

**Raising the Standard in Scotland: A Report on Perspectives of Practitioners, Trainers and Students on Qualifying Training in Community Learning and Development**

**Full Report**

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# **Raising The Standard In Scotland: A report on perspectives of practitioners, trainers and students on qualifying training in community learning and development**

## **EXECUTIVE SUMMARY**

The views expressed in this report are those of the researchers and do not necessarily represent those of the Directorate or Scottish Ministers.

This research was commissioned by Learning Connections and carried out by the School of Education, Social Work and Community Education at the University of Dundee between April and July 2007.

The objectives of this project were to:

- 1) Analyse the existing curricula for CLD training against policy developments since 1995;
- 2) Identify and arrange a number of focus groups, involving people engaged in a range of CLD practice and settings;
- 3) Apply the methodology with the focus groups, and,
- 4) Report the findings of the focus groups in relation to the revision of the qualifying guidelines to include:
  - a) The effectiveness of the current training programmes;
  - b) What a practitioner needs to know before employment at a range of levels and what an employer expects of them, and
  - c) What needs to be included in the new guidelines.

## **Methodology**

The project employed a multiple phase design collecting both quantitative and qualitative data. Documentary analysis was used to collect qualitative data to set the context for this research. Primarily quantitative data, complemented with some qualitative data, was then collected from stakeholders using questionnaires. On the basis of issues and themes emerging from the questionnaires, focus groups were used to collect in-depth qualitative data from an even wider group of stakeholders. A total of 63 respondents completed questionnaires and a further 39 participated in the focus groups. The phases and sample have been described in full in the report.

## **Results and Conclusion**

All training providers are operating within the current CeVe Guidelines (CeVe, 1995) with variations between providers in terms of the scope and range of particular curricula and emphasis on relevant social policy and where they sit within the content of programmes. The documentary analysis suggested that the priority given to teaching social policy varies between programmes. Most emphasis is on applied social policy, however, there is variation in the documentation in the extent to which applied social policy includes an international

dimension. Some items recorded on our policy grid were located in electives which means that by definition not all students will study these. According to the documents, some areas, notably 'community planning', 'community safety', 'community health' and 'health and safety' (including child protection) were not as evident in some current qualifying programmes (for details see *Policy Overview, section 4*).

Adoption of 'Community Learning & Development' in curricula appears to be uneven and is not necessarily related to the year of endorsement of the programme. Most practice-based participants preferred the qualification title to reflect current government policy and direction, and therefore preferred CLD in the title. However, some respondents, particularly training providers, felt that the training qualification should remain associated with education, in recognition of historical development and continuity of identity with the public and other professional sectors (for details see *Policy Overview, section 4* and *Title of the training qualification, section 5.8*).

All participants believed that the role of the CLD practitioner was to work with people to meet their identified needs through purposeful community engagement as critically competent practitioners. The key attributes and abilities were divided into hard and soft skills and knowledge base areas. Some of the key hard skills highlighted were organisational, evaluation and research, partnership and team working, group work and, in terms of knowledge, an understanding of relevant policy, sociology, learning theory and project management. The key soft skills emphasised were honesty, flexibility, adaptability and empathy, optimism, motivation, good communication skills and being ethical. The voluntary sector employers surveyed were thinking of fitness for practice predominantly at a local level and the CLD managers also included national and policy levels. There was a feeling that newly qualified CLD practitioners were well prepared for employment. Newly qualified practitioners felt that qualified training has provided them with a good professional knowledge and skills base (for details see *Role of the CLD practitioner, section 5.3; Desirable abilities and attributes of a CLD practitioner, section 5.4* and *Content of training, section 5.9*).

More CLD managers considered CLD approved qualifications to be essential than the voluntary sector employers. Generally the view was that there should be an articulated and progressive framework for CLD training that affords practice-led opportunities in professional education and development from pre-qualifying to post-qualifying CLD training. There was general support for the current ratio of practice to training institution based learning and mixed feeling about whether qualifying training should be at honours level and if so the possibility of a practice and inquiry-led fourth year (for details see *Views about training provision, section 5.6*).

Current modes of qualifying training delivery were all considered to be beneficial as they give access to a variety of training opportunities and parity across these modes needs to be assured. However it was emphasised that all training modes should follow the previously mentioned framework and be progressive within a common articulated framework. Respondents cautioned that certain modes of training, e.g., workplace-based were dependent on the availability of staff development budgets and a more equitable funding model needs to be developed (for details see *Modes of training, section 5.7*).

