**EDUCATION WORKFORCE COUNCIL FOR SCOTLAND**

**Question 17**

Purpose – suggest final phrase be changed to ‘high quality outcomes for all learners *of all ages.’* (necessary to reflect the full range of CLD activities}

Aims – have numbered bullet points

1 amend to ‘ improve outcomes for learners of all ages’ (same rationale as above)

2 no comment

3 amend last phrase to ‘bringing cohesion across professions within the Scottish Education System’ (places emphasis on professions working together)

**Question 18**

no comment

**Question 19**

Functions – have numbered bullet points

1 no comment

2 to maintain and reflect the ethos of CLDSC, there should be specific reference to ethics and values

3 Standards are already in place for CLD, it will be important to build on these rather than ‘establish and review’ new ones. Change the middle part of the sentence to read ‘including initial teacher/practitioner and other professional education’ to more fully reflect the membership of the new body.

4 no comment

5 no comment

6 As it stands this bullet point could imply that ‘the operation of teaching, CLD etc’ is separately supported. This bullet point should be amended or another one added. See Q21 below to include the need to enhance collaboration and joint working across member professions.

7 no comment

8 no comment

**Question 20**

The extent to which the proposed member professions work effectively together currently varies considerably from region to region and school to school, The new body needs to address this. The following additional function is proposed:

Enhance collaboration and joint working across member professions promoting the mutual understanding and recognition of their strengths, skills and contribution to improving outcomes for learners of all ages.

**Question 21**

Many home/school link workers have a CLD background. Given their small number and the common ground in terms of competencies etc, it would not be the best use of resources to register them as a distinct category.

‘Working with Scotland’s Communities – CLD Workforce Survey 2015’ identified that at least 40,000 CLD volunteers across Scotland are helping adult learners back into work, supporting newcomers to our country to learn English, building the confidence of community members to make a difference in their neighbourhoods, changing the lives of young people through youth work activities and much more.

The CLDSC has always sought to recognise, value and celebrate the professional practice of volunteers and to encourage them to become Associate Members of CLDSC. However, making volunteers subject to mandatory registration could deter volunteers from coming forward. It would be more proportionate to use a mechanism such as an ‘unsuitability’ or ‘negative’ register whereby employers or deployers in the case of volunteers would be required to:

* report to the EWC anyone identified by them as unsuitable to practice as a volunteer, and ;
* check that potential volunteers have not been identified as unsuitable prior to deploying them in a volunteer role.

This would introduce an additional safeguard to those already in place.

**Question 22**

It is doubtful if consultation would produce any consistent response regarding fees across such a broad range of professions. A sliding scale of fees linked to income would fit well with the CLD sector where there is no set salary scale and many practitioners work on a part-time basis.

**Question 23**

The CLDSC had commenced its own governance review prior to the publication of the Scottish Government’s next steps paper. In the course of its deliberations, the document ‘The making of a multi-professional regulator: the Health and Care Professions Council 2001-2015’ produced by the HCPC offered some important and helpful messages drawn from the experience of colleagues in this sector.

Given the smaller number of professions involved at the point of establishing the Education Workforce Council (EWC), the initial HPC model of Council members being registrants or individuals linked to/representative of the professions might be more effective in the early days of the new body. Or indeed, could form the basis of a shadow EWC tasked with bringing forward detailed structures and processes for the new body ahead of implementation. A set timetable should be in place for moving away from Council members being linked to any specific profession to ensure that in time the Council becomes truly multi-professional. Given the history and experience of the CLD sector and the numerical dominance of the school sector, this phased approach would give a measure of reassurance to CLD practitioners.

The processes adopted by the HCPC in respect of meetings, Council member recruitment, performance review, board effectiveness etc provide very useful guidance for the EWC. **In particular the principle of’ ‘equals around the table’ should underpin the work of the EWC.**

**Question 24**

No comment