**Mapping of Community Development Qualifications**

**Initial report on Findings, May 2017**

Process

Following on from discussions between partners, it was agreed that Education Scotland would lead on a mapping process of existing Community Development qualifications which were being delivered within Scotland, up to SCQF level 8.

This would complement the work which was being done by the CLD Standards Council on refreshing the SVQ qualifications in Community Development and would identify the routes which community activists and volunteers used to enter accredited Community Development courses.

Desk based research identified providers and courses which were advertised online and a list of potential survey respondents was collated.

Initial survey questions were developed and circulated to partners in early 2017 for and a final survey was sent out with a closing date in March 2017. As well as the list of potential respondents, the survey was circulated through a variety of different networks and email groups which the partners had access to. A copy of the survey questions is attached as an annexe.

Aims

The original aims of the project were to provide:

i. An overview of:

* The range and take-up of qualifications and accredited courses in community development available in Scotland up to – but not including - degree level (SCQF Level 9), including those available to community volunteers and activists.
* Views on the fitness for purpose of these courses and qualifications.

ii. An assessment of issues arising in relation to improving professional learning pathways and making best use of resources.

Limitations

We cannot be certain that the circulation list for the survey included every organisation delivering Community Development qualifications in Scotland. We attempted to get the best coverage possible by using desk based research to create a list of possible respondents and using our networks to circulate the survey more widely but this does not guarantee we were able to reach everyone.

Not all of those whom we targeted responded, or responded in full, meaning that the information we have is not complete and consistent; however, we have enough to be able to draw some broad conclusions.

The conclusions and discussion points contained in this paper should therefore not be considered as a complete representation of all current delivery in Scotland, but as a starting point for considering the suitability of current provision to meet the needs of the sector.

Findings

In total, 34 responses were received to the survey. 2 of these were received by email rather than SurveyMonkey and were nil responses.

8 were from 3rd sector organisations

1 was a local authority

2 were from HE institutions

2 were from awarding bodies

2 were from “other” organisations (one Regional Network and one Chartered Institute)

The remaining 19 were from the college sector. 8 of these were nil returns.

**Figure 1 – Summary of all respondents**

Another 8 colleges did not respond. Searches of the college website suggest that 3 of these do actually deliver relevant courses: West Highland College offers a PDA in Community Involvement, Dundee and Angus offers a SWAP course in Access to Community, Education and Humanities and Edinburgh offers the HNC and SCQF 6 qualifications in Working With Communities, however these have not been confirmed.

**Figure 2 – which courses are offered**

22 of 26 of the courses we asked about were being delivered by respondents. Among the respondents, at SCQF levels 3 through to 7. 20 of these were only offered by between 1 – 3 providers. The most widely offered courses were the PDA in Youth Work and the HNC in Working with Communities, which were offered by 6 providers each.

We were unable to find information on delivery of 4 of the courses we asked about. This included the Award in Community Sports Leadership, which we know anecdotally is delivered in relatively high numbers and can be used as a starting point for community development learning, and three others we know less about – the BTEC Certificate in Teamwork and Personal Development, the PDA in Community Involvement and the PDA in Volunteering Management.

Respondents also told us about 9 other courses which we had not asked about. Some of these did not fit the criteria for various reasons – they did not have a community development element (eg PDA Supporting Adult Literacy Learners, Core Skills Units) or the SCQF level exceeded the scope of this exercise (one was a degree).

The others which had some relevance were:

* A Care, Counselling and Communities course which included some NC Units from the Working with Communities NC
* SQA Accredited Leadership programme
* Volunteering Awards at SCQF levels 3, 4 and 5
* Volunteering management and leadership courses
* NPA in Approaches to Youth Work
* SVQs in Youth Work or Active Leisure

*Learners completing qualifications in the past year*

A minimum of 549 learners completed Community Development qualifications, however this is under reported as not all (13 out of 34) respondents were able to provide figures for completion. By far the highest completion numbers were for the Activate course offered by Glasgow University, with 153 learners completing in the year.

Two providers offered SVQ qualifications. Both of these were third sector, and in the past year only 5 learners completed SVQs with them. Both organisations reported that funding had only been available through Alcohol and Drug Partnerships for those with addiction issues and that this was unlikely to continue, meaning that they were unable to continue to deliver the qualifications. The response from Glasgow Council for Voluntary Services (GCVS) highlighted that they have gathered evidence of need and desire within the CLD sector to undertake awards, however they had experienced difficulties identifying funding to support this, with the recovery sector the one most likely to be able to provide funding.

This table shows only the providers who were able to supply completion information and thus not all courses are included.

**Figure 3 – Learners completing courses**

*Learners moving into employment and further study*

10 respondents were able to provide information on learners who had moved into employment and study.

They reported that 70 learners had gone into employment and 114 had continued onto further study.

**Figure 4 – Progression**

While some respondents indicated that they would be able to supply feedback from employers and students about the course, these were in the minority and more consistent feedback and information on learner destinations would to make informed statements as to the suitability of the courses in meeting the needs of employers.

*Future delivery*

The majority of respondents intended to continue delivering the courses over the next year. Only one was planning to stop delivery and two were unsure. In all cases they indicated this was due to issues with funding.