There was also a question raised about the supply and demand of placements and for this to be considered at the national level in line with student teachers' school placements (organised with local authorities) or the consortia arrangements in effect within Social Work (for details see *Views about the placement component of training, section 5.10*).

Employers expressed a view that practice based learning and assessment relies on quality supervision. They suggested that there was a need for the development of supervision training as part of CPD and registration requirements (for details see *Views about the placement component of training, section 5.10*).

There was a view that given the current range of professional settings that the content of training needs to be widened to reflect the growing diversity of the context within which CLD practice finds itself (for details see *New skills required of a CLD practitioner in the future, section 5.14* and *Views about the placement component of training, section 5.10*).

Most participants felt that the competency approach was appropriate for professional development. However, the current array of competences should be refreshed in light of developments to take into account the growing diversity of CLD practice. Inter-professional and Partnership Working were two areas highlighted. Further, training providers felt that the competences should be aligned with the SCQF level statements and other relevant frameworks [e.g., *LLUK Occupational Standards for CLD*] (see *Views on the current set of competences used to assess initial qualifying performance in CLD, section 5.11*).

It is important to recognise the contribution that the CLD practitioners make in partnership working. There was a view that the profession needs a stronger identity and parity with related professions and the need to raise its academic and professional profile through the development of the new Standards Council for Community Learning and Development in Scotland (for details see *New skills required of a CLD practitioner in the future, section 5.14*).

## **Recommendations**

### ***Specific to guidelines***

- In line with the current guidelines, there would appear to be differences in the structure and content of the programmes examined. This is not in itself problematic or undesirable. The professional guidelines should however consider how respective training providers (Higher Education and Further Education) might be encouraged to coordinate and develop programme content collectively.
- The new guidelines should provide a clear statement regarding the title of the qualification.
- The new guidelines should recognise the different demands within the broad field of CLD and the competences should reflect the balance of soft and hard skills and knowledge base. Therefore, the new guidelines need to also recognise a set of process skills. It is further recommended that more research needs to be conducted within this area.
- In the new guidelines consideration should be given to providing training within a progressive framework that takes into account both the pre- and post-qualifying training requirements from undergraduate to postgraduate levels with the appropriate balance of practice to training institution based learning. Again further research should be carried out on this matter as well as implementing an Honours year.
- The guidelines should consider supervision training and practice as part of the CLD registration and CPD requirements.
- Changes in curriculum should be reflected in the approval of programmes. Periodic reporting from training providers to the national body responsible for CLD training should be strengthened, to monitor changes in the programme content and delivery within the professional approval period.
- The current competency framework and array of competences should be reviewed and refreshed in light of changes and developments within the broadening field of CLD. Further development and research needs to be done.

### ***Other recommendations***

- Further consideration should be given to how professional training in CLD articulates with relevant frameworks at the Scottish (such as SCQF), UK (CLD Occupational Standards) and European level.
- The new Standards Council should be able to give the profession a stronger identity, both within the broad field of CLD, and with other professions and professional bodies through the provision of continuous professional development and registration.
- The new Standards Council should consider at a national level the strategic supply and demand of student placements in CLD and what its role should be in this respect. Further research and development would be required to explore this matter, and also how it is to be managed and by whom.

- Discussion should take place between the new Standards Council with the Scottish Funding Council on CLD pre- and post-qualifying training to develop a more equitable funding model to take account of developments in training provision. The work of the Scottish Community Learning and Development Work-based and Part-time Training Consortium should be referred to in this respect.

## **Functional Analysis Of Community Learning & Development (CLD): Consultation with CLD practitioners and trainers**

### **1. INTRODUCTION**

This report is the result of a field work consultation commissioned by Learning Connections to inform the revision of guidelines for qualifying training in community learning and development. The University of Dundee's School of Education, Social Work and Community Education carried out the consultation between April and July 2007.

The objectives of this project were to:

- 1) Analyse the existing curricula for CLD training against policy developments since 1995;
- 2) Identify and arrange a number of focus groups, involving people engaged in a range of CLD practice and settings;
- 3) Apply the methodology with the focus groups, and,
- 4) Report the findings of the focus groups in relation to the revision of the guidelines to include:
  - a) The effectiveness of the current training programmes;
  - b) What a practitioner needs to know before employment at a range of levels and what an employer expects of them, and
  - c) What needs to be included in the new guidelines.

