



CLD Standards Council Scotland

Professional Discussion Events Education Governance Review: Next Steps

**Interim Feedback Report
October 2017**

Contents

Background	p3
Feedback from Discussion Events	
What it means for CLD Practice	p5
Functions and Features	p8
Governance Structure	p9
What's in a name?	p10
Feedback from Online Media	p12
Common Themes	p13
Discussion Event Participant Feedback	p16
Unexpected outcomes	p18
Recommendations	p19

1. Background

CLD Standards Council Scotland (CLDSC) is the professional body for those working and volunteering in Community Learning & Development across Scotland.

Feedback from members and non-members indicated that CLDSC should ensure it is visible and operating across the country so **CLDSC 'ON TOUR'** was developed to enhance and complement current engagement methods with a particular focus on:

- Raising the profile of CLDSC, with particular reference to 3rd sector colleagues and rural localities
- Facilitating increased membership registration
- Increasing understanding of content and usage of I-develop
- Promotion of Approvals routes, particularly Standards Mark

In addition to this, the publication of the Governance Review: Next Steps Paper¹ provided a suitable focal point for Professional Discussion Events to allow CLD practitioners opportunity to comment and reflect on the impact of this for them and their CLD practice.

A flexible programme was developed that staff who only work part time or in the evenings could join in and refreshments were provided.

Furthermore, a discussion forum space was created on i-develop (<http://www.i-develop-cld.org.uk/course/view.php?id=107>) and a Survey Monkey (<https://www.surveymonkey.co.uk/r/CLDSCNextSteps>) was produced which allowed practitioners to contribute to the discussions in a variety of ways.

Each session included:

- An input on the role of CLDSC.
- Professional discussions with the CLD workforce on the Education Governance Review
 - Overview of CLDSC
 - What Next Steps means for your CLD Practice
 - Functions & Features of Education Workforce Council
 - Education Workforce Council Structure/Governance
 - What's in a Name
- An opportunity to find out more about Registration and I-develop

¹ Education Governance Next Steps - <http://www.gov.scot/Publications/2017/06/2941>

Numbers

Between mid-August and the end of October, 15 events took place across the country:

Date	Venue		Number of CLD practitioners attending	Number of CLDSC Members	Number of non-CLDSC members
16 August	Enterprise Kirkintilloch	House,	16 (only 12 slips returned)	8	4
17 August	Mitchell Glasgow	Library,	18	6	12
21 August	Forfar Campus	Community	16	7	9
28 August	Elgin Sports & Community Centre		1	0	1
29 August	Rosemount Centre, Aberdeen	Learning	24 (only 19 slips returned)	16	3
30 August	Elgin Youth Cafe		23	20	3
5 September	Greenwood Academy, Dreghorn		8	7	1
12 September	Transport Interchange, Galashiels		6	6	0
14 September	Raploch Stirling	Campus,	6	5	1
18 Sept	Johnstone, Council	Renfrew	18	15	(3 pending)
27 Sept	Dumfries		14	9	3 (+2 pending)
3 October	AK Bell Library, Perth x 2		20	10	9 (+1 not sure)
5 October	The Shore, Dundee		15	10	4 (+ 1 pending)
11 Oct	Belmont Academy, Ayr		5	5	0
	TOTALS		190	124	50 (+ 7)

Those participants noted above took part in the full Professional Discussion Event option. However, in addition to this, other CLD practitioners were informed and advised of the Next Steps Paper and the CLDSC Position Paper at a variety of other events. These events included, for example - I-develop workshops, North Alliance Conference, SCDN Conference, DTAS Conference and Big Lottery Fund Members' Event.

Hosting of or attendance at these events resulted in at least a further 200 CLD practitioners engaging with the Professional Discussion process.

A further 5 events are planned and confirmed with the offer still open to all practitioners for additional events until the end of the Scottish Government consultation period.