Five providers – Glasgow Kelvin College, YMCA, Volunteer Scotland, Coalfields Regeneration Trust and Forth Valley College – said they were actively developing new courses. These included certification based around the use of the Place Standard tool.

Two respondents indicated they would definitely not be developing new courses. Most other respondents were unsure about developing new Community Development courses.

Issues Raised from Findings

*Progression Routes*

There was some confusion around the availability and suitability of progression routes, and some respondents identified a need for clear progression pathways for those wishing to work in CLD.

This related to both through-flow between existing qualifications and gaps which hindered learner’s progression. West College, for example, had identified a cap between learners completing the Glasgow University accredited Activate course and their ability to then undertake full time degree level study with the University. In order to address this, they have been engaged in discussion with SQA about creating a National Progression Award (NPA) in Community Development – Adult Services.

*Communication*

Difficulty was reported in recruiting appropriate students with experience and in finding appropriate community development placements for students compared to adult learning and youth work placements. Respondents also highlighted the importance of the practice and placement elements of the courses in making sure that the learners were properly equipped for continued paid of voluntary work after the learning programme ended. Improved communication with the sector would help ensure that delivery met demand and that suitable placements were available.

Communication about the needs and development of courses between providers would help to share the learning and interesting practice that exists and highlight opportunities to the CLD sector.

One college stated that sometimes the NC Working with Communities can actually distract from CLD learning due to the broadness of the subject matter included, and that they hoped that revised units would be more relevant to practice. Again, an open dialogue which included feedback to qualifications agencies on the quality of current courses and agencies ensuring information was passed back regarding developments could help with this.

*Resourcing Study*

Issues with funding community development courses were reported, particularly SVQ learning for those who are in employment. This has had an impact on the small number of third sector organisations delivering qualifications.

Despite this, the third sector reports evidence of need for further opportunities to undertake qualifications.

There were also reports of frustration around financial support to access the PDA in Youth Work but this was not fully explained in the responses.

*Access to Courses*

Access to courses varies hugely depending on where in Scotland a potential learner is located. This means that provision is tailored to local needs, however it also means that there could be a challenge for some learners in accessing the most appropriate learning for them. For example, the HNC in Working with Communities, which is a potential development route into degree level study, is available from 6 providers – Glasgow Kelvin and Glasgow Clyde Colleges, Ayrshire, Fife and Forth Valley Colleges, and through the Scottish School of Christian Mission on a Glasgow based programme. This central belt focused provision means it could be more challenging for those based in the borders, highlands or islands to access this course.

*Interesting Examples of Accreditation*

Activate, an introduction to community development accredited by the University of Glasgow, has been delivered in a wide range of settings, including with offenders preparing for release from prison.

The Chartered Institute for Housing is working with the Wheatley Group to deliver the Award in Community Action in Housing to young people in the senior phase in 4 schools. This is funded by Wheatley Group, involves work experience to support the programme and some of those who completed have been offered Modern Apprenticeship qualifications when they leave school.

**Points for further discussion**

* How do we ensure suitable entry points and progression routes are in place for learners with varying needs, capacity and access requirements?
* What mechanisms could support communication between learning providers, qualification agencies and the CLD sector in order to improve the suitability of provision, enhance recruitment and provide quality placement opportunities for Community Development students?
* Is there value in developing further qualitative studies in order to enhance our knowledge about the experiences of Community Development students and how effectively their learning programmes prepare them for future employment in the sector?

**An explanation of accredited courses**

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| **Course Name** | **SCQF Level** | **Who is the course aimed at?** |
| NC/HNC Working With Communities | 6 and 7 | Full time and part time students; usually delivered by Further Education institutions |
| Working in the Community: an Introduction ( SCQF level 5) | 5 | Community activists |
| Certificate in Youth and Community Work Level 2 | 5/6 | Full time and part time students |
| Diploma in Youth Work, Informal Education and Community Learning | 6/7 | Full time and part time students |
| SVQ Community Development Work (Level 2, 3 and 4)\* | 5, 7 and 8 | SVQ’s are suitable for those already working in either paid or voluntary employment in a Community Development Role. |
| Community Achievement Award - Development of Community Activities | 7 | Community activists |
| Health issues in the Community Part 1, Part 2 and Tutor Training | 6, 7 and 7 | Community members and those working in communities |
| Activate : Community based introduction to Community Development | N/A | Community activists |
| Community Action and Leadership | 3 and 5 | Disabled people and carers |
| Award in Community Action in Housing | 5 | Young people and adults volunteering in their communities |
| Award in Community Sports Leadership | 5 | Young people and adults volunteering in their communities |
| HNC/D Community Arts | 7 and 8 | Similar to NC/HNC Working With Communities |
| PDA Youth Work | 6 |  |
| Community Activist Training | 6 | Community activists |
| DofE Leadership Programme | N/A | New and existing leaders of Duke of Edinburgh Award groups, usually volunteers |

**\*** The responses to the survey related to the previous SVQs which were available up until 2016/17. The CLD Standards Council has recently undertaken work to refresh these qualifications; new SVQ’s at levels 2 and 3 were completed earlier in 2017 and work is progressing on the level 4 and Modern Apprenticeship routes.