### **2. METHODOLOGY**

The project employed a multiple phase design collecting both quantitative and qualitative data. Documentary analysis was used to collect qualitative data to set the context for this research. Primarily quantitative data, complemented with some qualitative data, was then collected from stakeholders using questionnaires. On the basis of issues and themes emerging from the questionnaires, focus groups were used to collect in-depth qualitative data from an even wider group of stakeholders. The phases have been described below.

#### **2.1 Data Collection and Sampling**

**Phase One:** In order to establish a holistic picture of current curricula and the assumptions made about what a CLD practitioner needs to know before taking up employment, an initial documentary analysis of policy developments since 1995 and secondary data sources was undertaken. The secondary data sources consisted of:

- Current validation and CeVe endorsement documents;



- Prospectuses, course information leaflets and associated documentation.

**Phase Two:** Overlapping with this, a small scale questionnaire-based survey (drawing partly on the findings from the above) was carried out with a view to gathering primary data on what employers expect of newly qualified graduates. Questionnaires were forwarded to a purposive sample of 199 employers drawn from both the statutory and voluntary sectors based on a sample of the Higher Education Statistics Agency (HESA) survey data of CLD graduate destinations supplemented by the following networks and secondary sources:

- Community Education Training Network;
- University of Dundee CLD Student Placement Agency Database;
- Community Learning & Development Partnerships in Scotland;
- The Scottish Community Learning & Development Work-based and Part-time Training Consortium

**Phase Three:** The findings from Phases One and Two were brought together to inform generative questions for 9 focus groups with a total of 39 participants. The composition of these groups reflected the different employment sectors that CLD graduates work in, the geographic spread of employers across Scotland and the diversity of work focus within employing agencies. A purposive sample of 6 was composed of three sets of 2 focus groups (one drawn from employers/managers and one drawn from newly/recently qualified practitioners) based on CLD partnerships, one each drawn from:

- A large urban conurbation with a significant number of designated regeneration areas;
- A mid-sized conurbation with a rural hinterland;
- A sparsely populated rural/island area

These groups were supplemented by 3 specialist thematic groups drawn from:

- Staff from the training institutions;
- Students from current courses;
- A group bringing together minority voices representing Scotland's ethnic minority communities that might be under-represented within the geographic based groups drawn from the CLD partnerships.

### **3. RESULTS AND DISCUSSION**

The documentary analysis outlined above in Phase One was based on a thematic analysis informed by the current guidelines. These emerging trends and themes from the secondary data on current curricula were compared with those that emerged from the primary data gathered via the questionnaires in Phase Two and focus groups in Phase Three.

#### **3.1 Documentary Analysis**

A core component in this research was to undertake a documentary analysis of a sample of the existing qualifying programmes and to inquire into the fit between these programmes and the policy developments since 1995. A range of training agencies in Scotland offering CeVe Scotland endorsed programmes was approached. These providers included universities, further education colleges and agencies offering workplace based programmes. Three Higher Education institutions provided samples of programme documentation for our examination.

Most of this documentation was provided in electronic format, principally in Microsoft Word files which were converted into Adobe PDF files to support key word searching. Paper and electronic copies of each set of documentation was provided for the researchers engaged in this part of the inquiry. Each set of programme documentation was read in full and key word searches were run to check references to policies. This supported annotation of the programme profile.

Concurrently a review was undertaken of significant policy developments since 1995 against which to 'measure' the impact on the curricula. This review of policies led to the construction of a template of issues which draws extensively, but not exclusively, from *Inside Policy* (Learning Connections January 2007). This template was used as a measure against which to assess the programme information 'as read'. Each programme specific profile was annotated in relation to each policy criterion.

Finally, some tentative conclusions were extrapolated from the data collected which support a number of recommendations.

### **4. POLICY OVERVIEW**

The policies that were effective during the period post 1995 were reviewed.

The most significant sector development is the incremental shift from Community Education to Community Learning to Community Learning & Development signalled in government circulars, ministerial letters, reports and advice between 1998 to Inside Policy (Learning

Connections 2007).

The key overarching government policy development post-1997 is that of **social inclusion** and subsequently **social justice**. Whilst there is no single social justice policy, it is threaded through numerous other policies many of which articulate with CLD.