2. Feedback and Themes from Discussion Events

What it means for CLD practice

Participants were given input on the background to the Education Governance: Next Steps paper and the subsequent CLD Standards Council Position Paper. Small group discussions took place with participants noting what they felt the proposals would mean for their CLD practice. Comments from this part of the session can be summarised into 10 key themes:

- CLD identity/practice
- Status/Parity
- Registration/Regulation
- Membership
- Governance
- Professional Learning
- Partnership and Joint Opportunities
- Funding
- Community
- Next Steps document comments

Examples of discussion points for each theme are noted below:

Theme	Discussion Points
CLD Identity/Practice	<ol style="list-style-type: none"> 1. Will this effect CPD values?? 2. How do we maintain CLD worker identity? 3. Concerns that we are not seen as a profession 4. Our work is much wider than just with children and parents 5. Not taking into consideration the work done with adults, families, older people, people with barriers/disabilities 6. Protect the specific competences of CLD practitioner 7. possibility of reducing knowledge of what is happening in local communities 8. Would we start to lose a hard fought identity (as CLD workers) by being part of a more general EWC? 9. Will education establishments recognise us as a valuable education provider? 10. potential for CLD practice being restricted to the formal school education structure and: not recognised 11. CLD is more holistic than school education even in comparison to CFE 12. we are doing the teaching and raising attainment, but we use the language of support 13. May lead to improvements in practice. 14. Lack of understanding amongst other professionals of what CLD is 15. Need have more opportunities for CLD practitioners to take up senior strategic positions to ensure influence and direction

	<ul style="list-style-type: none"> 16. Concerns about potential dilution of community Engagement standards regarding all aspects of CLD work that doesn't involve children or families
Status/Parity	<ul style="list-style-type: none"> 1. An opportunity to enhance our professional status 2. Feel as if CLD is being devalued by national & local government 3. Education will have all the power 4. Good to be recognised by EWC as education providers 5. CL seen as equals compared to teachers, not inferior as is often the current perception. 6. The value of the CLD should be recognised 7. Will CLD practitioners be recognised as equal to teachers? 8. Will CLD practitioners be expected to answer to formal educators? 9. Potential to raise the profile and standing of CLD 10. If mandatory, would we become a more recognised as a profession 11. Concerns of a power imbalance where schools are viewed as the leaders and CLD the followers 12. Valuing the contribution of each service and each professional and their contribution
Registration/Regulation	<ul style="list-style-type: none"> 1. could mandatory registration discourage people from entering the profession 2. Could it limit entry routes to CLD 3. Loss of investment in development of pathways 4. Would mandatory registration affect levels of volunteering? 5. what about uniformed youth work? Will they need to register? Etc 6. Will everyone have same status of registration?
Membership	<ul style="list-style-type: none"> 1. will improve recognition by teachers that CLD workers are professionals 2. important to maintain breadth of worker background 3. keep membership available to unqualified CLD practitioners 4. Concerns volunteers will not be treated with the respect and value and importance deserved <p>Opportunity to be recognised as professionals</p>
Governance	<ul style="list-style-type: none"> 1. New organisation may lack current focus given to CLD by CLDSC. 2. Will the merging make everything stronger and more equal? 3. CLD would find it harder to have a representative voice based on the fact it's a broad church with organisations,

	<p>workers and priorities from such a wide variety of organisations</p> <p>Need have more opportunities for CLD practitioners to take up senior strategic positions to ensure influence and direction</p>
Professional Learning	<ol style="list-style-type: none"> 1. If registration is mandatory provides a right to CPD and could enhance in service days and training together 2. Need to be given time in recognition of CPD. 3. In terms of setting a standard level of expected CPD. How will this be managed and monitored? 4. generate an expectation that 35 hours CPD is mandatory and not ad hoc 5. Potential positive outcome of more joint professional training with teaching and CLD staff. 6. It will encourage professional development
Partnership and Joint Opportunities	<ol style="list-style-type: none"> 1. Could be an opportunity for teachers and CLD workers to work together better. 2. We could have more opportunities to introduce informal learning 3. some benefit for joint professional standards, as long as CLD has equal voice 4. understand the value of the wider school community 5. How could the youth work principles be practiced in schools? Particularly voluntary participation 6. Opportunity to share good practice between teaching staff and CLD practitioners.
Funding	<ol style="list-style-type: none"> 1. Is the money for this going to sit with education?? 2. Concerned that CLD will suffer diminished funding as won't be taken seriously 3. Do the budget holders recognise CLD as educators? 4. Fair and transparent funding system would be a good thing 5. If it becomes chargeable, it will have a financial impact on voluntary organisations 6. costs of membership ,
Community	<ol style="list-style-type: none"> 1. Our relationship with communities is totally different to that of schools and communities 2. No reference to Community Empowerment Act & Community Planning 3. Our work is much wider than just with children and parents
Next Steps document comments	<ol style="list-style-type: none"> 1. Community development not recognised in the name 2. Will coming together lose the value of both (informal/formal education)

