revision of CfE should be ensuring parity of esteem for all qualifications at all levels no matter in what setting these awards are delivered. The Council would also contend that there is an opportunity to expand the role of the Scottish Credit and Qualification Framework (SCQF) in accrediting community based qualifications. The CLDSC recognises the demand for, and importance of alternative routes and pathways for learners including modern apprenticeships, vocational and community based learning in supporting Scottish Government policy objects for CfE.

2.1. Curriculum for Excellence provides a coherent progression in the journey of learners (3-18 and beyond) that gives them the best possible educational experience and enables them to realise their ambitions.

Please select from dropdown

Strongly Agree
Agree
Neither Agree/ Disagree
Disagree
Strongly Disagree

2.2. Please share what you believe currently contributes to a coherent progression.

There is a need for more effective transitions between and across educational settings with more careful consideration that there are many transitions for learners not only those from one institution to another. In addition, there is also a need to recognise the role that CLD provision plays in this process, and how it provides support for all learners.

The CLDSC considers that the coherent progression is currently supported by CLD providers supporting learners across the transition phases within and outwith the school

setting addressing issues which young people face during this period of considerable change. Going forward, there is a need to develop further partnership working between school staff and CLD professionals in order to maximise the benefits of this support.

2.3. Please share ideas you may have to improve learner progression across stages and sectors.

There requires to be greater consideration of how a wider range of articulation and progression routes are made available for all learners. There remains much work to be done to record and accredit appropriately wider achievement and attainment within the Scottish education system. The current emphasis on SQA qualifications, and year end assessment, distorts consideration of more holistic assessment approaches which would more appropriately measure learner success. Greater engagement with CLD professionals on alterative assessment approaches would be beneficial to the development of new arrangements which are designed to meet the needs of learners.

The following proposals are intended to contribute to the development of more effective learner progression:

Enhancing Partnership Working:

- systemic arrangements to support and record learner progression across all learning activities;
- developing a more flexible approach to curriculum delivery which records progress towards the four capacities rather than subject focussed delivery;
- promoting and valuing the role of CLD providers in delivering accredited learning;
- recognising the central role of family learning in supporting both young people and adults to attain, achieve and progress;
- recognising the challenges faced by learners from the most deprived communities and provide appropriate support both within school and in community learning settings;
- greater, and more effective partnership working between schools/ colleges and CLD providers including the sharing of resources and joint professional learning activities.

Improving the Learner Experience:

- greater deployment of qualified CLD professionals across school settings;
- greater emphasis on the use of learner experiences in the co-creation of learning;
- enabling young people and adults to have greater control of their own learning journey and outcomes in the secondary phase;
- greater recognition of the value of volunteering for young people and adults as a learning and personal growth experience;
- more effective pastoral care for learners in secondary schools which recognises the role of specialist community support systems;
- greater clarity of articulation and progression pathways for learners;

- working in partnership with CLD providers to address the challenges faced by disengaging/disengaged learners;
- a greater focus on the importance of wider achievement to support progression.

Greater Recognition of Alternative Pathways:

- to deliver effectively the ambitions which underpin CfE there requires to be a shift to recognise appropriately the contribution which alternative learner pathways and accreditation make in delivering the objectives of CfE. This will necessitate schools, colleges, Higher Education Institutions and employers to reconsider what they require of the senior phase;
- establish partnership structures to enable schools and CLD providers to design appropriate assessment approaches to support accreditation of all aspect of the learner journey.

Expanding the Role of CLD Sector:

- building a greater understanding of the role played by CLD in supporting the delivery of CfE both in school and local authorities, particularly at a senior management level;
- recognising the value added by the whole family approach particularly the role of parents in supporting learning and the role CLD provision plays in this aspect of learning;
- clear CfE priorities established within local authority CLD Strategic Plans.

Enhancing Digital Skills:

- developing a learning platform for all ages which supports learning in both institutional and community based learning;
- greater focus on adult education for digital learning and enabling learners of all ages to have access to own electronic storage and ownership of learning online;
- identifying digital discrepencies and determining how to overcome these in order to enhance digital skills across all ages by equal measure.

3.1. In practice, learning communities are empowered and use the autonomy provided by Curriculum for Excellence to design a curriculum that meets the needs of their learners.

