

***An exploration of young
practitioners' motivation towards
further study to enhance their
career prospects in CLD***

Vicky Wilson 2023

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for the Degree of MSc Community Education

Authorship Statement

This report is based on the results of investigations carried out by myself, is my own composition, and has not previously been presented to a higher degree. The research was carried out under the supervision of: Dr Alan Mackie.

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Abstract

This research is building on previous research into how we can attract young people into the career profession of Community Learning and Development (CLD). The focus for this research centered on motivation for further learning for those who are already currently working in the sector.

The findings from the research with young employees were discussed around the theories of intrinsic and extrinsic motivation and the role of CLD practitioners in considering how this can influence career choices. The research has shown that extrinsic motivations in the form of external influences, such as role models and mentors play a key role in developing young people's lack of understanding of the professional CLD role. Despite there being a range of learning pathways within the sector for young people to access along the CLD career route, this requires further work by the professional body CLD Standards Council to continue with the action of minimum levels of availability on a regional basis in Scotland. More formal structures of support are required to ensure a focus on professional career discussions are taking place with the young workforce as early as possible in their roles.

The research concludes that modern apprenticeships should be an investment for the sector as a successful steppingstone into a CLD degree and that higher education institutions who deliver the degree consider the work-based delivery of the course.

List of Abbreviations

CE	Community Education
CeVe	Community Education Validation Endorsement Committee
CLD	Community Learning and Development
CLDSC	CLD Standards Council
CPD	Continuous Professional Development
CYW	Community Youth Work
ESOL	English for Speakers of Other Languages
FE	Further Education
HE	Higher Education
HNC	Higher National Certificate
HND	Higher National Diploma
MA	Modern Apprenticeship
STD	Self-determination theory
SVQ	Scottish Vocational Qualifications
UNI	University
WALT	Working and Learning Together

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1. Introduction and context

Previous Community Learning workforce research (Tayside and Fife 2018; CLDSC 2020; Force for Good, 2021) has identified the CLD profession has an aging workforce and suggested that more needs to be done to support the young workforce onto a recognised pathway into the Community Education degree programme. The Community Education degree is the professionally accredited route approved by the Scottish Community Learning Development Standard Council (CLDSC).

As a qualified professional with over 30 years of experience in the field, having started my journey as an active participant in youth work, I have always had a motivational interest in training and workforce development. My journey can be described as linear moving from school to higher education to study for a degree in Community Education (CE) and then into employment in my chosen career area. Despite this journey, my career goal was not formed until what would be described now as the senior phase in high school, and aware my route into the degree is not a common route for many who enter the CE profession. This work-based research aimed to explore what motivational factors exist for young people to want to study academically and the barriers faced both individually and professionally. Through quantitatively gathering data with staff already employed in the Community Learning and Development (CLD) sector, it will establish awareness of the routes available and what support is there in their current posts to establish future career routes.

1.1 Learner Pathways

As a profession, we have a variety of certified qualifications that exist in the profession across the various strands of youth work, adult learning, and community development (CLDSC 2020) what is not known is the availability of the delivery of the awards across Scotland and how readily they are available at a time when young staff may seek out the interest to develop their career prospects. What is known in the profession, the delivery that these awards are often delivered by the current qualified workforce. Often delivered on an ad hoc basis, determined by the capacity and commitment of these staff within their current workloads to be able to provide the qualifications alongside growing priority areas within workloads.

The gaps in the availability of these steppingstone routes on an accredited pathway further result in a reduced intake into the CE degree. Therefore, the complex pathway routes make it a confusing landscape for those considering a career in Community Education. 41% of the workforce surveyed in the Borders in the voluntary youth work sector did not know about opportunities for training and qualifications and 15% said career progression pathways are unclear (Force for Good, 2021).

1.2 Why Community Learning Development?

The report 'Why Employers in the Public and 3rd Sectors Need Professional CLD Practitioners' (CLDSC 2021) aims to provide guiding principles and demonstrate the professional skill set of qualified Community Learning and Development (CLD) workers. (McArdle Et al. 2020, Ledwith 2020) Describe the social justice principles and commitment to facilitate change through informal and transformative learning methods, so that professional CLD workers understand the processes of engagement to enable the empowerment of individuals and

communities. CLD workers operate within the core values and competence framework (CLDSC 2022). The values are fundamental to their practice and their approach to effect social inequalities, and discrimination, fairness all of which support the Scottish Government's core public policy agendas areas in education, health, employment, social inclusion, and poverty (CLDSC 2021).

The statement below was made in the Working and Learning Together (WALT) report produced by the Scottish Executive (2004) that placed Community Education practice at the heart of the Government's community planning agenda and titled in the Executive summary What is Community Learning?

Community learning and development describes a way of working with and supporting communities. We see community learning and development as central to 'social capital' – a way of working with communities to increase the skills, confidence, networks, and resources they need to tackle problems and grasp opportunities. We want community learning and development to bring together the best of what has been done under the banners of 'community education' and 'community development' to help individuals and communities tackle real issues in their lives through community action and community-based learning.

(Scottish Office, 2004)

The Scottish Government has continued to emphasize the role of CLD through regulations and strategic guidance placed on authorities for CLD, Community planning partnerships, Community empowerment, and community plan development (2012, 2013, 2018, 2020) to support a wider partnership approach to supporting communities. The emphasis is placed on community learning partnerships that include not just qualified CLD

workers, but those who are working in the voluntary sector, health partnerships, housing, education, and social care. Professionally qualified Community Education identity is rooted in our history.

The Community Education degree evolved following the Alexander Report (1975) that sought to bring together the key skills and knowledge required to practice professionally across the three strands of the work, Youth Work, Adult Learning, and Community Development. The Community Education Validation and Endorsement committee (CeVe) published guidelines (1991) for the qualification. At the onset for young people under the age of 23 to be able to access the degree course required educational qualifications and some experience in community settings were stipulated.

1.3 Summary

This research study will discuss the experiences of young practitioners working in the CLD field whether their experiences of learning impacted their future choices and if their current journeys into the CLD profession were a deliberate or accidental choice. I will discuss the support experiences of the interviewed young practitioners to undertake further learning opportunities to allow them to progress their career to a professionally qualified post. This will allow conclusions to be drawn on the profession's role in supporting recognised pathways routes for the young workforce and how we are embracing the community learning ethos in line with the Scottish Government's (2012) guidance for CLD which placed a specific emphasis on our rooted values in lifelong learning for all.

Improved life chances for people of all ages, through learning, personal development, and active citizenship;

2. Literature Review

This work-based research will focus on young people's (aged thirty-five years and below) motivation to undertake learning to progress in their careers from their current post held within the Community Learning and Development (CLD) service. There is a growing gap in the number of young people coming through as professionally qualified Community Education Workers (CLDSC, 2018). With an aging workforce and a clear need to support an educational pathway into CLD, I aim to explore what drives young people to want to progress within the profession. Anderson (2021) helps us to understand the role of learning methods in aiming to improve motivation in young people from an educational perspective. CLD as a profession is led by our values (CLDSC 2018) in the promotion of lifelong learning both for participants and professionals therefore it is important for those coming into the CLD profession to understand and know why lifelong learning is beneficial to their future careers. Equally, it is important for those educating the next generation of CLD professionals, to know the best way to attract students to want to advance their learning.

Hunter's (2020:79) research 'Understanding how we grow the young Community Learning and Development Workforce' suggested an area of inquiry for further review was the recommendation, 'at what stage did practitioners become aware of CLD as a profession?' This area was interesting to me as I felt that we could pinpoint the stage in which progression becomes desirable to those in the early stages of their career in CLD. The research questions would further gather information so that we could see why they are not seemingly interested in progression, then possibly help to shape the offer of learning progression for CLD to accommodate the young workforce to become future learners of the profession.

I will examine relevant literature to my central research question '**An exploration of young practitioners' motivation towards further study to enhance their career prospects in CLD**'. This will be closely looking at (1) the background context to the CLD learning landscape in Scotland (2) contextualizing current thinking around the topics of Intrinsic and extrinsic motivation for learning (2) the effects of motivation on academic outcomes and career choices (3) understanding the impact on learning from a personal and socio-economical perspective and how this can influence perceptions on obtainable academic qualifications. (4) Role modeling and the importance this plays in supporting motivation

Dialogue with participants in the research would further build on the scope and recommendations by Hunter (2020) in growing the young CLD workforce. My study aims to build further on the small-scale research (ibid:2020) and further understand the complexities of motivation for learning and the CLD's role in supporting the young workforce.

2.1 Background Literature context to Community Learning and Development careers and training

A local authority post search (My Jobs Scotland) and a search on job recruitment site Indeed, threw up a varying degree of names for posts using the search 'community learning'. In the local authority search, this ranged from community learning workers, community assistants, community learning & development workers, Community Education Workers, Literacy and Numeracy workers, ESOL workers, Youth, family and community learning officers, and youth workers. In comparison when searching on a generic job search engine, posts related to community learning gave wide-ranging results covering the social care

and health sectors. This range of terminology may contribute in some way to the confusion of what Community learning delivers or indeed what the role involves (Mackie 2013) but could also be viewed as positive, showing the breadth of areas that the sector delivers within to address Scottish Government public policy (CLDSC 2021).

(CLDSC, 2020, pg.8) Identified the decline of universities providing the professional CLD degree with four remaining, predominately across the central area of Scotland, therefore providing a significant gap in access for many people living in the north, rural, and island communities of Scotland (ibid 2020, p.15). The recent re-introduction of the work-based route in the University of Dundee in 2019 (University of Dundee 2023) has provided an opportunity for a flexible method for practitioners to study while working in the field and combine their practice with the course.

The report (Ibid 2020, p.9) provided a breakdown of data gathered on the varying accredited pathway routes to the degree courses these twenty-five programmes of accreditation were just a selection of what is offered, and potentially others have now come on board. The availability and the delivery of these will differ across Scotland adding to the complexities of providing a clear pathway route into the CLD degree. The CLDSC (2020, p.28) set an action 'to secure and support minimum levels of provision in each region, including the expansion of part-time programmes.'

Continuous CPD was introduced as an integral part of practitioners' practice CLDSC wrote Growing the Learning Culture (2011) which led to the development of Tayside and Fife CLD CPD Alliance as a regional grouping to take forward learning opportunities for the staff employed in the sector. This is one of five learning CLD CPD Networks in Scotland, (I-develop 2023) where representatives from the local authority employers, learning providers, and national partners come together to develop programmes of learning for staff in the field. For staff who are already

employed in the four local authority regions where the research was taking place, the commitment to workforce development is evident. All the local authorities published CLD Plans 2021-24. (Fife, Dundee, Angus, Perth and Kinross 2021). There are similarities clearly stating commitments to provide training opportunities for the sector.

We are committed to ensuring staff and volunteers across Perth and Kinross can access high-quality, relevant, and role appropriate training and development opportunities. We are committed to encouraging and nurturing a learning culture and we will do this with support from the Tayside & Fife CLD Professional Learning Alliance (the Alliance) and the CLD Standards Council for Scotland.

Perth and Kinross CLD Plan 2021-24

The importance of knowing the current learning landscape context is provided to give an overview of the opportunities to work, study, and learn at all levels for entrants into a career in CLD. It is with this background I will now focus on people's motivation for study.