3. Where is the recognition for Adult Learning in the Education Governance 'Next Steps' in
4. Where is the reference to Family Learning and ESOL?
5. What is meant by Youth Work in the Next Steps document?
6. The Next Steps document shows a naivety and lack of understanding of communities to identify their own needs – this is clearly taking a top down approach.
7. not assisting in closing attainment gap when focus is on education only

Functions and Features

Discussion event participants were given information and context on the current features and functions of CLD Standards Council. They were then asked to consider which of these were important to maintain, which should be enhanced or developed and which were of less importance in the new Education Workforce Council.

This was done by small group discussion and decision. The overall results (number of groups) are as follows:

FEATURE/FUNCTION	MAINTAIN	ENHANCE/DEVELOP	LESSER IMPORTANCE
Registration	33	5	0
Approvals	33	5	1
Professional Learning	34	13	1
Raising the profile of CLD	10	2	0
Membership Led	34	2	1
i-develop	26	5	10
Advocacy Role	11	1	0
Input to Policy Development	25	12	0
Workforce skills/information development and employer engagement	35	2	1
Ethics, Values, Competences	35	3	1
JETS	14	4	3

Governance Structure

A variety of governance model examples were available to participants to browse. Participants were also encouraged to consider some key questions regarding governance including:

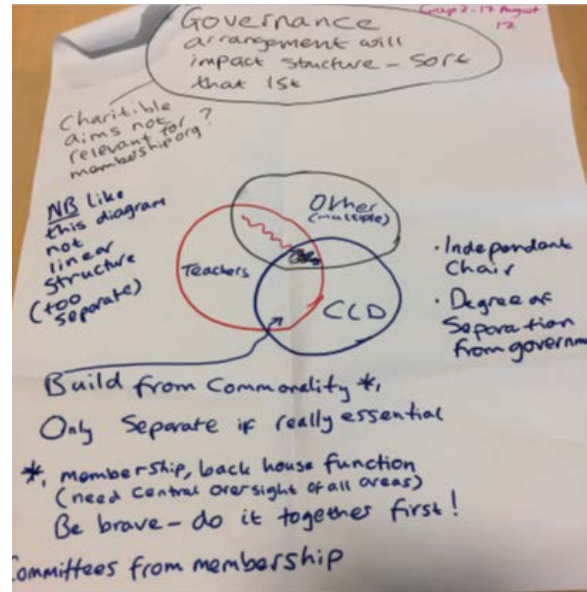
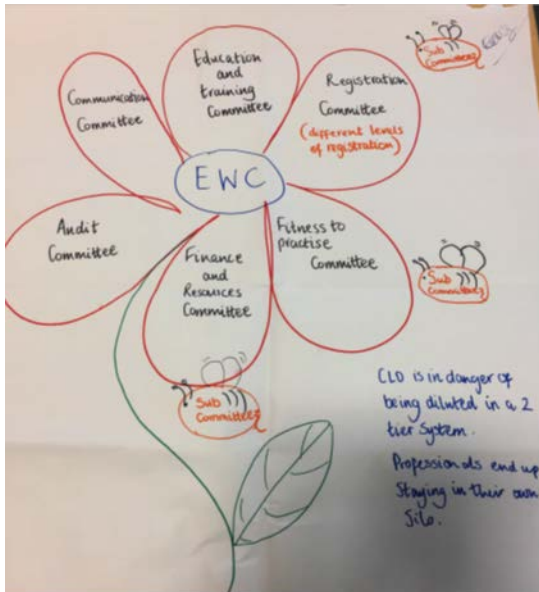
- Legal status
- Equitable representation of Education Workforce Council membership
- Committee structure and membership
- Accountabilities