Please select from drop down

Strongly Agree
Agree
Neither Agree/ Disagree
Disagree
Strongly Disagree

3.2. Please share ideas you may have on what is needed to enhance this in future.

There is a need to empower all who provide learning opportunities in order that they have a proactive role in both curriculum design and the development of assessment approaches. The current limited flexibility in both curriculum design and assessment approaches is a barrier to innovation and restricts learner choice.

In order to enhance learning communities, the undernoted require to be considered:

- increasing resources for CLD interventions linked to the CfE priorities of local authority CLD Strategic Plans;
- developing inclusive learning communities working on a partnership model which engages meaningfully with learners;
- increasing curricular flexibility by considering how project based learning which may involve both school and community learning activities could be used to evidence attainment and wider achievement;
- developing an approach to family learning which would enable adults develop the skills to more effectively support young people during their learner journey;
- developing a plain English approach to the terminology used to describe CfE approaches and processes;
- creation of safer spaces for all learners to explore sensitive topics, linking in with examples of good practice.

4.1. The creation of a Curriculum and Assessment Agency will help to address the misalignment of curriculum and assessment. The misalignment of curriculum and assessments is outlined in the OECD report Scotland's Curriculum for Excellence: Into the Future.

Please select from dropdown

Strongly Agree
Agree
Neither Agree/ Disagree
Disagree
Strongly Disagree

4.2. Please share your views of the potential advantages of establishing such an Agency.

The CLDSC recognises that there are some potential advantages to the creation of a Curriculum and Assessment Agency. However, it is of the view that there should be further consideration given to the retention of distinct bodies for curriculum support/development and accreditation, as these are two separate functions with different specialist requirements. A single body may result in a distracting degree of internal competition for resources between both distinct elements to the detriment of Scottish education. It is difficult to comment further on the potential advantages of such

an Agency without sight of the proposed remit. The Council would contend that no matter what outcome is decided upon, the boards of the new Agency/Agencies should be more representative than that of their predecessors including representation from the CLD sector.

4.3. Please share your views of the potential disadvantages of establishing such an Agency.

No disadvantages to note at this point without further clarification of the remit of the new agency.

5.1. The full breadth of existing SQA qualifications play an important part of the curriculum offered by secondary schools. Please visit the SQA qualifications hub to see the full breadth of existing SQA qualifications.

Please select from dropdown

Strongly Agree
Agree
Neither Agree/ Disagree
Disagree
Strongly Disagree

5.2. Please identify the main factors, if any, that support a broader range of SQA qualifications being included in the curriculum in secondary schools.

There requires to be a move away from focusing solely on year end assessment/examinations in order to integrate the process for recording attainment more seamlessly within learning for qualifications. The CLD sector has considerable experience in this mode of delivery and would be happy to contribute to the development of new approaches. There should be more effective and meaningful collaboration with a wide range of partners (including CLD) and consideration given to qualifications being developed and delivered in a variety of learning environments.

Further factors noted:

- the requirement for greater engagement with CLD practitioners in the curriculum design and assessment process;
- a systemic approach to revising the suite of qualifications on a more routine basis to reflect the evolving environment;
- revising the core skills SCQF level 2 and upwards;
- increasing numbers of modern apprenticeship programmes in partnership with employers to provide great opportunities for young people;
- a coherent learning community approach to SQA centres which would enable CLD providers to better access local expertise and resource;
- a collaborative approach to professional learning based on learning communities;

- setting a requirement to evidence the benefit of the qualification to learners to support informed learner choice;
- more effective partnership working links between school level education and community-based adult education.

5.3. Please share any ideas you may have on what is needed to enhance the role of a broader variety of qualifications in the curriculum in secondary schools.

The acceptance of the proposal for a broader range of qualifications within the Scottish education would require the role of the Higher as the 'gold standard' to be challenged which does not appear to be likely in the foreseeable future. A factor which has contributed to the need for this review, is that CfE was implemented without a fundamental shift in assessment approaches and the continued emphasised place on Higher results as an indicator of success for both individuals and schools. While the CLDSC would welcome the use of a broader range of qualifications with a variety of assessment methods, it contends that in the current circumstances these qualifications would not be granted parity of esteem with the Higher and therefore have less value placed on them by learners, parents, employers, teachers and HEIs.

However, if a broader range of qualifications were to be introduced a prerequisite would be that employers, universities and colleges accepted these awards in terms of entry requirements.