2.2 Intrinsic Motivation

Anderson (2021, p.46) introduces the six principles of intrinsic motivation

1. Autonomy – having the power and influence over your learning is one of the most critical aspects of developing intrinsic motivation.
2. Belonging – the need to feel a human connection with others and be part of a community
3. Competence – the ability to be able to perform successfully in a task where the learning is understood

4. Purpose – the drive coming from personal interest and goals to achieve
5. Fun – a genuine love and joy to be involved in the learning
6. Curiosity – a desire to learn and gain more knowledge of an area of interest through investigation and exploring

Sullo (2007, p.8) further explores motivation from the inside out 'intrinsic motivation', and that an individual's personal interests, values, and need to succeed drive them. Academic motivation is essential for students to engage in learning activities, persist in the face of challenges, and achieve their academic goals. It encompasses intrinsic motivation (autonomous engagement). Young people who are highly motivated to engage with learning are described as having goal clarity, clear purpose driving their efforts to learn, perseverance and can deal with challenges, initiative and self-discipline, self-efficacy, and intrinsic interest (Shwan 2021, Urdan, 2021). For example, a young person may have identified a career goal as an engineer (purpose) and are self-directed and feel ownership in the subjects they choose necessary for the career goal (autonomy), being alongside students with similar interests in those subjects or have built relationships in the school community (belonging), and asks questions to help improve their understanding of a subject (curiosity). The young person may not be performing in all the tasks (competent) they are studying, but their intrinsic motivation to achieve the goal of becoming an engineer will help to overcome any challenges along the way when focused on the end goal. To be internally motivated may not require all six principles to be happening at the same time.

Autonomy, competence, and relatedness are associated with self-determination theory (Ryan & Deci 2000), and Forbes (2023) found in research with young people interviewed in Fife, many young people have set career goals with a vision of a preferred profession in mind. "They

attach value to these, showing that their career aspiration goes beyond the financial" (Forbes 2023:11)

Goals setting and goal mastery were explored by (Hidi & Harackiewicz 2000, and Wentzel & Wigfield 1998) The desire to learn to be the best in a subject area is described as mastery and this has a positive effect on the academic desire to be the best they can be and develop their interest building on an individual's intrinsic motivation.

(Bloomer & Hodgkinson 2000, p.593) investigated young people's nature of learning after they leave formal education and described their journeys as erratic and not linear. Their identity and experiences were associated with the desire to earn financially to find their transition into adulthood and the rewards associated with being able to participate in adult social activities.

When exploring what intrinsic motivation looks like for adults returning to education (Scalon 2008, Waller 2006) discuss the motives for adult returners, and many, the intrinsic motivation can be associated with the six principles discussed earlier. This includes the desire to learn (curiosity), as well as social contact and simulation (belonging). This may be a result of being out of education or work for some time. By observing young people's intrinsic motivations using the six principles when working in youth work with young people, they may be driven by a sense of wanting to make a difference in the lives of those who attend their projects (purpose). This may create a sense of (belonging) in the community either locally or with peers whom they work alongside, and self-determination theory can provide intrinsic motivation and satisfaction within their current role. Young people in my experience who enter the profession come from already having been a participant in a youth project in their local community. They may have been encouraged to progress volunteering and the enjoyment (fun), experienced when working in the

role can lead to activating the desire (curiosity), to go on and gain more knowledge in youth work to help them become a better worker.

2.3 Impacts on Intrinsic Motivation

Sitting exams and receiving results is part of the transition to adulthood for many at a key time of other significant hormonal, physical, and social changes experienced in adolescence all can impact motivation for learning. Longitudinal studies (Gillen-O'Neel & Fuligni 2013, Tward & Eccles 2013) have shown that academic motivation decreases across adolescence, particularly during transitions. A perceived need to fit in with peers socially, a sense of belonging, can alter the focus of achievement goals and may come in the form of social goals out with school that can gain their status with peers as opposed to being academically motivated (Urda 2022, p.138). Academic motivation in adolescents has been explored widely (Urda 2002, Hidi & Harackiewicz 2000, Hidi et al 2002, Hidi & Renniger 2006), and argue the use of extrinsic rewards and grades in educational teaching methods impacts young people's engagement in tasks that are constructed in this way. As a result, when young people reach adolescence their self-belief and competence associated with learning impacts negatively on how they value the learning.

CLD workers in their role as informal educators have traditionally supported young people through youth work practice in increasing their understanding of their physical, emotional, and social place in the world adopting a pedagogy of experiential learning. It could be argued that those young people who have experienced this style of learning as a participant and then gain employment in the service will have some knowledge of the methods and approaches used to help young people develop in the social world. Hidi & Harackiewicz (2000) describe

situational interest as a method of developing imaginative, engaging styles of learning that would develop a young person's interest by implementing interventions that foster autonomy and intrinsic motivation. This could be true of young people entering the workforce based on their own experiences of CLD as young participants and developing further their purpose, belonging, and curiosity of the six principles of intrinsic motivation.

2.4 Extrinsic Motivation

Young people's experience of academic motivation is gleaned from their experiences in school and the importance placed on academic achievement Sullo (2007). Motivation is created differently in every individual and can be influenced by various factors. Extrinsic motivation is described by (Sullo 2007, and Anderson 2021) where engagement is driven by rewards, incentives, and grades, The power ultimately still lies with the educator, and the reward is measured by results and the level of grade. In the example earlier of the young person with a desire to follow a career in engineering, they are extrinsically motivated to gain the necessary results to progress into higher education to pursue a degree in an engineering field. Young people who are achieving higher results academically will be allowed to access higher education and enter higher-paid professions. The career goals are the intrinsic motivator and the qualification grades required are the driving extrinsic motivator. The attainment value placed on this by the young person to determine their future social and economic placement will influence their intrinsic motivation to achieve better results. (McKnight & Reeves 2017)

Extrinsic motivation (engaging for rewards or external pressure) can have a detrimental impact on motivation by creating competitiveness among

peers and if a young person is not performing as well, it can create pressures that negatively impact the principles discussed earlier such as belonging, competence and curiosity. The sense of failing could create complete apathy and amotivation (Smith et al 2023, p.1304). Low-motivated young people will struggle with goal setting, lose enthusiasm, have limited interest, lack confidence, and not be able to deal with failures or setbacks.

Employers' expectations to advance in the workplace on specific areas of knowledge and skills for career development if this is linked to monetary rewards and progression in work can play a factor in learner engagement. A study by (Yoo and Huang 2013) explored short-term extrinsic motivation and long-term extrinsic motivation that focuses on future career development and results for those in the 20-40 age group suggested that performance in the workplace and career development begins to become a motivator for learning. In contrast (Anderson 2021) discusses that continued use of extrinsic motivators to reward learners and gain achievements can impact the self-motivational attribute to value learning but becomes solely focused on the rewards. This would suggest that when looking at young people in the CLD workforce in this age category providing learning opportunities linked to improving performance and progression can contribute to an engaged young workforce but would need to be aware of the potential impact on expectations of success.

Adult learners (Scanlon 2008) report that reasons for returning to education are linked to the need to improve on qualifications not achieved while at school, a requirement to improve their employment prospects and future financial security. Alongside satisfying family members and becoming role models for their own families, the desire for success begins to be focused on the choices that they aspire to for their future selves and the rewards this will bring.

2.5 Role Modelling

The roles of others in young people's lives family, peers, teachers, and interested adults can play an influential role in how they perform academically at school. In recent research by Gordon Forbes (2023), the sense of belonging plays a key feature when asked about their lives, “When young people describe their futures, they do so with a vision of the people around them” (ibid,2023:10).

Limited role models in the lives of young people from similar backgrounds can make the idea of career progression more unattainable for those living in poverty. Without other role model influences it may become harder to imagine a future within a social culture such as higher education and consequently lead to a lack of motivation to invest time and effort in education. (Morgenroth et al 2015) describes the value of positive role models in providing “representations of the possible” and can impact their currently held barrier perceptions. Working alongside young people through volunteering or early in their initial roles as part-time sessional staff role models can impact increasing motivation to work towards new goal setting and possibilities. As with adult returners the desire to become a role model for their own families and this value placed on the goal will positively impact their motivation (Morgenroth et al 2015, p.465)

Hoare et al (2013) explored reciprocal role modeling in nursing with graduate students and experienced nurses. Through an agreed buddying system, the creation of an “interprofessional learning environment” has been encouraged and all staff members are included in the role modeling, sharing their expertise. Key to developing this type of role modeling key elements of willingness, recognising potential, and applying this to practice evolves through the relationships developed. “An investment of time will contribute to building levels of confidence which are particularly important in the second phase of recognising potential.” (ibid 2013, p89).

This method of reciprocity in a CLD environment is a fundamental approach in all domains of the work to empower individuals to make positive changes in their lives through learning. Having role models with similar journeys who can impart the underlying values and purpose behind the practice, can act as the catalyst for making aspirations become a reality and creating a belief a different future is possible.

2.6 Impacts on Extrinsic Motivation

Joseph Rowntree (2023) in Scotland 2020 reported that 1 in 12 adults were living in deep poverty, living 40% below the median income. As we experience the cost-of-living crisis that is now taking effect with rising fuel and living costs, and not the same level of increases in incomes, the impact on children living in families in poverty who are on the lowest incomes will be impacted further. Students living in poverty may lack access to basic needs such as food, warmth, and a stable living environment, and this can impact a young person's ability to motivate themselves to learn and ultimately their achievements. (McKinney et al 2023) discussed the number of educational initiatives in a Scottish policy context and the attempts to close the attainment gap for those most disadvantaged young people. They argue more is required by those in learning environments to be aware of the extent of poverty and external financial factors impacting families and young people.

Parsons's (1976) functionalist theory of education discussed education enabling young people to move through a society based on their achievements and Bourdieu (1984) confirms this further by describing his cultural capital theory declaring that the nationally recognized and

accepted method of measuring someone's status through their level of qualifications gained, therefore translates into economic value.

Young people's view of themselves can be influenced by their external view of their social status, family, community, and their expected abilities (Morgenroth et al 2015). Harrison (2018) offered an alternative approach to practice when exploring aspirations in young people and how they view themselves in the future. The role of expectations held by the young person and those from disadvantaged backgrounds, Harrison describes are capable of 'aspiring' to go further or to attend higher education, but the expectations on themselves are bounded by their socio-economic status. Young people from disadvantaged backgrounds will limit their own choices determined by their own limited experiences and financial constraints relating this to Bourdieu's (1984) habitus theory a young person from a lower cultural capital believing financial limitations, lack of family support, and an inferior complex (Stopforth et al 2021) will impact on how they would view themselves in these institutions and their ability to conduct themselves in an environment that may well be alien to them, their family or indeed the area they come from if this is not the 'norm'. Bloomer & Hodkinson (2000, p.590) go further to describe this as the disposition of learning and the impact this can have where young people view their positions.

