**Introduction and Remit of the Career Pathways Working Group**

There is a need to frame the Career Pathways paper and its Improvement Actions in the context of the Growing the Learning Culture and the Professional Learning Committee Plan 2017-2022.

The strategic objective of the PL Committee is to maintain and develop models of professional learning and training opportunities for CLD practitioners with long term outcomes of:

* Encourage workforce and professional learning and development inclusion in CLD partnerships and planning
* Support reflective practice and practitioners’ learning journeys
* Promote wider engagement with the learning culture and a strong professional identity
* Enhance the quality of professional learning
* Increase and improve internal and external communications regarding professional learning

Since 2019 there has been the introduction of a Professional Learning Review as part of Registration Renewal and the purpose of this is to encourage and ensure that all members of the CLDSC periodically reflect on and evaluate their professional practice with respect to professional learning and development needs and requirements. This in the context of their professional journey and its knowledge and skill development within the CLD ethos and professional standards and their ongoing learning needs and how they might go about satisfying them, whether formally or informally, within their particular practice setting. There is now an opportunity for the CLDSC to further support professional learning and development through professional recognition of relevant training opportunities at pre-qualifying,qualifying and post qualifying level. The recent Career Pathways paper outlines a range of challenges and opportunities in this respect and the Improvement Action points outlined below relate to these.

The remit of the Career Pathways Working Group is to consider the content of the Career Pathways Paper and its Improvement Actions and make recommendations to the PL Committee and subsequently the Executive Committee for further development and implementation.