Feedback from participants on the governance topic included:

- *In the next steps paper, compulsory and voluntary registration is under consideration. Community work is just as important as working within schools, hence as we are to come under the same body, I think that we should adhere to the same frameworks, the same rules for all, same voice for all*
- *interesting in that we all felt that we were being pushed into a situation over which we have little or no control*
- *Again it really got us talking about how the proposals affect us and the CLD profession. It highlighted our concern that our profession could get lost in this structure. If this body is to speak for us and to guide CLD CPD and development to some extent, then we have to be confident that there is a will, plus CLD skills and experience to lead this. Frankly at this point we are unconvinced that this is being considered (by Scottish Government, not CLD Standards Council)*

Participants created a variety of possible structures. Examples below:





What's in a name?

Participants were asked to submit suggestions for the name of the Education Workforce Council if they were dissatisfied with the original proposal.

Suggestion	Number of times suggested
Education & Communities Workforce Council	7
Learning & Development Council for Scotland	6
Learning Workforce Council	4
Lifelong Community Learning Council	2
Lifelong Learning Workforce Council	2
Learning & Development Council (where is the word development? Give Community Development its place)	1
Learning for Life Council	1
Scottish Communities & Education Council	1
Learning Communities Workforce Council	1
Empowering Communities	1
Scottish Lifelong Learning Council	1
Council for Learning Communities in Scotland	1
Communities & Education Professionals Council	1
CLD & Education Council	1
Scotland's Learning Standards Council	1
Formal & Informal Learning in Local Communities Council	1
Communities & Education Workforce	1
Communities & Education Council	1

Education & Community Learning Standards Council	1
Learning & Communities Council	1
Community Learning Council	1
Council for Education and Community Services	1
Council for Education and Community Service Providers	1
Council for Education and Community Learning Standards	1
Scottish Learning Workforce Council	1
Learning & Skills Workforce	1
School & Community Learning & Teaching Council	1
Teaching, Learning & Development Council	1
Education & Empowerment Council	1
Responses from Survey Monkey Questionnaire	
Professional Education Council for Scotland	1
Learning Professions Council	1
Life-wide Learning Workforce Council	1

General comments on Name

- Use the word Learning not Education
- I like EDUCATION. Compared to youth work as part of community safety and diverting people from crime.
- EWC – not keen on name.
- Should contain the word communities to emphasise the ‘out of school’ element of young people development
- Do not like ‘workforce’
- I like the STANDARDS
- Please don’t use the words EDUCATION or Workforce or Council
- Keep as CLD Standards Council as our own professional body who governs CLD workers.
- Don’t use the word ‘workforce’
- Not Workforce. Not including Council.
- Take out ‘workforce’. Sounds aggressive.
- Include ‘Communities’ in organisation title

3. Feedback from Online Media

Both the Survey Monkey version of the professional discussion event and the i-develop online discussion forum have been slow to gather comment and momentum. However, there have been inputs and these were primarily established as alternative means of participation for those unable to attend a discussion event (any CLD practitioner can comment, however, regardless of whether they have attended an event or not).

Survey monkey has received 6 submissions to date. Analysis as follows:

From the options of *Important, Not Important, Not applicable*, all 6 respondents rated the following as *important* functions which should be carried out by Education Workforce Council:

- Approval of courses
- Registration
- Professional Learning
- Ethics and Competences
- Identification of workforce sector skills/needs
- Input to policy development

Benefits of membership should include:

- Access to a peer network
- Regular publications
- Resources
- Employer recognition of qualification
- Professional status and recognition

The *i-develop* discussions can be viewed here - <http://www.i-develop-cld.org.uk/course/view.php?id=107>

4. Common themes

The themes identified in the ‘What it means for my CLD practice’ session during the Discussion Events are common throughout the range of participant responses. General comments on these themes were noted throughout the events by participant and are listed below.