Given that the Community Education degree is delivered in Higher Education institutions this could be a perceived barrier as the professional CLD qualification is delivered in an unattainable institution with the cultural assumptions held by those from lower social classes. Gormally et al. (2021) researched student perceptions regarding teaching, learning, and assessment in Community Youth Work (CYW) courses and demonstrated that the delivery of youth and community programmes in Higher Education institutions followed a "more holistic and critical pedagogical approach in

areas of teaching and learning that was aligned with methods from CYW practice”.

This reveals that the educational practice in the delivery of the degree is in line with our professional values (CLDSC 2018) and is taking place in the teaching and learning of the practice. In this context of the institution and affording the Bourdieu (1984) theory of habitus, higher education institutions play a pivotal role in what Bloomer & Hodkinson (ibid 2000, p.590) go on to discuss affect the dispositions of learning for young people and can be attributed to their perceived equality to access learning. Breaking down bourdien cultural barriers for young people who are aspiring to enter the profession was described as complex by (Bloomer & Hodkinson 2000, p.590). Therefore, it is multiple roles for those who have experienced the degree, role models for young people, and the CLD programme providers in higher education to explore the situational interest or values held by these young people to make this an attractive reality. Promoting real social pedagogy in the teaching, mimicking the approaches in the field will inspire young people who experience social inequalities because of poverty, to aspire to obtainable goals.

3. Research Methodology

3.1 Introduction

Personal curiosity alongside professional inquisitive praxis led to wanting to explore why young people are not entering the CE degree, and why was this the case? As a profession, is it made clear to young people when they volunteer or take up part-time posts the opportunities available for the young workforce that CLD is a career option? Are there clear and accessible accredited routes available to begin the journey into a professional career in Community Learning and Development?

The rationale and question then formed for this research to '**An exploration of young practitioners' motivation towards further study to enhance their career prospects in CLD**' and from this, the following objectives would evolve through the findings and analysis.

- Discover what motivates younger staff to work in the CLD profession
- At what stage do they become aware of CLD as a qualified profession
- understand the barriers that are preventing younger age groups currently practicing in the field in the Fife and Tayside regions from progressing to qualifications
- Were there differences in routes to further learning for those who held the degree from those who did not hold a degree
- ascertain if young staff have the same access to opportunities to upskill through further learning opportunities and if supported to study while in the workplace

In this research the focus was on young staff under the age of 35 years currently working in paid roles in youth work and other areas of CLD and

their learning journey to further enable progression to a qualified Community Learning role.

3.2 Methods

The research method that was undertaken was a qualitative approach to allow for a dialogue with participants to gain a deeper understanding and insight into an individual's motivation to work and learn in the CLD sector. Denscome (2010) describes this method of interpreting and understanding the language as assisting the researcher to interpret and gather depth of the norms, values, and perceptions of a group's responses. Adopting a constructivist standpoint as a social researcher was founded in the belief that the world is created at the interface of human understanding, and it is this shared meaning that will help to understand the meanings.

(Sarantakos 2005, Denscome 2010), discussed how the researcher holds current knowledge from a professional context believing what is known to be. In the case of this research, my professional held belief in my understanding of the current landscape for staff to access learning opportunities within the Tayside and Fife region. Adopting a reflexive approach (Ledwith and Springett 2010; Lillrank 2012) I was aware of my role, biases, and perspectives held from my own experiences within the CLD field. As the researcher, I had to be aware and ensure subjectivity with the participants to fully explore an individual's interpretation of their lived experiences gained through the dialogue and gain an honest view of their understanding. This research aimed to interpret a collection of data by using a themed method of questioning. This helped those participants gain an understanding of the realities of the role of learning in their career aspirations through semi-detached stories.

3.3 Insider Research

As a researcher working on the 'inside' (Dwyer and Buckle 2009; Asselin 2003; Mackie 2019) the positive of being an insider for this study was the local knowledge of staff that would fit the criteria allowing access to participants more easily. Established professional relationships with peers in other authorities granted me quicker access to staff from other authorities who were not known to me. As an insider researcher, the benefits of understanding the culture of the profession afforded me as (Mackie 2019) described "greater legitimacy with participants".

Established relationships can have a positive impact on conversations as a researcher (Lillrank 2012) by being able to hold fluid interactions, but also being aware of the need to acknowledge researcher subjectivity in the analysis of the data, and not interpret the data based on the knowledge of some participants who had taken part. Recognition must also be given to the value in the content of the dialogue gained through the relationship with the interviewer. As the researcher I manage my active listening skills to allow the respondents to feel heard and their experiences acknowledged (Lillrank 2012). (Nowika & Ryan 2015) described the importance of the insider researcher's ability to leave their preconceived beliefs out with the process and embrace uncertainty. It was crucial to assure the participants given the early status within their career journeys of the anonymity that would be given.

The potential challenges experienced by being an insider researcher could be the blurring of roles for those known participants (Asselin 2003). This was addressed in the ethical application approval form (Appendix 2) and approved by the University of Dundee (Appendix 3). This was alleviated by stating at the outset of interviews and during sensitive questions about supervision and CPD opportunities. I identified to those participating I was interviewing as the role of a researcher and not the role of a team manager. Assuring participants that all information was confidential and

only used for the research and pseudonyms would be given for each of the participants.

This did require a conscious process for the questions constructed (Appendix 1) that would give the required insight into this research, The questions were set by the researcher but were open and flexible in terms of themes and flow of questioning that could be followed to allow for deeper conversation to evolve dependent on the replies given by the participants. Forming an investigative approach and given there has been little previous research, around the support for young staff already working within the CLD field the data gathered from respondents would provide new insight and knowledge as to how as a profession, we support the opportunities for career progression.

3.4 Sampling

Opting to undertake interviews with individuals under the age of thirty-five and who were working in the Community Learning sector across the regions of Fife, Dundee, Angus, Perth, and Kinross allowed for a wider analysis of a specific sample. Sarantakos (2005) suggests as a researcher by sampling, we are adopting clear parameters at the outset of who we will be including in 'purposive sampling'. From defining the age range at the outset as the earlier research identified (CLDSC 2018) a low percentage of the workforce is below the age of thirty-five years. The research design enabled clear negotiation on access to the subjects to take part in the process.

Email (appendix 4) was used from a work email address to team manager colleagues who operate in different areas of Fife and other local authorities, all of whom manage a CLD team with staff who would fit the sampling. This provided the opportunity to inform colleagues of the

research being undertaken. The email to managers requested the pre-constructed email be circulated to their teams and requested responses were sent to the researcher's university email differentiating from the manager's work status to the role of a student researcher.

Being based in Fife and having worked across several teams there was current knowledge of suitable individuals who would fit the criteria of the research and opted to email a few participants directly, whilst being aware of the current manager status may be interpreted as having an unavoidable power imbalance and inherent pressure for those occupying junior roles to take part. In agreement with Fine (2021), as a researcher setting out clear ethical practices that explain well-defined good practice guidelines to the participants, I stated from the outset the purpose of their involvement and clearly stated the difference in roles occupied as a researcher to that of my role as a manager and their response, or not, would not in any way affect them in their job, nor prejudice them in any way. Again, referring to my 'insider' status this gave more legitimacy and acceptance as a researcher to the respondents and quickly allowed for more in-depth conversations. This provided rich insightful dialogue with these staff and by maintaining a subjective standpoint allowed me in my role as a researcher to fully understand their thoughts and feelings from their shared experiences.

3.5 Ethics

Conducting this research within my organisation and with other regions I had a conscious understanding of my current position status of manager could be assumed power associated with the hierarchical position label in the workplace. I was aware of my own potential professional bias held, in the belief that entering the CLD profession would be a natural career goal

to obtain. The information sheet (Appendix 5) was constructed along with a consent form (Appendix 6) using the University of Dundee ethical guidelines and then provided to participants before the interviews to read and sign. Once respondents had confirmed via email their willingness to take part in the research, the participant information sheet and a consent form were emailed direct to them explaining this was to be read, signed, and returned to the researcher's university email address and would be stored securely in the University one drive and only accessed by the researcher. The information letter to participants stated their involvement would be confidential and at any time could withdraw their involvement in the process.

It was then explained at the start of each interview to the participants, that the research being conducted, and the answers would not prejudice them in any way. By making this clear at the outset all discussions and information used will be confidential and not easily identifiable in the final written dissertation as pseudonyms would be used. I hoped that this would facilitate open and honest communication about their workplace and their personal views about career progression. They were also reminded that they could withdraw from the research at any time of the process and this, again would not prejudice them in the workplace.

3.6 Respondents

The research aimed to conduct interviews with around 8-10 participants who would come from all four of the local authorities in the Tayside and Fife region (Dundee, Angus, Perth, and Kinross and Fife). E-mails were circulated among colleagues in all four local authorities, and a post on Twitter was also used to seek out candidates to take part. The use of social media allowed for a wider net to be cascaded, and this resulted in one reply who was out of the age category, but offered to get in touch with

those who might meet the criteria. However, this did not receive any further correspondence. The total respondents were eight from two of the four authorities. Of the respondents who took part, they all were within the age category and had differing levels of qualifications, this included those with no qualifications compared to those qualified to degree level. This meant that the data captured allowed for some comparisons between those who had chosen to go on and undertake further study and those who had not taken that route. Due to the limitations of time for the interview process, it did not allow me to further search for more staff who were all unqualified.

Status	Interviewees
Respondents under 35	8
Those with CLD degree	2
Working towards a CLD degree	1
Those with another subject area degree	2
Currently no degree	3

3. Table 1. Interviewed participants

Following the responses, dates and arranged times were agreed with those taking part. The interviews took place both face-to-face and virtually using Microsoft TEAMS if this was most convenient for those choosing to take part in the research. There was an even split between the face-to-face interviews and those held on TEAMS and virtual interviews were favoured by those who worked further away as this was a more accessible and convenient way for the interviews to take place. Participants were made aware at the beginning of all interviews that they were being

recorded to allow for the transcribing of their answers for later use in the research. They were made aware this was only for use by the researcher and that the recordings would be stored securely in the university one drive and then destroyed upon the finalisation of the university result. All respondents were made aware that this would not identify them as individuals in the writing and would assume pseudonyms, they were asked if they wished to assign a name of their choosing.

3.7 Data Analysis

It was important to avoid the research being based on preconceived ideas held by researcher bias and be entirely based on the analysis from the literature review and where similarities could be found from the views gathered in the interviews.

Using the approach by Bruan and Clarke (2022) in the thematic analysis provided the lens for transcribing the interviews. The approach was used to develop codes from the collated responses and draw out themes that emerged from the data gained across the sample (Appendix 7). I did this by gathering all the questions in a table with responses and using coloured highlighting to identify similar wording or themes that became apparent as the data was analysed using this method. This allowed me to be flexible as the responses did not always follow the intended selection of questions depending on the flow of the conversation with the participants. What began to emerge during the analysis of the responses also span across the theoretical literature themes and this qualitative framework was suited to the analysis.

The analysis of the themes and findings presented will be of interest to local employers in CLD, educational providers and, the CLDSC to look at

how we engage those young staff in further learning that could start their career journeys into the CLD profession.

3.8 Limitations

The research was limited to a small group of eight candidates interviewed to gain qualitative data to help inform the study objectives. Candidates that came forward were from two local authority regions so therefore the responses cannot be assumed to be representative of the views of all young people employed in the CLD sector. There were no candidates from the voluntary sector and therefore may have given a further angle on their experiences of learning and progression opportunities.