Further points noted:

- a broader range of awards would provide greater opportunities to meet the needs of all young people;
- a systemic approach to the recognition and promotion of other qualifications to learners and wider society would be a central task of the new Assessment Agency;
- a comprehensive review of assessment approaches would be essential to the successful implementation of a broader qualifications framework.

6.1. Technologies are fully and appropriately utilised as a support for curriculum and assessments.

Please select from dropdown

Strongly Agree
Agree
Neither Agree/ Disagree
Disagree
Strongly Disagree

6.2. Please share any comments you may have on the use of technologies to support curriculum and assessments, and what could be done to deliver improvements.

There is no doubt that digital technology can support curriculum and assessment now and in the future. The current digital learning offer and funding for the CLD sector is insufficient. This lack of resource impacts adversely on learning in community settings. There is a requirement to provide ICT resources (hardware, software and connectivity) and targeted professional learning for CLD professionals.

Further factors to be considered:

- developing a learning platform for all ages which supports learning in both institutional and community based learning;
- overcoming variations in skills/confidence of CLD professionals;
- creating more online learning resources to support community based learners;
- greater focus on digital learning for adult learners;
- enabling all ages to have access to electronic storage and ownership of own learning and links.

7. Please share any additional comments you have on curriculum and assessment.

There is a need to consider the future vision of Scottish Education so that it enables the recognition of all learning opportunities irrespective of where it is delivered. Access to on-line learning, support materials and flexible approaches to assessment are key to a 21st Century education system. The reliance on year end testing is no longer fit for purpose. Any new agency needs to demonstrate it values equally the different pathways/sectors of learners support.

There needs to be radical reform to ensure all learners have the opportunity to meet their potential by delivering curriculum and assessment approaches which are flexible and meet the needs of individuals. The CLD sector would be central in developing and delivering a revised educational system that improves outcomes for all learners.

Curriculum should be seen in its widest sense; there is still too great an emphasis on subject based year-end assessment which works to the disadvantage of many learners.

All education practitioners require to be empowered to deliver a curriculum which meets the needs of individual learners through deploying a range of assessment approaches which accredit learning.

Section 3: Roles and Responsibilities

Key Message from the CLDSC:

The roles and responsibilities of all organisations involved with delivering CfE require to be better understood and recognised. The CLDSC is key to ensuring that the CLD sector has an independent voice and is effectively represented within the Scottish education system. There requires to be a greater level of strategic understanding about how CLD provision delivers CfE within Scottish Education.

8.1. There is clarity on where the responsibilities for the strategic direction, review and updates for Curriculum for Excellence lie.

Please select from dropdown

Strongly Agree
Agree
Neither Agree/ Disagree
Disagree
Strongly Disagree

8.2. Please indicate where you think the responsibilities for the strategic direction, review and updates for Curriculum for Excellence should lie.

The responsibility should lie with the Cabinet Secretary for Education and Skills supported by the statutory bodies as set out within the Education legislation.

9.1. There is clarity on the roles played by national agencies and other providers for responding to needs for support with curriculum and assessment issues.

Please select from dropdown

Strongly Agree
Agree
Neither Agree/ Disagree
Disagree
Strongly Disagree

9.2. Please share which aspects of the support currently provided by national agencies and other providers is working well.

The CLDSC partnership with ES has been effective in supporting the CLD sector, particularly in terms of professional learning.

Aspects that have worked well include:

- established relationships between ES, CLDSC and CLD structures;
- ES sessions being available online during lockdown;
- ES regional and national alliances working well due to there being a structured support mechanism for CLD organisations;
- Youthlink Scotland working to link strategic frameworks for learning pathways and the Skills Framework; and
- Scotland's Learning Partnership representing the view of adult learners;
- Lead Scotland advocating on behalf of community based learners with additional support needs.

9.3. Please indicate where you think greater clarity is needed in relation to the roles played by national agencies and other providers for responding to needs / requests for support with curriculum and assessment issues.