Theme	Participant comments
CLD identity/practice	<ol style="list-style-type: none"> 1. How do we ensure strong CLD practice is recognised? Community Empowerment Act etc 2. Not everyone has children but still has a right to receive help to improve/build their own capacity/employability prospects etc 3. CLD would find it more difficult to put a coherent view across/within committees than education. CLD is a broad church with public, private and public sector orgs. They also have competing priorities due to funder demands. 4. Concern over CLD losing its identity 5. Concern over fragmentation of CLD e.g. Youth Work, Adult Learning and Community Development being viewed as separate and not part of broad CLD definition.
Status/Parity	<ol style="list-style-type: none"> 1. The need to ensure that those ‘non-teachers’ are not just put into a CLD column. 2. HNC Working In Communities just an opportunity for employers to lower wages
Registration/Regulation	<ol style="list-style-type: none"> 1. Will there be different levels of registration depending on qualifications and/or experience? 2. Will the registration scheme allow skills and qualifications to be transferable? 3. Registration – what’s benefits to CLD? 4. Is there scope for associate members to work towards full membership after taking into account their confirmed practice and experience? 5. Will the list of registered members be accessible to the public? 6. What would happen if anyone had dual teacher and CLD registration?
Membership	<ol style="list-style-type: none"> 1. Expand teaching membership to include other formal education workers 2. Expand the CLD workers membership to include other people working in the sector 3. Is there scope for associate members to work towards full membership after taking into account their confirmed

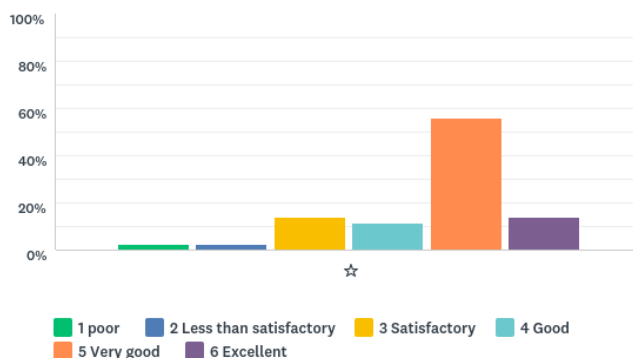
	<p>practice and experience?</p> <ol style="list-style-type: none"> 4. Activists and volunteers as associate members – where do they fit? 5. What happens to those CLD staff who are not employed in “Education” School setting?
Governance	<ol style="list-style-type: none"> 1. The main board to have even numbers of representatives from each profession 2. How can we maximise the voice? 3. How do we ensure rural voice CLD/YW is heard? 4. How do we ensure there is power and influence across Scotland – i.e. not only Central belt? 5. How are the ‘other support workers’ to be recognised and their voice held in EWC? So that everyone has a say and not ‘over powered’ by GTC members purely because of numbers? 6. Scrutiny of EWC – what will this consist of?
Professional Learning	<ol style="list-style-type: none"> 1. Training Pathway. Credits -> qualifications for volunteers etc 2. Need to look at qualifications and access to courses for practitioners. 3. Benefits of joint training 4. potentially more training and CPD opportunities 5. Career long professional learning modules and CLD training. Share across and between sectors
Partnership and Joint Opportunities	<ol style="list-style-type: none"> 1. Link into community planning partnerships 2. What’s the role of the SSSC in this? (Scottish Social Services Council) (Childcare – afterschools Clients/nursery staff) 3. Want to invite 3rd sector – get in touch with TSIs. Use their bulletins/circulation. Send out a message/invite 4. Target a message to 3rd sector orgs. Use TSIs and their networks 5. What is the core purpose & Objectives of the Education Workforce Council? What are Education Scotland (or new version if changing) going to be responsible for? Their purpose? How do/will they link? 6. How will EWC connect with Regional Collaboratives? 7. Will teachers and CLD be educated on the merits and characteristics of each other’s role? E.g. CLD often have voluntary clients; schools don’t. 8. Could provide possibilities for joint working and CLD being recognised as equal partners. 9. The situation presents a threat, but it also presents more opportunities to develop a far more professional