Further limitations were concern about interviewees being influenced to take part in the interviews by their prospective employers and that hierarchal influence and the impact on their responses could limit the data collected from interviews. I potentially could also be known to some of the candidates due to my previously held roles in my organisation and potential bias could be assumed. As an experienced CLD relational practitioner, I was able to assure respondents that they could be open and honest during their conversations and therefore avoid external relationships to influence the direction of conversations.

My vested interest in the training and development of the workforce could also bias the interpretation of the discussions and analysis of the data gathered. I have made every effort to remain impartial and conduct the research with integrity based on the data.

4. Findings

From the Literature review, motivation and factors that influence a young person's route into further learning and higher education were a complex infusion of how an individual's intrinsic and extrinsic motivation can influence career decisions. To understand further what influences young people to further progress in their CLD career I will discuss the main themes drawn from my interviewed participants. Through the research, I sought to discover what motivated young people currently working in the profession, when they become aware of CLD as a profession, and what perceived barriers existed for those working to consider further study. I also explored young practitioners' support with Continuous Professional Development and further learning opportunities in the workplace.

4.1 Background to Participants

Eight young people under the age of thirty-five years were interviewed, all of whom were currently working in the Community Learning sector.

ID	Current Role and Qualifications
Danny	Project Officer with local authority – 2 years and previously 2 years an MA digital project worker – SVQ level 7 in digital qualifications related to role
Joe	Senior youth worker with the local authority – 4 years, and previous 2 years as MA youth worker, gained SVQ level 3 youth work and applied for work-based Community Education degree start sept 23
Katy	Community Education Worker with local authority – 16 months in role qualified in CLD for 12 years
Emma	Senior Youth Worker for local authority - 6 years as a youth worker and 2 years as MA Youth worker, currently in 3 rd year Community Education course
George	Community Education Worker with local authority newly qualified - in first post 18 months

Lucy	Modern Apprentice Digital Marketing with the local authority – 1st year of MA, just completed level 3 digital qualifications related to the post
Harry	Community Learning Assistant with the local authority – Music degree and studying SVQ 3 youth work
Michael	Community Learning Assistant with the local authority- Languages degree

4 Table 2: Current roles Occupied and Education Level

Table 2. This shows the range of roles that the respondents occupied and shows a variation in titles given to those not qualified for the Community Education degree. Two replied in youth work posts, one a project officer which was a quite specific youth work project, a modern apprenticeship in digital marketing within the youth work service, and community learning assistant based in the youth work service with specific youth work roles who were qualified to degree level in other subject areas. Of the two qualified Community Education workers, one was full-time and mainly covered youth work in the post with some other generic areas of work adult learning, and community development. The other post was part-time with a focus on young people and some family learning involvement.

Several main themes were identified from the responses given to the questions (Appendix 1) and these will form the basis of the data findings relating to the identified objectives of the research.

4.2 Theme 1 - School experience and qualifications

Leading on from the discussion about their current roles, I wanted to get an idea from the respondents about their experiences of education and the level of qualifications that they held. The eight interviewed had mixed experience with school, depending on the flow of the conversation not all interviewees directly referred to their time in school but may have just referred to qualifications or experience with them until that point. Some of the responses then alluded to their reasons for considering, or not, higher education as an option. Lucy, the youngest of the participants had left school to go on her modern apprenticeship. "I started 6th year, but then I got the job (MA) so I left straight into that... I had Higher English and mostly Nat 5's.

I left with one higher, I didn't really kind of stick at it, I mean I stuck till 6th year but wasn't really interested and then it was just a big gap, and decided to apply for college just for the hell of it and kind of ended up doing an honours degree.....that was popular music

Harry

I left school with nothing, no higher's I then went and did NC sports then HNC/D..... I then did the HND and I hated that and decided after that I wasn't going to University or any further education and wanted to get a job

Joe.

I really liked school, loved school, home wasn't great, so school was good and the highest qualification I got was

advanced higher in English....so I got highers and unconditional for college so didn't try in 6th year was about the social life

Katy

I really struggled at school I only recently got diagnosed in 2nd year at Uni with dyslexia....school wasn't a great place for me If I had that (diagnosis) at school would I have went to University quicker?, but I am glad I did my MA as it gave me a better outlook when it came to going to uni

Emma

4.3 Theme 2 – Journey into the current role

Four of the respondents had chosen their route into the role through a Modern Apprenticeship two of these were in youth work roles and two were in digitally focused posts either directly working with young people or based in the youth work service.

I was looking for work after the HND in Sports coaching and saw the apprenticeship in youth work and I hadn't even heard of apprenticeships and my dad explained...you learn on the job and do some college around it.

Joe

We heard a lot of things about apprenticeships and so I kinda thought I wanted to do that because it was getting experience while learning I didn't really know what sort of area.....where

to go into and then I saw the job description and thought it sounded fun.

Lucy

A friend of mine worked on the project and when the MA post came up they encouraged me to go for it...I have been in college places mainly creative stuff and then the apprenticeship came up and was creative but more focused on digital engagement with young people I had enjoyed working on another project with young people and thought sounded a great chance to combine my interests

Danny

The attraction of working and earning while learning new skills was the hook for three of the young people who entered the profession in their first roles as Modern apprentices within the youth work sector. Anderson (2021) identified one of the six components of intrinsic motivation as curiosity, a desire to learn and gain more knowledge of an area of interest. One of the common routes into CLD is often through being involved as a young person and Emma told the story of how she attended a local youth club which led her to volunteering and then paid employment.

so what happened was when it came up (MA Youthwork) Martin said I think you should go for it.....am so glad I did my modern apprenticeship as it gave me that outlook when it came to going to Uni and helped me with my studies...and my professional career.

Emma

Of the two respondents who had gone on to study Community Education and were now working in their first local authority Community Education worker posts, they both had experienced being involved in volunteering within local youth work. “A CEW asked do you want to help? ...so I helped at family nights then became a youth worker”, Katy.

I started doing a music course at college and it spoiled the hobby...I was an active participant in the music group and began volunteering...doing junior music projects and was part of the centre development committee andthese are the things I do currently and enjoy and so applied for the course (HNC working in Communities) in that vein”.

George.

From the two respondents who had joined the service having started down different paths and gained degrees in music and languages, we often hear described as ‘I just fell into it’. A route into CLD posts for those who haven't previously been involved as young people have applied for a job that sounded as though it suited their interests and skills, this self-developed autonomy and interest (Anderson 2021) motivated them to try something new.

Doing the admin for youth work...getting to know people.....and it just happened by chancethe weekend work doing sessional work doing detached....

Harry

I have always had that interest in languages and then I also like the kind of youth work side of it, you know working with people and adult learners as wellenjoy the kind of process of learning and teaching languages

Michael

Situational interest described by Hidi & Harackiewicz (2000) uses the method of developing learning and interest and Harry describes an intervention by an employer that engaged him in a new area of work. From that experience, it provided a catalyst to apply for the post of communities assistant, and this extrinsic motivation has led to him further building his autonomy, a key component in building an individual's intrinsic motivation (Anderson 2021). Bloomer and Hodkinson's (2000, P.591) concept of relationships and culture and the influence of situational experiences can impact a young person's learning and meaning which is described by Harry in his journey.

Most respondents had the shared route that youth work was where their journey had begun, was now the service they occupied roles in, or their roles were predominately working with young people. From the conversations, there was a feeling that they all felt a sense of purpose, belonging, and curiosity the six key principles (Anderson 2021, p46) of intrinsic motivation were developing through gaining more knowledge in their roles.

4.4 Theme 3 - Motivation to work in current role

To understand young people's motivation to progress, I wanted to discover what motivated them to work in the roles they hold presently. Was their intrinsic motivation developing from working and did curiosity play a key part in decision-making around future learning for those I interviewed.

There was a clear link to the community education values of empowerment and inclusion (CLDSC 2018) coming through in the responses, with helping people and making an impact the main motivation for working in the sector.

I liked the idea I could still kind of help people, but without being directly involved.....but it was still kind of having a good impact on people...and I also like the creative aspect.

Emma

I enjoy working with young people and seeing them achieve, my work in the school I can see the young people achieve from what they are getting from the group, not the qualifications, but seeing them achieve in other things

Joe

I was always finding jobs with wee groups that you feel you can make a difference like the underdogs, like I always felt like the people who didn't have a voice.....looked after kids, young offenders or high-risk teenagers who didn't always have someone saying positive about them

Katy

Being a participant in youth work services, I wanted to give back. After I had such a positive experience out of it, it then became my responsibility to try and facilitate the same thing for other people.

George

Identity and habitus discussed by Bloomer & Hodkinson (2000, p.592) describe similar findings in their study with young people in their learning careers. For some, the learning journey was not attributed to their previous school experiences, but how they described their feelings about their current roles suggests a transformation in their views on potential future careers.

4.5 Theme 4 - Lack of awareness of CLD

When exploring the question if respondents had considered further studies in the Community Education degree, this highlighted a barrier that I had not anticipated coming from those who were working directly in the local authority within CLD and youth work services. There was a clear lack of awareness of the role of a Community Education Worker and therefore what the degree would entail for those we are trying to encourage onto a pathway into the profession. Joe who had spent over six years in the service since starting as a Modern Apprentice in youth work and gained employment afterward in the CLD sector, said “I think I have an idea; I don’t know as much about adult learning or other bits”. This leads me to consider for those in youth work services, how much exposure or opportunities to share learning takes place to allow young people to discover other parts of the profession.

I don't even know what a community education worker does in the council like I have never explored...I've not worked with a lot of comm ed workers really.....I don't know what they're day to day is like, if that was a career goal, I would need to know what that is

Danny

I think I would like to learn a bit more about what they do and so I would like to maybe shadow someone or something like that and see what a typical day is like and think more about it... they don't really talk about qualifications or anything like that they've had to do....

Lucy

Knew what youth work was. I didn't know what community education was at that point...I really didn't know what it was until I did the HNC.... I knew what social work and teaching was and I knew youth work was a thing and I think that's largely the case... folk don't realise that it's a whole set of professional values

George

In terms of this specific degree programme.... no to be honest something I'm still kinda learning about.... I might not have been aware of it, but yeah I mean youth work in general.

Harry

Young people experiencing and working in the youth work service are unaware of what the other parts of CLD involve and this suggests those who have never been involved in CLD are at more of a disadvantage of being able to know CLD is a career option. From the eight interviews, two were involved in other services before joining the CLD service but did not connect what they were involved with previously an aspect of what the community learning profession delivers. Joe reflected “I was involved in BB’s (boys brigade) but didn’t recognise that as youth work, but I know now it is a form of youth work” Harry “Yep never been involvedwas in employability, so working with people that are long term unemployed”.

4.6 Theme 5 - Career Goals

The participants were asked about career goals when leaving school or if these had altered because of their current job role. Emma who has spent most of her experience in youth work and is now in her 3rd year of the CE degree is developing her motivating principle of curiosity to learn new skills;

“I am maybe wanting to do adult education now....I wasn’t ready to do adult ed I felt like I wasn’t taking seriously enough in the job.....now I feel like I am the age where I really enjoy it .