The highly significant policy imperative is **Community Planning** which was made a legal requirement (Local Government in Scotland Act 2003). This Act called for the formal establishment of multi-sector partnerships to include public, private, voluntary and community interests. Subsequently detailed advice has been issued about the responsibility of community planning partnerships to engage community interests in community planning. In *Working and Learning Together* providers were informed that, 'we have placed our approach to community learning and development at the heart of our work on community planning.' (Scottish Executive, January 2004)

More specifically, community learning and development is seen in *Working and Learning Together* as playing an 'essential role' in improving public services and promoting community regeneration, social inclusion, lifelong learning and active citizenship. This multi-agency, inter-professional approach is given further emphasis when it is stated in *Working and Learning Together* (paragraph 59) that the community learning and development Action Plans need to have a close relationship with Regeneration Outcome Agreements, development plans of new Community Schools and FE Colleges, health improvement plans, Changing Children's Services plans, race equality schemes and community guidance strategies. This is also reflected in the service development plans of other community planning partners.

Directly linked to, and in concert with, this policy development is that of community regeneration in general and **community engagement** in particular. The latter is underpinned by the National Standards for Community Engagement (2006) which are seen as being critical to the regeneration of the most disadvantaged communities by local partnerships. The theme of community engagement can also be seen in Tenant Participation and in schooling with the formation of Parent Forums and Parent Councils.

Underpinning the policy developments of community planning and community regeneration have been a range of policy initiatives to promote the growth of social capital and community and economic wellbeing. These include emphasis on community safety, healthy living, developing literacy and numeracy, youth work, credit unions and interventions for those young people (16-18 year olds) not in education, employment or training.

Alongside these developments has been the move in *Learning Evaluation and Planning* (Barr 2000) and *How Good is Our Community Learning & Development* (HMle 2004 and 2006) towards self, peer and external monitoring and evaluation.

The *Community Education Training Review* ( Malcolm, Wilson & Hamilton, 2001), and the Government response to this, *Empowered to Practice* (Scottish Executive, 2003) sought to **encourage more part-time and work-based training** opportunities leading to employers and practitioners working more closely with training providers on course design and development.

These policy developments have been accompanied, over the past decade, with policies and procedures which have had significant **impact on the administrative and management framework** of public service organisations. These include guidelines and legislation relating to health and safety, financial control, fair selection, child protection and equalities.

It is evident, therefore, that there have been major and wide-ranging policy developments that have impacted directly and indirectly on Community Learning and Development practice and about which newly qualified practitioners should be aware.

This policy review led to the development of a template to be used in the scrutiny of each CeVe endorsed programme. See Appendix 1

#### **4.1 Reports on the Submitted Programme Documentation as Seen**

The five reports overleaf relate to three undergraduate and two postgraduate qualifying programmes. The documentation supplied was examined and assessed against the policy template 'as seen'.

<b>Title of Programme &amp; Training Agency</b>		<b>BACE/BACE honours in Community Education</b>
<b>Programme A</b>		<b>Annual intakes to full time &amp; workplace based modes</b>
		<b>Professionally endorsed by CeVe 2002</b>
<b>Policy Feature</b>		<b>Scale Rating &amp; Narrative</b>
<b>01</b>	Community Learning & Development	<b>Not evident      Evident      Substantially evident</b> ✓ BACE 1 core module Learning & Development Policy & Practice Indicative content: ▪ policy and legislative frameworks, with particular reference to recent and current policy initiatives
<b>02</b>	Social Justice	<b>Not evident      Evident      Substantially evident</b> ✓ BACE 1 core module Learning & Development Policy & Practice Indicative content: ▪ Be familiar with government legislation, policies and strategies pertaining to social justice  BACE 3 elective module Equality Studies Learning Outcomes: 'Acquire knowledge about policies and strategies addressing inequalities'
<b>03</b>	Community Regeneration	<b>Not evident      Evident      Substantially evident</b> ✓ BACE 3 elective module, Community Studies: Developing Community Participation in Regeneration Partnerships & Programmes Indicative content: 'Critical perspectives on the politics and public policy associated with community participation'
<b>04</b>	Community Planning	<b>Not evident      Evident      Substantially evident</b> ✓
<b>05</b>	Collaborative Working	<b>Not evident      Evident      Substantially evident</b> ✓ Two inter-professional core modules, Professions in Context and Personal & Professional Development, are taken by BACE 1 jointly with Social BASW 1 and BEd 1 students.  BACE 2 core module Personal and Professional Development Unit 2 (of 4) Collaborative Working
<b>06</b>	Lifelong Learning	<b>Not evident      Evident      Substantially evident</b> ✓ BACE 1 core module Learning & Development Policy & Practice Indicative content: ▪ introduction to notions of informal, transformational and popular education and lifelong learning  BACE 2 elective module Adult Education Studies Indicative content: Adult Basic Education & Literacy ▪ historical developments and current policy developments  BACE 3 elective module Adult Education Studies: Participation and Learning Indicative content: ▪ social (policy) and legislative frameworks and their influence