Earlier responses contribute to the answer for this question

Views on where greater clarity is needed in relation to the roles:

- there is a requirement for a systemic approach to the utilisation of Scottish Attainment Challenge (SAC) and Pupil Equity Funding (PEF) to enable the CLD sector to contribute effectively;
- improving awareness of the role of the CLDSC by policymakers and strategic educational managers is central to improving the learner experience;
- SQA resources should be easier to access for CLD practitioners (e.g. barriers include cost and availability to those outside school settings);
- increasing resources for CLD interventions linked to the CfE priorities of local authority CLD Strategic Plans;
- The Council would contend that no matter what outcome is decided upon the boards of the new Agency/Agencies should be more representative than that of their predecessors including representation from the CLD sector.

10.1. There is clarity on where high quality support for leadership and professional learning can be accessed to support practitioners.

Please select from dropdown

Strongly Agree
Agree
Neither Agree/ Disagree
Disagree
Strongly Disagree

10.2. Please share any comments you may have on support for leadership and professional learning.

Leadership development opportunities in CLD should be given priority, funding and access in the same way that leadership programmes for school teachers are provided or the professional learning activities offered by the College Development Network (CDN). Opportunities should be developed to grow leadership together across the education system to foster a better understanding of the roles played by all providers within the Scottish education.

Comments made for supporting leadership and professional learning in CLD:

- professional learning and training requires to be provided by a broad range of partners in a much more diverse way;
- important for CLD professionals to liaise and receive leadership and professional learning at joint events with teaching staff;
- professional learning resources are predominantly focussed on supporting school based staff (e.g. digital and equality related programmes) and require to be re-profiled and extended across the wider education system in order to promote and support partnership working in breaking down the silos which currently characterise the Scottish education system.

11.1. There is sufficient trust with all stakeholders, including children, young people, parents & carers, so they are genuinely involved in decision making.

Please select from dropdown

Strongly Agree
Agree
Neither Agree/ Disagree
Disagree
Strongly Disagree

11.2. Please share any ideas you may have on how trust and decision making can be further improved.

Comments on how trust and decision making can be further improved:

- greater level of recognition of the contribution of the CLD sector in delivering education for all learners in Scotland;
- recognition of the value of learning regardless of setting;
- developing effective relationships across the community of practitioners and learners.

12.1. Independent inspection has an important role to play in scrutiny and evaluation, enhancing improvement and building capacity.

Please select from dropdown

<mark>Strongly Agree</mark>
Agree
Neither Agree/ Disagree
Disagree
Strongly Disagree

12.2. Please give examples of how you would like to see scrutiny and evaluation being carried out in future.

Independent Inspection is central to ensuring the quality of the learner experience. The CLDSC welcomes the proposal to re-establish a single body with responsibility for scrutiny. The Council also welcomes the recently published revised "How Good Is Our Community Learning and Development?"

Examples of how CLDSC would wish to see scrutiny and evaluation being carried out in future:

- routine annual review of each local authority CLD provision including progress against the CLD Strategic Plan priorities;
- reporting of HMIe scrutiny findings directly to the local authority and elected members;
- greater scrutiny on the resources to deliver CLD within each local authority;
- greater emphasis at a local authority level of evidencing impact;
- a need to ensure an appropriate balance between scrutiny and development support of practice;
- continuation of the 'critical friend' role of HMIe;
- HMIe scrutiny of third sector CLD provision when supported by public funds;
- HMIe scrutiny of national CLD organisations supported by public funds;

13. Please share any additional comments on roles and responsibilities in Scotland's education system.

N/A

Section 4: Replacing the Scottish Qualifications Authority and reforming Education Scotland

Key Message from the CLDSC:
The CLDSC is supportive of reform but would welcome further information on the proposed new organisation before making further comment.

14. Removing Scrutiny

Please share any comments or suggestions you have on this proposed reform below.

The CLDSC supports the return to a stand-alone specialist scrutiny agency.

- monitoring and evaluation impact of changes made

e) The timescales over which these reforms should take place.

- recognise the need for change to be made as quick as practical whilst not disadvantaging learners;
- a risk of rushing through change – there is a need to get it right for all learners.