Emma

The responses varied and I felt that one of the six intrinsic motivating factors of interest plays a recurring theme. Michael responded, “I just went and studied languages through an interest without a particular career goal in mind”.

No, not really I've just kind of felt like everything just sort of happened and that's been my way...i think that's symptomatic of CLD, I do joke about it, sometimes you just fall into it"

George

Career goals realistically right now I don't see myself not doing youth work.....I feel very secure right now and I know I feel like I am in the right track in doing what I am doing.

Danny

Bloomer & Hodkinson's (2000, p.593) study identify

ies several characteristics and the following can be applied to the experiences of the young people in this study "the course which lives and learning careers took were never simply the products of rationally determined choices".

Young people's learning careers and lives course were often significantly affected by learning which occurred outside the scope of their formal education and training.

4.7 Theme 6 - Role Modeling

Through the discussions, external influences in the form of individuals often viewed as role models to young people can often be the catalyst for young people pursuing their first opportunity within the CLD sector. When talking about peers he works alongside Danny was animated when describing his project colleagues "It's good people I work with and are of a similar mindset and similar goals". Emma, when discussing her university placement experience, spoke positively. "Supervisors I had are actually

amazing at what they do and are amazing in the field and I look up to them, they are role models in comm ed". Harry's experience in going from an admin role to getting involved in sessional youth work he highlights was through discussions that happened in the office, "It was Paul's idea to put me through the SVQ before I was in the role, so I think that's another reason why I've kind of progressed".

(Morgenroth et al 2015, Hoare et al 2015) outlined the motivational impact role modeling can play in impacting future aspirations if used as an intentional model of improving outcomes and in turn lead to future success for the individual.

4.8 Theme 7 - Apprehension/Fear of University

Of the eight respondents only, Michael went straight from school to Higher Education to study. Joe, Katy, and George had all chosen college courses that were in relation to an interest they had. Joe, "I didn't know what I wanted to do, I enjoyed sports/PE at school and so looked at courses". George "my backgrounds music really and so I started doing a music course at college". George and Joe both had commented that the subject had been spoiled by the academic element of the courses resulting in Joe choosing to opt for the modern apprenticeship in youth work and now after a few year years applying for the work-based degree in Community Education. Joe commented "I never thought I would say or even think about university again.

George, because of his volunteering, went to the HNC working with Communities course which then led to his route into the full-time Community Education degree. Katy secured her place on the HNC working with Communities while at school, which then led her to the full-time degree course in Community Learning. Emma who had been volunteering in youth work from the age of fourteen years chose to go to

college to do an HNC in additional support needs stemming from her interest in supporting those less able to follow academic structures, but after her experience, she reflected, “that's when I found out working in schools wasn't for me”.

Through the conversations, their thoughts on studying at the degree level at university reinforced the literature around extrinsic barriers that are perceived by an individual's current place in society.

This research did not explicitly ask the participants about their economic or social backgrounds or where they identified their situations. As a general judgment arrived by me after spending time with the respondents and reflecting on the journeys they experienced, I would describe them as ordinary young people. The middle section of young people sits somewhere between those who are high academic achievers and those who don't achieve. (Playford and Gayle 2015) describe middle achievers' route to employment, after education as often quicker. This has similarities with those who were interviewed who left school and entered employment before considering higher education.

I will be the first person in my family to have gone to Uni, coming from working class, I was brought up to think you work and that has been a different route from my family.

Emma

It's a scary prospect to think of dedicating myself to a degree..I have never done that before and I don't really know what it involves

I think genuinely I think part of the reason.....is well I don't know what it is? so your saying 5 years to this thing and you don't know what it is.

Danny

It comes down to that whole kind of like time...cause the SVQ I'm struggling I'll put the time aside, but then something comes up and gets in the way.

Harry

Alongside these fears, the style of how people learn featured in the same discussions and, the perception of being taught in a similar style to school appeared to be a block to HE. For the majority of those interviewed, they all achieved qualifications, and as described by Sullo (2007) in the earlier literature if young people's experiences of academic motivation are based on school result achievements, those described in the 'middle' will question their competency levels and their disposition with learning when thinking about a journey to university (Anderson 2021, Bloomer & Hodkinson 2000).

Learning on the job and doing practical things is how I learn as opposed to sitting in a classroom....I like learning on the job and meeting new people that's how I get things to stick.

Joe

I did want to do comm ed and become a comm ed worker and at the start when I was yeah you need to go to Uni for that I was a bit like aggggh that's not for me

Emma

4.9 Theme 8 - Development Support

The final question asked of all the interviewees was about their experience of support and supervision in their posts and the opportunities to undertake CPD. Most of the responses were all positive around opportunities to do further training, "100% yeah cannot fault it all and I keep my ear to the ground and see what's going and put my hand up if something pops up". Harry.

Yeah, in my role I think I'm very well supported in what we do and its brilliant.....there is active conversations all the time in one to ones I do, but its never been a conversation around further study in terms of my career.

Danny

I have really good managers that really want us to take up these opportunities or are willing to let us go and take time off to do these training opportunities and see the value in them which is amazing.

Emma

They're very good at accommodating, so I think if I did want to do more studies they'd like help me manage my time and things....I did a British sign language course a few months ago

Lucy

there's always things that come upI have done a lot of the basic training so far, like, you know child protection...and in terms of professional development we got awards training day like youth awards training

Michael

Primarily focus on my actual practice, but when bits of training pop up that I think that would be are really useful skill.. And there are bits of training that pop up... I'm well encouraged.

George

At the moment, none I am offered, don't know anything about them, never had support and supervision, never had a 1-1 there were issues with manager, that is changing and have someone new.... already putting 1-1 time in diary..... If communities are saying I like this and that, I will see if I can find someone or go on a training course.

Katy

From the responses, the staff view ongoing development or support geared towards practical support in the workplace. They will often seek

out peer support or training that is of interest and will benefit them in their current role. There appears to be a lack of conversations or ad-hoc support around career development within the group I have spoken with.

4.10 External Influences on Future Learning

An area that was gained from the conversations was other extrinsic influences that evolved, for a couple of the participants not currently qualified for the CE degree and who had been in youth work roles for several years. They identified finance as an external motivator, this came from now reaching the realisation that further education is required to progress to better paid posts and the importance economic capital plays. As adolescents transition to adulthood the financial commitments of independence and social activities are expensive, and this is a strong influence for some of them to consider the possibility of entering higher education to obtain a degree to enable them to begin to climb the career ladder in the sector for financial gain.

The opportunity to move up and earn more money, there is only so long I can be a youth worker...but I have my own place and need a steady income.....having a degree will let me look for better jobs

Joe

Yeah if there had been enough hours in youth work I probably wouldn't have went to Uni... but then this would not be enough income to move out from my family home

Emma

I didn't want to go to further education until I was past 30....and I suppose at some point the financial incentive of doing a degree would make that decision.....opens doors to a better paid position

Danny

4.11 Summary of Findings

Understanding the role of motivation for the young workforce in CLD and the attributes associated with learning and a desire to progress in their current roles drew out the following themes from the data gathered.

- School experience and Qualifications
- Journey into current role
- Motivation to work in current role
- Lack of awareness of CLD
- Career Goals
- Role Modelling
- Fear/Apprehension of University
- Developmental Support

Educational attainment was not a major influencing motivation for the route into CLD, but for some the extrinsic motivator to gain a desirable academic qualification was an influenced by working towards a set goal. Personal factors associated with self-motivation, interest, creativity and desire to gain more knowledge through learning led to various pathway routes for young people in the research. Goal setting included examples from those interviewed included further education, securing employment, modern apprenticeships and HE. Social factors were evidenced that

developed from being involved as a young person in youth work, the influence of role models and most expressing a desire to help others. Cultural and societal factors attached to university expectations were evident, both from a learning perspective, but also a lack of knowledge of what a degree in Community Education would entail.

I will now go on to further discuss in detail the findings.

5. Discussion and Analysis of Findings

5.1 Introduction

The research question “an exploration into young practitioners' motivation towards further study to enhance their career prospects in CLD”, stemmed from knowledge gained from experience and previous research (CLDSC 2019, Hunter 2020) that the professional CLD sector had an aging workforce and only a small number below the age of 35 years were professionally qualified in the sector. It is these elements that have led me to explore through semi-structured interviews with the younger workforce employed in the sector, their motivation to advance to further study to become qualified in the professional degree of Community Education. I examined the literature;

- (1) The background context to the CLD learning landscape in Scotland
- (2) Current theories around the topics of Intrinsic and extrinsic motivation for learning
- (3) The effects of motivation on academic outcomes and career choices
- (4) The impact on learning from a personal and socio-economical perspective and how this can influence perceptions on obtainable academic qualifications.
- (5) Role modeling and the importance this plays in supporting motivation

This provided the opportunity to investigate the role the CLD sector can play in supporting the young workforce through a series of questions and led to several themes that allowed for analysis to respond to the research question.

5.2 Educational experience and qualifications

Adolescence is known to be a critical period for the development of academic motivation and experience in school can be the earliest introduction to learning to achieve (Sullo 2017). School experience and qualifications can provide both intrinsic and extrinsic motivations for young people when they have a particular career focus and Table 1, p.28 highlights the various educational achievements of the sampled young people currently employed in the CLD sector. There was no indication from the respondents of a particularly bad experience with school achievement, therefore it is difficult to evidence in this sample if school or personal experience impacted internal motivations for those who did not initially enter further academic learning. The young people who entered the pathway route of HNC Working with communities appeared to be intrinsically motivated by their involvement in volunteering, but it was not clear if they set out to achieve the necessary qualifications required to achieve this goal or was an unintended advantage. There are a variety of pathways for young people who are not academic achievers to build on their qualifications through undertaking a variety of qualifications (CLDSC 2020, p.9) but from those working in the field, there is a lack of awareness of what's available in their workplace. It is recommended that employers produce clear progression training pathways about the CLD sector (where this is not available) that form part of an overall training strategy for young people in the field.

Parental expectations and support can play a role in extrinsic motivation and there were examples of this from those interviewed, however, this

was not a key area of the research and would need further exploration into the importance of family support. A further area to consider in further research is if learning disabilities, teaching methods, and peer relationships impact negatively on learning motivation. This combination of external complexities can impact an individual's motivation to engage in tasks and does this then impact or delay a decision to return to academic study when there is no support provided?

5.3 Routes and motivation in current roles

The posts held by those in the sample demonstrate a diverse landscape of entry points into the CLD sector. The posts they had applied for created desirability for those young people, one of the six principles of intrinsic motivation (Anderson 2021. P.49). Personally held skills and interests in areas of sports, language, and creative arts were a motivator to apply and the ability to use these in work was the attraction to some of the specific posts. Once working in these posts, the individual's enjoyment (fun) and (belonging) with peers and teams created self-motivation and (curiosity) forming their intrinsic motivation and (autonomy) to increase their skill development and potentially drive future career choices.