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

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| **IMPROVEMENT ACTION** | **COMMENTS – Mike Naulty 12 August 2020** | **Notes from Working Group meeting 17 August 2020**  **Present: Mike, Sheila, Ceri, Graham H, Kirsty** | **Actions** |
| 1 Improvement Action (CLDSC Director and Chair)  Initiate discussions with HE providers on how better to secure adequate provision of degree level professional qualifications in CLD. |  |  |  |
| 2 Improvement Action (CLDSC Director and Chair)  Work with FE Partners and Awarding Bodies to ensure that generic nature of the HNC and NC Working with Communities and the value of generic CLD qualifications is better understood and promoted. |  |  |  |
| 3 a Improvement actions (PL Committee to lead) Once the availability of local programmes is known, prioritise action to secure and support minimum level of provision in each region.  3b (CLDSC Director and Chair) Discussion with FE colleagues in regard to the role of part-time programmes in providing access to professional qualifications. | 3a We need to gather from regional networks their PL needs and priorities.Is this information currently gathered by the regional networks and also what wider data with respect to PL needs and priorities can be gathered from existing secondary sources such as workforce surveys and local authority community learning and development plans and Inspection reports? What professional learning needs are coming from practitioners PL Reviews since it introduction as part of registration renewal? Once gleaned what would CLDSC do with this information with respect to how it might inform training programme development and the informal knowledge and skill development of CLD practitioners? How might the Standards Mark be used in this respect? | Rather than database, it may be more useful, and easier to maintain, to have an area on i-develop which gives a broad idea of what practitioners can expect from local training/development opportunities. Link to local CLD CPD Network. Plus links to other websites eg OpenLearn, CDN. Buddy and mentoring info included here also. |  |
| 4 Improvement actions (PL Committee to lead)  Explore potential sources of additional funding with grant giving bodies including Scottish Government. Work with Partners to develop guide to funding and support for CLD students. | What are the current sources and concerns of PL funding for CLD practitioners? Where would this data be held/found and how could it be accessed? Should CLDSC be considering developing and brokering limited ‘sponsored’ training programmes for members through the regional networks based on professional areas of need and interest? | Are there sufficient SAAS funded places in unis for people who want to attend?  What are the opportunities for apprenticeships? Graduate apprenticeships?  What are the gaps? 4 universities offering CLD Qualifications, but even fewer opportunities at FE level. College funding issue? College priority issue? | Kirsty to update this group on SAAS meeting being held on 17/8/20. |
| *5 Improvement Action (Equalities Reference Group to lead)*  *Work with CLD Regional Networks, FE and HE institutions to identify and address barriers.* |  |  |  |
| 6 Improvement Action (Approvals Committee)  CLDSC to work with universities and colleges to extend guaranteed year 2 articulation to all Higher Education institutions for CLDSC approved HNC Working with Communities and similar programmes. |  | HNC graduates - what happened next? Tracking of students? Research piece?  Levels of critical thought and deliberation are not always sufficient when students moving from college to uni and some students have chosen to start in Year 1 despite being offered Year 2. Feedback suggests they would have felt out of their depth had they gone into year 2. |  |
| 7 Improvement action (Approvals and PL Committees)  Work with FE and HE partners to sustain and develop increased ‘online capability’ and to restructure programmes to include blended and distance learning approaches wherever possible and appropriate. | What are the current relevant subject areas, levels and models of online CPD/PL provision available for CLD practitioners from current training providers and how might there be a link with i-develop as an online platform for PL and portfolio building? |  |  |
| 8 Improvement Action (Registration and PL Committees) Review the IRP process and how better it can be promoted and applicants supported. | Need to discuss this with the Registration Committee and look at current practitioners usage of this route and how it might link to the nascent ideas of professional induction and PL Review. | Professional Learning Standards…….need these for CLDSC. Can use GTCS PL standards as a starter:  <http://www.gtcs.org.uk/web/FILES/the-standards/standard-for-career-long-professional-learning-1212.pdf>  Do we need to have greater difference in what’s required for becoming either an Associate or Registered Member apart from the CLD degree. Currently nothing about depth of practice in each.  Should we have an additional category of Membership – Fellowship?  Matching PL with membership – discussion with Reg committee  Quals – where they would match for progression – discussion with Approvals | Working Group members to read GTCS PL Standards |
| 9 Improvement action (Executive Committee)  Explore how expectations that practitioners will become CLDSC members and all PL programmes will be CLDSC approved can be strengthened, and establish a strategy for doing this. |  |  |  |
| 10 Improvement Action (PL Committee to lead)  Establish a cross-committee working group to address proposed remit. | Not sure what this action point refers to? Needs clarification.Perhaps given the previous action points refers to establishing a cross -committee working group with reps from Approvals and Registration coordinated by CP Working Group? This cross-committee remit would be to develop a framework of professional learning recognition and progression based on an agreed model of career-long professional learning and development and standards | Agreed this Working Group covers this Action.  Need to secure a rep from Registration Committee, 3rd sector and SCQF experience.  Don’t want to fragment actions from pathways paper. Need to have review to ensure all working groups are on same track. Updates from Working Groups at fortnightly cross committee meetings should help with this. |  |
| 11 Improvement Action (Approvals Committee)  Explore the development of a Standards Mark for post-graduate CLD programmes | *This needs to be considered in the context of what is the CLDSC model of professional learning and development and how competence is developed as a practitioner gains knowledge and skill through experience.Models of professional development as advocated by Eraut (1994), Kennedy (2005),and Dreyfus and Dreyfus (1986) are worth considering as are exemplars such as the GTCS Standard of Career-long Professional Learning and Professional Recognition Framework.* | How to get people credit for small bits of learning they’ve done rather than jump into someone else’s qualification. Does this tie to ‘micro credentials’? It would be a ‘process curriculum’ idea. Aligned to SCQF levels.  Ties everything together – shows relevance and connection to membership categories. |  |
| 12 Improvement Action (PL Committee)  Work with CLDSC registered members employed in other sectors to identify their post-qualifying PL needs and consider how these can be better addressed. | Need to identify who is in this category of membership and gather their PQ PL needs and their resonance with CLD practice and interests. |  |  |
| 13 Improvement Action (CLDSC staff)  Initiate discussions with colleagues in 2-3 other fields (health, housing, employability?) to determine the extent of CLD activities undertaken, identify where CLD PL can add value and promote the benefits of CLDSC registration | *This action point has a resonance with point 8 above and how IPR and Professional Induction and PL Review might be used in this context* |  |  |
| 14 Improvement Action (CLDSC Director and Chair)  Initiate discussions with Education Scotland, including inspectorate, and chief officers groups as appropriate to explore the development of a guide and PL module to assist those with strategic and management responsibility for CLD. | *This point links with the PL Committee’s interest in developing a guide for employers about the importance of PL/CPD for CLD workers and their ongoing practice in meeting professional standards through Professional Learning Review.* |  |  |
| 15 Improvement Action (CLDSC Chair, Director and Executive Committee)  Work with SG Policy colleagues to establish the case for and develop proposals to introduce mandatory requirements for the CLD profession. |  |  |  |
| **GENERAL DISCUSSION POINTS**  **DATE OF NEXT MEETING:**  **14 SEPTEMBER 2020 10AM -11.30AM** | | 1 Transitions are important – esp student to worker.  Ceri’s research indicates students find it difficult to get employment and this might be due to employers thinking they don’t have enough experience.  2 What is progression in CLD?  How can people move from Associate to Registered member?  3 Sheila – colleges ask “What is the Career Pathway?”  Response to My World Of Work profile task was limited.  4 Move PL recording tools to idevelop from CLDSC website. Link from CLDSC website.  5 Links to CLD Plans – at next meeting? John Galt to lead.  6 Need to define PL in Employers Guide. | 3 KG to discuss with team if this can be a task at the 24hr meeting in September – all in attendance complete a job profile for MWOW?  4 KG to speak to Lorna about moving the PL recording tools.  5 KG to ask John Galt to update the next Working Group meeting on CLD plans and inclusion of Professional Learning. |

Key: CP-Career Pathways, MDO- Membership Development Officer, ADO- Approvals Development Officer, RDO- Registration Development Officer.

References

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MN 12.8.20