	qualified workforce.
Funding	<ol style="list-style-type: none"> 1. Where will funding come from? 2. Concern over future funding for CLD given reduced emphasis. 1. 3. What are the financial implications for CLD workers?
Community	<ol style="list-style-type: none"> 1. What about the parents/members of the community that do not have the capacity to 'deliver excellence and equality'? Surely this is a massive assumption that everyone will be able to do this? 2. Not everyone has children but still has a right to receive help to improve/build their own capacity/employability prospects etc 3. Children spend 15% of any year at school (17% in high school). Surely then if the focus is supporting people who educate our children, we should be supporting communities/families/parents in addition to supporting teachers?
Next Steps document comments	<ol style="list-style-type: none"> 1. Feel that EWC is being imposed on Standards Council and its members 2. CLD has always been assessed as part of HMIE inspections so how come out role is, apparently, so low profile/an afterthought? 3. Scottish Government need to acquire a proper understanding of Adult Learning in its broadest sense 4. wider impact than is stated in paper

5. Discussion Event Participant Feedback

After each professional discussion event, participants were asked to complete an evaluation. To date, 44 evaluations have been submitted. Analysis as follows:

Q9 What overall rating would you give to the Professional Discussion Event? (please tick the appropriate box)



Feedback from participants:

- It was great getting the opportunity to have proper a proper discussion and listening to each CLD workers perspective. Were things I hadn't thought about but at the same time the document was quite an eye opener what the change could mean for CLD Practice
- Were things I didn't realise that we did already with regards to membership so it shows that should keep up and keep involved with the standards council.
- Enlightening about a subject I was aware of but, prior to the event, had not fully realised the background and potential implications for our profession.
- I heard some comments from participants that they had expected more information on the changes ahead and the chance to get up to speed with this
- I like the opportunity to network and it reminds me of the CLD values which underpin our work - I work in the voluntary sector and mostly my colleagues have no CLD training but come from a variety of back grounds so I enjoy the opportunity
- It was good to have the thoughts of a variety of people included in the discussions.
- It was really good to have the opportunity to put this issue in context and explore with colleagues - lots of questions were raised and was very thought provoking. It was excellent that the opportunity was provided to attend a local event and to have a voice in terms of the situation presented.
- Good to raise awareness about CLDSC and the Governance Review Thought it was also fab that staff from CLDSC were out on tour - this contact has not happened for a long time and should continue :-)

- The lack of clarity on the autumn consultation process also made the goals of the day a bit more vague.
- The potential impact of proposed changes on our work, our values and our support was not shied away from. Good, open discussion.

6. Unexpected Outcomes

- Particularly in rural areas, e.g. Galashiels/Elgin, practitioners expressed their gratitude that CLDSC took time to visit the area and present opportunities to discuss topical CLD issues.
- Whilst the opportunity to promote CLDSC activities and resources had been recognised in advance of the sessions, the level of awareness was lower than anticipated.

7. Recommendations

1. CLDSC should continue to offer Professional Discussion Events until the close of Scottish Government consultation.
2. CLDSC should continue to promote participation in Survey Monkey until the close of Scottish Government consultation.
3. CLDSC should keep open the i-develop discussion forum beyond the close of the Scottish Government consultation
4. CLDSC should devise a programme of outreach events (with a focus and reach beyond the Education Governance Review) to ensure members have visible and tangible support from and access to CDLSC staff and services in localities.
5. CLDSC should undertake specific engagement with TSIs to ensure their awareness of Next Steps, its impact on their work and the broader support available to the Third Sector from CLDSC.