Self-determination theory (Ryan & Deci 2000) proposes that people are motivated when they are engaged and foster a sense of ability to achieve which leads to a sense of autonomy within. Within these early career roles, this willingness should be fostered and guided by those more experienced staff in the CLD sector. It suggests from the findings that those young people who were still in the early years of their current roles and had not yet considered further study to the degree were currently satisfied with their engagement in their current roles. For those who had been in their roles for several years and experienced supportive working

environments their further learning desire emerged from situational interest (Hidi & Rinniger 2006). As they developed their sense of competence in their roles and built their self-determination to now becoming intrinsically motivated to develop their career goals.

Modern apprenticeships were highlighted as a successful route for 50% of those in their current roles. This sample group was previously described as the middle group of young people by Playford & Gayle (2006), who have not yet developed their sense of career aspirations or self-determination due to not being high academic flyers. They described the attraction to the apprenticeship model to build on their qualifications and provided a manageable and supportive theoretical building block to allow them to build competence in their roles. Modern apprenticeships within the sector are not readily available across every local authority and this is due to the financial constraints or the design of services to provide these opportunities. From this small sample, it has proved to be a valuable investment in the young workforce as all have remained in posts within the sector and are considering a future qualified degree route to enhance their career in the CLD sector. A recommendation would be for the sector to invest funding in these trainee posts to build a potential future CLD workforce.

5.4 Lack of awareness of the sector

The surprising finding that evolved through the interviews was the lack of awareness of the roles that CLD workers occupied. It became clear that those who occupy the unqualified roles did not have a clear understanding or knowledge of what was required in these professionally qualified CLD posts. The expectancy requirements of being in a higher status job are assumed. Expectancy value theory discussed by Wigfield & Eccles (2000)

connects with a perceived extrinsic barrier that has been created by the young workforce when discussing progression to a qualified role. It would suggest for those who occupy these junior roles, their interaction with those in more established professional roles portrays an unachievable goal status that has been influenced by their lack of understanding and knowledge of what is required or expected in a professionally qualified CLD role. Without this knowledge and coaching this can directly impact "performance, effort, and persistence" (Wigfield & Eccles 2000:69). This would suggest that further work is required by those who have a responsibility to supervise the young workforce to prepare them and create a self-belief in their abilities. Coaching to undertake different tasks and experiences within the wider team roles was suggested by those interviewed, in opportunities such as job shadowing and clear communication on what the learning qualifications at a degree level involve.

5.5 Career Goals

There was a sense of a lack of real intentional career goals for the majority of those interviewed. In the literature research, a study by Yoo and Huang (2013) discussed short-term extrinsic motivation and long-term extrinsic motivation in the workplace. If we are to develop the young workforce in the CLD sector, then introducing career development goals as part of their workplace learning would allow young people to build their self-belief in their abilities to progress to become our next generation of professional CLD workers. Motivational work theory (Deci & Ryan 1989) connects with extrinsic motivation and recommends that supported performance in the workplace and career development can lead to self-motivation for learning. This would suggest that when looking at young people in the CLD workforce in this sampled age category providing learning opportunities linked to improving performance and progression

can contribute to an engaged young workforce's progress. An area not explored in this research was the staff made aware of the professional body CLD Standards Council. This would provide an opportunity to become associate members and access further information from their website, newsletters, and website for professional learning I-develop.

5.6 Role Modeling

Having identified role models who are successful in their roles can act as an extrinsic motivator for young people and when they feel they can identify themselves with other people from similar backgrounds or situations can inspire the young workforce to believe in possibilities. The research did not explore the social backgrounds of those in the study and would recommend this as an area for further exploration. Role models may not be aware of this influence on others but Hoare et al (2013) explored reciprocal role modelling in nursing and when this was adopted as a deliberate method the benefits were experienced by all involved. Relationships play a fundamental role in adopting this as a deliberate performance motivator and CLD worker's core values of building and sustaining relationships (CLDSC 2018) would suggest that when this is applied to relationships with the younger workforce the learning will build self-determination and a belief in their abilities. Professional qualified staff can also claim this as genuine CPD time spent when mentoring young employees.

5.7 Development Opportunities

Supportive workplace environments that foster autonomy, competence, and a sense of belonging can enhance the intrinsic motivation for career development. In discussing the opportunities for further learning all the young workforce responded feeling supported and encouraged to

undertake learning relating to their role. However, there was a weakness in the use of sitting down with the young employees to discuss their future career roles and reflect on their current positions, achievements, and abilities. This support would provide direction in goal setting for further learning progression into pathway routes for professional CLD roles. This lack of support could negatively impact their intrinsic motivation and self-determination and therefore the importance of these discussions taking place as a regular development activity alongside the practical training element is vital as extrinsic motivation has proved to be successful for those staff where this was evidenced.

5.8 Summary

From the findings of the young employees who were employed in the CLD sector, there were both intrinsic and extrinsic motivational factors that influenced their journey into their current roles. These factors will interplay in an individual's career journey and as a CLD professional who is dedicated to growing the learning culture (CLDSC 2018), I would recommend from these findings that we must commit to all those individuals who enter the CLD sector as employees. In the same vein, we engage learners in the communities in which we work. We need to invoke extrinsic methods to provide work goals and feedback to build on an individual's self-motivation for learning. As value-based professional empowerment and promotion of learning as a lifelong activity, the sector should ensure a learner-centered approach to the training and development of young practitioners' motivation to study and progress in their careers.

6. Conclusion

In conclusion, this work-based research aimed to explore young practitioner's motivation towards further study to enhance their career prospects in CLD. Through semi-structured interviews carried out with eight young employees, aimed to discuss the experiences of learning and motivation held by young practitioners and the ongoing support for them to consider further progression in their current post.

The findings from the research identify that young people working in the field are positively motivated to work in their roles stemming from interest in working with people and contributing to making an impact and empowering others to learn. The challenge for the profession when supporting the young workforce is to ensure that as these young people are employed in roles for their practical skills we engage them in the theoretical principles, purpose, and values of Community Learning in its widest sense.

The local authorities with staff that were directly involved in the research would benefit from considering the investment in Modern apprenticeships as this proved to be successful in helping to build the knowledge and skills needed in the initial stages of a career in the CLD sector. Individuals' self-determination and motivation can be increased by being involved in structured career learning and have a positive effect on future career choices to stay in the profession. A clear objective of ongoing professional development discussions built into current support and supervision structures should include a focus on career development.

From the findings, a lack of awareness was highlighted of what a professional qualification in community learning involves. There is a role for the professional body CLDSC to further promote CLD and the pathway routes. The introductory available pathway routes into the sector, from the findings suggests that this would enable young people to build their levels

of competence and skills in the workplace and with the right levels of support can enhance their abilities and confidence to be able to consider entering higher education to study at degree level. Employers, CLDSC, and the CLD departments of the Further and Higher Education institutions should ensure a presence through career development days at the stage when young people are considering future career choices.

The findings gave us examples of encouragement and external motivation coming from supervisors and line managers and suggested role modelling should be considered in the whole CLD team when there are young employees. If young people are to understand the entirety of the community learning profession the findings suggest that more is required to provide opportunities for conversations with qualified professionals in their day-to-day roles and provide job shadowing. This is crucial if we are to seriously support and develop those whom we are aiming to encourage as the next generation of Community Education Workers.

Lifelong learning is a fundamental value of the CLD profession and is true for all employees who also work in the sector. Workforce development is a commitment of all the four authorities where the research was focused, and the Tayside & Fife CPD CLD Alliance would benefit from making a key commitment to more pathway route courses to develop the young workforce for a career progression into professionally qualified roles.

The findings from this research were a small-scale snapshot of the areas where we see that CLD played an integral input in developing the motivation of young people to enter the CLD sector. Young people have been successfully supported to go and develop their careers by undertaking the professional degree programme. Further research with

the young workforce would benefit from exploring the wider social class or status and the impact of motivation for further study on their career decisions. Using the theories of motivation and self-determination would allow for the exploration of how different people experience motivation. Further research on the importance of role models within the family setting and externally, would also enable a detailed understanding of the benefits and implications of providing structured models of mentoring roles within the CLD sector.

Support in the workplace for employees to undertake work-based degree programmes is an attractive method for employees to enable them to continue to work and earn financially while undertaking further qualifications. This option is only currently available in one of the four institutions delivering the degree-based programme and would recommend this is an option that higher education institutions consider going forward in their future professional approval with the CLDSC. There is a role for both Dundee University and the CLDSC to promote positive case studies from the current cohort of students undertaking this route of study to highlight the benefits experienced by these students. The higher education establishments by providing this work-based route will allow them to become a more attractive consideration for young employees who for several reasons highlight perceived barriers to attending University.

A further recommendation for employers in the sector would be to allow more professionally qualified staff to undertake master's degree research, which would involve support within the workplace to have the time to dedicate to learning. Financial support would provide extrinsic motivation for the continuation of professionally qualified staff to go on and undertake the study.

Further work-based research would allow the CLD sector to build a body of research for the sector and the opportunity that I was given in my work

role to carry out this research has further highlighted my motivation to improve the current structure of support for young employees, whilst building my theoretical knowledge of the varying motivational factors that drive young practitioners to study and progress in their careers.

7. Recommendations

This was a small study detailed in the limitations of this research and further investigation with the young workforce would allow for a deeper understanding of learning experiences across Scotland. Additional areas that have evolved as a result of this research are:

1. The CLDSC continue to support their action to secure and support the minimum level of local programme provision in each region. (CLDSC 2020 p28).
2. Clear training progression pathways about CLD are made clear by the employers of young people in the CLD sector
3. Modern apprenticeships in the CLD sector should be an increased investment by employers and positive case study examples shared with CLDSC to promote to the wider profession.
4. Employers of young people into the sector ensure there are shared learning experiences and opportunities for job shadowing across the various aspects of a professional CLD role (where this is possible)
5. Methods of formal role modelling are adopted by employers for the young workforce in CLD that ensures they are learning from a range of experienced staff, and this is a shared CPD experience for all involved
6. Career development is a deliberate feature of young employees' support and supervision and all learning is discussed as a reflectional process that supports career goal setting for the future.

7.1 Sharing of Findings

I plan to circulate the findings of this study by:

Sharing the report with colleagues in the profession, the Tayside and Fife CPD CLD Alliance, and the CLDSC. As a member of the Alliance and a member of the approvals committee of the CLDSC, I believe these are platforms that are represented by professionals from a broad range of the sector and can actively look at ways to implement some of the key findings. By working collaboratively across these associations, we can begin to establish areas of change required to ensure that the next generation of CLD workers are actively engaged in learning that supports their career development into a professional degree.

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Appendix 1

Research questions

(these will not be asked in sequential order for all taking part and will adapt dependent on the direction of the conversation with the participant)

What is your current position and how long have you worked in this position?

What has been your experience of education up till now?

Are you able to give me an indication of your current highest qualification?

What is your motivation to work in your current position?

What is your current career goal? Career Motivation

Have you considered further study in the field of CLD? (Explanation may be required dependant on role if in YW, AL, CCB)

Are you aware of the qualifications in the field you are working in? Can you name any and where or how you can take part locally?

To get professional accreditation in CLD you require to hold the degree? Do you plan to at some point go onto the degree? If No, why not? If yes, talk me through the steps you intend to take to get there.

Are there current barriers for you to undertake further study in this field of work? Can you expand on these?