15. Functions of ES

Please share any comments or suggestions you have on how the functions currently housed in ES could be reformed. We are particularly interested in hearing your views on:

a) The approach this reform should take (for example which functions should continue to sit within a reformed ES and are there any functions which could be carried out elsewhere)

CLDSC should remain as noted above.

b) The opportunities reform could present (for example should more prominence be given to aspects of ES's role)

- continuation of specialist ES professional support for the CLD sector;
- opportunities to communicate the work of ES more widely;
- the reform provides an opportunity to revise the communication strategy for communicating with a range of stakeholders.

c) The risks associated with any reform (for example disruption of service to education establishments and settings)

- current good practice may be lost during the reform process;
- adverse impact on staff mental health and wellbeing;
- public perception of the reform/ expectations of radical reform are not met;
- third sector organisations not familiar with scrutiny processes;
- cost attached to replacing SQA and reforming ES;
- reform will inevitably mean disruption and confusion in all educational settings.

d) How any risks might be mitigated?

- the reform provides an opportunity to revise the communication strategy for communicating with a range of stakeholders;
- set out a clear timeline for the implementation of the reform process;
- consideration being given to mental health and wellbeing concerns of staff;
- clear parameters being set of the reformed ES remit.

e) The timescales over which these reforms should take place.

- The timeframe is as quick as practical but does not disadvantage learners.

16. Replacing SQA
Please share any comments or suggestions you have on this proposed reform below. We are particularly interested in hearing your views on:

a) The approach this reform should take (for example could a function be carried out elsewhere)

The approach must ensure CLD has an equivalent profile to other parts of the education system. A replacement of the SQA must better consider the needs of CLD practitioners and training providers.

Comments relevant to the replacement of the SQA:

- delivering and designing qualifications in a new way;
- justification and evidence of the demand for the new SQA body;
- provision of support to CLD practitioners who are undertaking assessments during any transition period.

b) The opportunities these reforms could present (for example should more prominence be given to an aspect of SQA's role)

- better representation of wider stakeholders across the education system in defining the remit of the replacement body.

c) The risks associated with any reform (for example loss of income, confusion as to system of awards in Scotland)

- there is a risk that there is an overemphasis on the SQA qualifications or replacement versions - learning can take place in a variety of settings and evidenced through a variety of methods/qualifications (e.g. SCQF levelling);
- associated costs of replacing SQA and reforming ES.

d) How any risks might be mitigated?

- wide stakeholder engagement in the process for deriving the new body;
- evidence based approach;
- the reform provides an opportunity to revise the communication strategy for communicating with a range of stakeholders.

e) The timescales over which these reforms should take place

- ensure sufficient time for any transition to 'new SQA';
- allow learners time to complete existing qualifications;
- the timeframe is as quick as practical but does not disadvantage learners;
- involve learners in the process of deriving the function of a replacement body.

17. New Curriculum Agency
Please share any comments or suggestions you have on this proposed reform below. We are particularly interested in hearing your views on:

a) The approach this reform should take (for example are there alternative models for this reform?)

The new curriculum agency requires to be more accessible and less intimidating for all. A new agency should better recognise the importance of community capacity building and the work of CLD services as a core part of the curriculum.

Assessment requirements and language needs to be clearer for all learners.

b) The opportunities these reforms could present (for example what should the role of the new agency be?)

- new agencies should better recognise the importance of youth work, adult learning and community development delivered through CLD services;
- more effective communication on the rationale behind curriculum design and delivery;
- wider range of stakeholders engaged in the design of the curriculum.

c) The risks associated with any reform

- the failure of the agencies to take account of the views of all stakeholders;
- potential cost associated of creating the new curriculum agency;
- any new agency or structure has to be clearly communicated to all stakeholders.

d) How any risks might be mitigated?

Communication

- the reform provides an opportunity to revise the communication strategy for communicating with a range of stakeholders;
- the timeframe is as quick as practical but does not disadvantage learners.

e) The timescales over which these reforms should take place

- recognise a need for change - as quick as practical but does not negatively impact learners.

About You:

Full name/ group name – CLD Standards Council Scotland
Contact email - contact@cldstandardscouncil.org.uk
Responding as an individual, group or organisation – Professional Body/ member led organisation
Name of org – CLD Standards Council Scotland (hosted by Education Scotland). The CLD Standards Council is self-governing and manages its own business as a professional body, on the basis of a Framework Agreement with the host organisation, Education Scotland, and carries out the remit set for it by Scottish Ministers.
Role in the system - The CLD Standards Council Scotland is the professional body for people who work or volunteer in community learning and development in Scotland.
Sector – Community Learning and Development
Permission to publish - (publish with name)
Phone/ address - 0131 244 3444/ 9th Floor, The Optima, 58 Robertson Street, Glasgow, G2 8DU