What support would you require to consider undertaking further study?

Have you received support and supervision in your role? If yes, do you discuss ongoing CPD?

If no, how do you find out about CPD opportunities?

Appendix 2

Ethical Approval for Non-Clinical Research Involving Human Participants

FORM A: Application for ethical approval for low risk projects

Name of Applicant	Vicky Wilson
Module/Group application	Yes
Module Code(s) (where applicable)	PD50206
School	Humanities, Social Sciences and Law
University e-mail Address	2472739@dundee.ac.uk
Title of Project	"An exploration of young practitioners' motivation towards further study to enhance their career prospects"
Co-Investigators (with internal School or external organisational affiliation)	
Projected Start Date	March 2023
Estimated End Date	August 2023
Funder (if applicable)	Fife Council
Version of Application (1, 2, 3...)*	1

* After revision, please update the version number before re-submission.

Students Only	
Level of Study (Undergraduate (UG); Taught Postgraduate (TPG); Research Postgraduate (RPG))	RPG
Name of University of Dundee Supervisor	Dr Alan Mackie

Note: Students must copy in their supervisor when submitting the application for review.

1. Project Overview

Please provide, with reference to the relevant literature, an overview of the research project providing a short explanation (maximum 400 words) of the research questions the project will address and why the study is justified.

Please write this section in a way that is accessible to a person who is not an expert in your field.

Previous Community Learning workforce research (Tayside and Fife 2018; CLDSC 2020; Force for Good, 2021) has identified the Community Learning and Development (CLD) profession has an aging workforce and suggested that more needs to be done to support the young workforce onto a recognised pathway into the Community Education degree programme. The Community Education degree is the professionally accredited route by the Scottish Community Learning Development Standard Council (CLDSC).

From my own professional working experience, I am aware of a variety of staff in differing part-time and full-time posts within the sector but are not currently taking this further through accredited routes available. Through the research I aim to explore with those in the younger age group bracket (under 35 years) their current motivation to work in their current roles, their awareness of further learning opportunities in the profession and identify potential barriers or challenges they consider may prevent access to further learning or training. The literature I feel relevant around this research is around professionalisation of community learning investigating strands in youth work, adult learning and community development. Continuing professional development (CPD) in the workplace, practice-based learning and motivation and goals are all relevant to the research topic.

Many staff working in the field may not be aware of the routes to learning available or have access to CPD opportunities and through this research can widen knowledge of available pathway routes whilst identifying gaps that can be presented to the learning providers who organise CPD for CLD staff through the Tayside Alliance, this is a regional network of CLD practitioners who work collaboratively to support professional development through the sharing of expertise, training and resources to increase positive outcomes in the profession.

Potential research questions

What is your current position and how long have you worked in this position?

What has been your experience of education up till now?

Are you able to give me an indication of your current highest qualification?

What is your motivation to work in your current position?

What is your current career goal?

Have you considered further study in the field of CLD? (Explanation may be required dependant on role if in YW, AL, CCB)

Are you aware of the qualifications in the field you are working in? Can you name any and where or how you can take part locally?

To get professional accreditation in CLD you require to hold the degree? Do you plan to at some point go onto the degree? If No, why not? If yes, talk me through the steps you intend to take to get there.

Are there current barriers for you to undertake further study in this field of work? Can you expand on these?

What support would you require to consider undertaking further study?

Have you received support and supervision in your role? If yes, do you discuss ongoing CPD?

If no, how do you find out about CPD opportunities?

I would aim to share the results of the research with the Tayside and Fife CLD Alliance, this would inform this network how local learning pathway routes for those currently employed in the areas, and the professional development support required to engage these staff into further learning and into the CLD degree. The results will also be of use to the CLDSC who can nationally use the findings to discuss with learning providers if the current course offers meet the needs of this workforce.

2. Aims and Objectives

What are the aims and objectives of the project?

- The aim will be to improve access to existing entry level learning and qualifications for those interested in CLD as a career choice
- To understand the barriers that are preventing younger age groups currently practising in the CLD field to progressing to qualifications in the field who are working in the Fife and Tayside regions
- To ascertain if young staff have the same access to opportunities to upskill through further learning opportunities
- To discover if younger staff are supported to study while in the workplace

3. Research Design and Methods

Please describe the design of your study and the research methods including information about any tasks or measuring instruments (validated or otherwise) that you will be using. *If you are using non-validated instruments (e.g., surveys or questionnaires*¹

you have designed, interview questions, observation protocols for ethnographic work or topic lists for unstructured data collection) please attach a copy to this ethics application.

I intend to conduct semi-structured interviews with themed questions to generate discussion around the research topic. This will be with staff under the age of 35 currently employed in the CLD sector across the Tayside and Fife Alliance areas who currently do not hold the degree qualification. Earlier research by the CLD Standards Council in 2018 identified an ageing workforce and inviting participants from the 4 local authority areas that the Alliance represents, it is hoped will inform the group on future support required for younger staff to continue with learning and can build on the local learning pathways for CLD practitioners.

The interviews will take place face-to-face and virtually using Microsoft TEAMS if this is most convenient for those choosing to take part in the research. I am aiming the participants will consist of employed staff in local authority and the voluntary sector across 4 regional areas of the Tayside and Fife CLD Alliance areas. On transcribing the interviews, I plan to use the constant comparative method of analysis to draw out themes that emerge across the sample, and to identify any serendipitous findings that I may not be expecting.

4. Identification and Recruitment of Participants

How will participants be identified and recruited? Will your research involve participants outside of the UK? If so where?

Please provide details on how and by whom they will be contacted; please also add information on any exclusion criteria, should they apply. *Please attach the wording of any emails, letters, social media adverts or other written approaches that you may use for recruitment purposes.*

I intend to use my current network of colleagues across the Tayside Alliance areas to share information on becoming involved in the research, this will be via a short summary of the research purpose and who the intended participants I am aiming to recruit and circulated by email. I will also use the CLD Standards Council weekly newsletter to promote involvement. The participants will solely consist of those who have volunteered to participate. I will provide my details to get in touch to take part in the research. I am intending to interview 2 to 3 people from different regional areas mainly Fife, Dundee, Angus and Perth. Within my own area of work I have knowledge of potential participants who will fit the criteria of my research and can approach to be part of the study.

5. Informed Consent

How will you obtain informed consent? Are you satisfied that all participants have capacity to make their own decisions and understand the risks?

Please explain how and when participants will be informed about the scope of the research, what their involvement would entail and their rights under data protection legislation. *Please provide the participant information sheet and consent form with this application*; if consent is not obtained in written format (e.g., oral communication, deliberate action to opt-in to surveys or questionnaires), please provide details of how consent will be obtained and recorded. If the project involves photography or video- or audio-recording of participants, explicit consent will need to be given; where applicable this includes consent for someone not on the direct research team to have access to the participant's data (e.g. for transcription). Explain how you have considered and will address consent for the preservation and potential sharing and [reuse of data](#).

On successful authorisation of the ethics form I will send an email to colleagues as described above looking for volunteers to participate. After initial contact I will reply with all attached documentation and introduction as to the purpose of their involvement in the research project. Informed consent will be secured by providing the participants who elect to be involved with a project information sheet and consent form highlighting that participation (and recording of their interview) is voluntary, and that they could withdraw from the study at any point with no penalty. Personal details will not be obtained, only respondents' name, work email address, and position and will only be accessed by myself this will be discussed with participants on meeting with them either in person or online so they are clear of their involvement and opportunity to withdraw at anytime.

6a. Data Management: Lawful Processing of Data

Data protection legislation² requires participants to be informed of the [lawful basis](#) for processing their personal data. At the University of Dundee, the normal basis for the lawful processing of personal data in research is that 'processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller'. If you intend to use another lawful basis you must contact the University's [Data Protection Officer](#) (DPO) for advice and insert the lawful basis agreed with the DPO below.

6b. Data Management: Planning

Please describe your plan for managing the data³ you will collect during your project and how it complies with data protection legislation. Include information on:

i) The type and volume of data; ii) Where and for how long will the data be stored and what measures will be in place to ensure secure storage; iii) Whether the data will be anonymised or pseudonymised⁴; iv) How secure access will be provided to data for collaborators; v) Whether and how data will be shared for [reuse](#) by other researchers beyond the project (including details on any access restrictions); vi) Processes in place to erase and/or stop processing an individual participant's data (except where this would render impossible or seriously impair the research objectives)⁵; vii) Processes in place for individuals to have inaccurate personal data rectified, or completed if it is incomplete; viii) Who has overall responsibility for data management for the research project; ix) [Arrangements for collection and transfer of data outside the UK](#).

All data generated by the 1-1 interviews will be securely stored using my Dundee university Microsoft one drive storage device that I have sole access too. On completion of the research work and submission of the final report, the saved files will be destroyed after confirmation has been received that no further work on the submission is required. Survey respondents will be referred to using numbers and initials of the area participant or as other names so as not to identify the participants, which should only be identified by myself as the researcher and will not reveal the participants identity.

7. Other Permissions

Are any other permissions (e.g., from local authorities) required? If so which?

N/A

8. Risks of Harm to Researchers and Participants

Risks of harm. Please detail any risks associated with the project. Does the research involve fieldwork (either in the UK or overseas)? Does the research incur a risk of injury or ill-health above the level of risk prevalent in daily living? *If yes, please complete the relevant risk assessment form(s) ([general risk assessment form](#) and/or the risk assessment for [Travelling on University Work Overseas](#)) and submit with this application.*

N/A

9. Other Ethical Considerations

Are there any other ethical considerations relating to your project which have not been covered above? If so, please explain.

I understand that conducting this research in my own organisation and other regions where I will be known to some participants, I need to understand my position may be seen as one of power assumed with my hierarchical position as a manager. I am also aware of my own professional bias that entering the CLD profession is a career goal to be obtained and to be completely objective to responses. I will in my introduction explain the research is being conducted and the respondents answers will not prejudice them in anyway by making clear at the outset my position in Fife and that all discussions and information used will be confidential and not easily identifiable in final written report as coding and the open and honest communication about their workplace and their personal situations will be in strict confidence and all response will be anonymised and will not identify participants to those reading.

10. Documentation

Please list all attached documentation, ensuring that each item has a date and version number.

Participant information sheet V1VW

EMail text to participants E1VW

11. Declaration

By signing below I declare that I have read the University [Code of Practice for Non-Clinical Research Ethics on Human Participants](#) and that my research abides by these guidelines. I understand that this application and associated documents will be retained by the University.

Principal Investigator or Student

Name: Vicky Wilson

Date: 16/02/2023

Signature:

Supervisor (for applications from students)

Name:

Date:

Signature:

Appendix 3

From: Jean McEwan-Short (Staff)

Sent: 31 March 2023 18:01

To: Alan Mackie (Staff)

Subject: Re: Vicky Ethics Forms

Hi Alan, I think this is good to go and Vicky has done a good job of writing a clear proposal. I have just a minor comment that you could ask her to amend, it doesn't need to come back to me.

In the info sheet Vicky has written the following:

The personal data that will be collected and processed in this study are

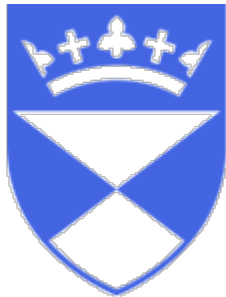
- Your name

- Your email address
- The region you work in i.e *Fife Council, Dundee City Council*
- Your position/role

There is no mention of collecting personal data on the form and my understanding is that she won't be using personal data, so just to be clear I think she needs to write beside 'Your name' that it will be pseudonymised.

Sincerely

Jean



Dr Jean McEwan-Short
Programmes' Academic Lead Community Education
Senior Lecturer
School of Education & Social Work
University of Dundee
Nethergate, Dundee, DD1 4HN

Latest Podcast: '*Young people as CLD Lecturers?*': [Young People as CLD Lecturers? with Hot Chocolate Trust and University of Dundee by CLD Talks \(anchor.fm\)](#)

Community Education students talking about the BA(Hons) Community Education programme:

<https://www.youtube.com/watch?v=cOILQwIEEHE>

▣ Hide message history

Appendix 4 – Email to Colleagues

Hi fellow Tayside colleagues

Please see the attached letter from me in my student capacity! I am looking for volunteers under the age of 35 to take part in a research interview with myself for my master's dissertation in Community Education

If you have staff employed but not yet went on a journey to qualification, I would be interested to interview them

Please share with colleagues that may be willing to take part

Thanks a lot Vicky

Appendix 5

Participant Information Sheet for staff working in CLD provision

The target population will include adults aged 18 – 35 years who are currently employed in a Community Learning provision.

“An exploration of young practitioners' motivation towards further study to enhance their career prospects in CLD”

**University of Dundee School Research Ethics Committee
Application/Approval Number:**

I am inviting you to take part in the research project I will be conducting as part of my Masters Degree in Community Education. I will be looking to ask you questions about your current education qualifications, your

knowledge about further learning opportunities and if there are barriers and support that would impact on further learning. Before you decide whether you would like to participate, it is important that you read the information provided below. This will help you to understand why and how the research is being carried out and what participation will involve. If you would like to discuss this information, if anything is unclear or you have any questions please contact me directly on the email address I have contacted you on.

Who is conducting the research?

My name is Vicky Wilson and I am a student of the University of Dundee undertaking my Masters Degree in Community Education.

Who is funding the research?

Fife Council have funded my place on the course

What is the purpose of the research?

This research is being carried out to understand the opportunities that are available to young people working in the field of Community Learning and Development (CLD) to go on and study for accredited courses in the field of practice. The research will help to identify any barriers or support gaps for young staff and aims to improve the pathways for those working in the field to achieve qualifications and progress their careers in Community Learning.

Aims:

- Improve access to existing entry level learning and qualifications for those interested in CLD as a career choice
- To understand the barriers that are preventing younger age groups currently practising in the CLD field to progressing to qualifications in the field who are working in the Fife and Tayside regions
- To ascertain if young staff have the same access to opportunities to upskill through further learning opportunities
- To discover if younger staff are supported to study while in the workplace

Why have I been invited to take part?

You have been invited to take part because you are currently employed in one of the four regions in Fife and Tayside and under the age of 35 years who I am aiming this research at.

Do I have to take part?

No, participation in the research is completely voluntary and if once you have agreed to take part and on us meeting and after explanation of what will take place you will still be able to withdraw from the process at anytime

What will happen if I take part?

If you choose to take part this will mean you are giving your consent to be involved in the research. You will be invited to take part in an interview with myself either face-to-face or online depending on whatever is your preferred method or more convenient to participate. Once you have understood and signed the consent forms, I will be in touch via email to organise a suitable date. I have a set of questions that will be asked openly to allow you to answer as much as you wish and allow for a conversation. The interviews will be recorded if on Teams or via a recording device to allow me to document the details for data gathering of all those taking part. This will only be available to me and deleted after use. The interviews should take no longer than an hour and can arrange these at a suitable time for yourself.

If you have any learning difficulties, please speak to me before participation and I can make sure I plan what is required to make it easier to take part.

Are there any risks in taking part?

There should be no risks in taking part, if participating online you can sit in a comfortable space with no distractions to allow you to talk openly online. If we arrange to meet face-to-face I will arrange a private space with suitable seating. If for any reason your mental or physical health will prevent your attendance, then contact me to rearrange or cancel.

What are the possible benefits of taking part?

There is no initial benefit, but the research will be made available to local employers and may result in changes to the opportunities to take part in further learning or training offered as a result.

Will my taking part in this project be kept confidential?

All information you provide will be held in the strict confidence, unless at any time I feel information you are telling me suggests harm to yourself or others, then I will make you aware that I will need to share this for your own protection. I will be the only person with access to the responses you provide, and I will not be using names when I present the research you will be referred to as participant A.

I will be operating in line with University's data protection guidelines and if you have any concerns, you can contact them on the following email. dataprotection@dundee.ac.uk).

What will happen to the information I provide?

All responses will be stored electronically on my Dundee University Microsoft one drive that only I can access. Any notes I take will also be transferred to my electronic files and paper notes destroyed. All the data gathered will be destroyed once the research is complete and has been graded by the University. The research will be made available to colleagues in the Community Learning Services you work within, but all participants will be anonymised so won't be identified from the final research.

Data Protection

The personal data that will be collected and processed in this study are

- Your name (which will be pseudonymised)
- Your email address
- The region you work in i.e *Fife Council, Dundee City Council*
- Your position/role

The University asserts that it lawful for it to process your personal data in this project as the processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller.

The University of Dundee is the data controller for the personal and/or special categories of personal data processed in this.

The University respects your rights and preferences in relation to your data and if you wish to update, access, erase, or limit the use of your information, please let us know by emailing *Vicky Wilson* 2472739@dundee.ac.uk

Please note that some of your rights may be limited where personal data is processed for research, but we are happy to discuss that with you. If you wish to complain about the use of your information please contact the University's Data Protection Officer in the first instance (email: dataprotection@dundee.ac.uk). You may also wish to contact the Information Commissioner's Office (<https://ico.org.uk/>).

You can find more information about the ways that personal data is used at the University at: <https://www.dundee.ac.uk/information-governance/dataprotection/>.

Is there someone else I can complain to?

If you wish to complain about the way the research has been conducted please contact the Convener of the University Research Ethics Committee (<https://www.dundee.ac.uk/research/governance-policy/ethicsprocedures/ethics/contacts/>).

Alternative formats

The researcher should offer to provide a copy of the Participant Information Sheet and Consent Form in alternative formats (e.g. large print, Braille). Advice on alternative formats can be obtained from [Disability Services](#) (email: altformats@dundee.ac.uk).

Appendix 6 – Informed Consent Form

Informed Consent for “An exploration of young practitioners' motivation towards further study to enhance their career prospects”

1. Taking part in the study	Ye s	No
1a. I have read the Participant Information Sheet, or it has been read to me. I have been able to ask questions about the study and my questions have been answered to my satisfaction.		
1b. I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions and I can withdraw from the study at any time during data collection, without having to give a reason.		
1c I understand that taking part in the study involves <ul style="list-style-type: none"> • Video recording during interview • Storing personal information • Storing electronic copies of the responses I give 		

2. Use of the information in the study		
2a. I understand that information I provide will be used by Vicky Wilson only		
2b. I understand that personal information collected about me that can identify me, such as my name or where I live, will not be shared beyond Vicky Wilson		
2c. I agree that anonymised direct quotes can be used in research outputs.		

3. Signatures

Participants Name:	
Participants Signature:	
Date:	

By signing above, you are indicating that you have read and understood the Participant Information Sheet and that you agree to take part in this research study.

Name of Researcher:	
Signature of Researcher:	
Date:	

For participants who have difficulty reading the Participant Information Sheet and Consent Form, and/or signing the consent form, there is an alternative form of gaining informed consent.

Participants Name:	
Date:	

[Researcher completes participant's name and date]

Participants unable to sign their name should mark the box instead of signing:	
--	--

I have accurately read out the Participant Information Sheet and Consent Form to the potential participant. To the best of my ability, I have ensured that the participant

understands what they are freely consenting to and have completed the Consent Form in accordance with their wishes.

Name of Researcher:	
Signature of Researcher:	
Date:	

I have witnessed the accurate reading of the Participant Information Sheet and Consent Form with the potential participant and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Name of Witness:	
Signature of Witness:	
Date:	

If the participant is unable to mark the box but is able to indicate consent orally, or in another manner, then the signatures of the witness and the researcher will be sufficient. In such cases the researcher should indicate below how consent was given.

Form of consent for participants unable to provide a signature or to mark the box:

5. Study contact details for further information

[Insert details of contact name, phone number and email address]

6. Alternative formats

The researcher should offer to provide a copy of the Participant Information Sheet and Consent Form in alternative formats (e.g. large print, Braille). Advice on alternative formats can be obtained from [Disability Services](#) (email: altformats@dundee.ac.uk).

Appendix 7 – Sample of data coding themes from interviews

Table 2 Example of Data Coding of Themes from interviews

Qu	Them	Quote	Literature
	School experience and qualifications	<p>I left with one higher, I didn't really kind of stick at it, I mean I stuck till 6th year but wasn't really interested and then it was just a big gap and decided to apply for college just for the hell of it and kind of ended up doing an honours degree.....that was popular music H</p> <p>I left school with nothing, no highers I then went and did NC sports then HNC/D..... I then did the HND and I hated that and decided after that I wasn't going to University or any further education and wanted to get a job J</p> <p>I really liked school, loved school, home wasn't great, so school was good and the highest qualification I got was advanced higher in English....so I got highers and unconditional for college so didn't try in 6th year was about the social life K</p> <p>I really struggled at school I only recently got diagnosed in 2nd year at Uni with dyslexia....school wasn't a great place for me If I had that (diagnosis) at school would I have went to University quicker?, but I am glad I did my MA as it gave me a better outlook when it came to going to uni E</p>	

	Routes into the first role in the profession	<p>Started being a volunteer at age of 14, then first paid youth worker job at 18" ...the MA came up and was encouraged to go for it..... E</p> <p>A CEW asked do you want to help? ...so I helped at family nights then became a youth worker K</p> <p>I was volunteering ...doing junior music projects G</p> <p>I did my apprenticeship in youth work D</p> <p>Doing the admin for youth work...getting to know people,,,,and it just happened by chancethis weekend work doing sessional work doing detached....H</p> <p>When I was younger I did some volunteering, it was always something I had an interest in...M</p>	Influence (EM)
	Job Motivation in role	<p>I enjoy working with people and seeing them achieve...J</p> <p>I was always finding jobs with wee groups that you feel you make a difference, like the underdogs, like I always felt like people who don't have a voice..K</p> <p>Its very flexible, a creative space, lots of room for ideas....it feels very at the precipice of something that's important and a shift in youth work, that's the way I feel about it and its good....D</p> <p>Quite happy doing this and then kind of just learning and progressing as I go... H</p> <p>I had an interest in language and I do like the kind of youth work side,</p>	Interest (IM)

		working with people and adult learners as well....enjoy the process of learning and teaching languages and so think in that sense I was always moving in tis direction towards this type of job...M	
--	--	---	--