<b>Policy Feature</b>		<b>Scale Rating &amp; Narrative</b>		
<b>07</b>	Building Safer Communities	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		BACE 2 elective module, Community Studies: Neighbourhood Development Indicative content: Practice issues including: crime and fear of crime ...		
<b>08</b>	Growing Scotland's Economy	<b>Not evident</b> ✓	<b>Evident</b>	<b>Substantially evident</b>
<b>09</b>	Improving Health	<b>Not evident</b> ✓	<b>Evident</b>	<b>Substantially evident</b>
<b>10</b>	Active Citizenship	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		BACE 2 elective module Community Studies: Neighbourhood Development Indicative content: Social policy including: active citizenship ...  BACE 3 elective module Volunteering & the Voluntary Sector Indicative content Unit 3 (of 4): ... examines the Compact between the (voluntary) sector and the Government ...		
<b>11</b>	Maximising the potential of children and young people	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		BACE2 elective module Youth Education Studies and BA3 elective module Youth Education Studies – Youth Work Provision		
<b>12</b>	Quality Assurance	<b>Not evident</b>	<b>Evident</b>	<b>Substantially evident</b> ✓
		BACE 2 core module Working with People and Organisations Unit 3 (of 4) , 'This unit looks in particular at the policies, development and practice of community partnerships, strategies and plans and the application of LEAP as an approach to the evaluation of community learning in Scotland.' Unit 4 (of 4) '... this unit addresses the need for the community learning and development practitioner to manage and quality assure the delivery of community learning and development.  BACE 2 elective module, Community Studies: Neighbourhood Development Indicative content: Planning and evaluating community work and community initiatives including Achieving Better Community Development (including ABCD database) ...		
<b>13</b>	Health & Safety	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		BACE 1 and 2 core modules Working with People and Organisations		
<b>14</b>	Special features	The first year of this programme contains two core inter-professional modules: Professions in Context and Personal & Professional Development. These two modules are taken jointly with BASW 1 and BEd 1 students. Taken together they represent forty per cent of the first year of the programme. These modules are team taught by staff from across the School.		
<b>15</b>	Commentary	While the name of the award is Community Education, the impact of policies towards Community Learning and Development are incorporated in the programme as at 2002		

<b>Title of Programme &amp; Training Agency</b>		<b>BACE/BACE hors in Community Education Professionally endorsed by CeVe 2005</b>		
<b>Programme B</b>				
<b>Policy Feature</b>		<b>Scale Rating &amp; Narrative</b>		
<b>01</b>	Community Learning & Development	<b>Not evident</b> ✓	<b>Evident</b>	<b>Substantially evident</b>
		<p>No references to 'community learning and development' in the documentation supplied.</p> <p>No references to any specific Scottish Executive policy in the documentation. The nearest reference is, 'Policy trends relevant to community education' in the BACE 1 module Introduction to Community Education.</p>		
<b>02</b>	Social Justice	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		<p>Evident in BACE 3/4 module Health Issues in the Community. Indicative Content includes.</p> <ul style="list-style-type: none"> <li>• Social justice, life-styles and health</li> </ul> <p>Evident in BACE 3/4 module Partnerships: Purposes and Problems. Indicative Content</p> <ul style="list-style-type: none"> <li>▪ Working in Partnership for Social Justice</li> </ul>		
<b>03</b>	Community Regeneration	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		<p>Evident in BACE 3/4 module Adult Education: Indicative content- Adult education and regeneration</p>		
<b>04</b>	Community Planning	<b>Not evident</b> ✓	<b>Evident</b>	<b>Substantially evident</b>
<b>05</b>	Collaborative Working	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		<p>Particularly evident in BACE 3/4 module: Partnerships: Purposes and Problems</p>		
<b>06</b>	Lifelong Learning	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		<p>Adult Education is strongly represented in this programme with a premium on the student perceiving their practice within a socio-political context. In the BA3/4 Module Adult Education</p> <ul style="list-style-type: none"> <li>▪ 'EU, UK and Scottish <i>policy trends</i> in adult, lifelong and community education' is included in the indicative content and</li> <li>▪ 'critically analyse the current context of policy in adult community and lifelong learning'.</li> </ul> <p>There are no specific government strategies and policies for lifelong learning listed in the course reading for these modules.</p>		
<b>07</b>	Building Safer Communities	<b>Not evident</b> ✓	<b>Evident</b>	<b>Substantially evident</b>
<b>Policy Feature</b>		<b>Scale Rating &amp; Narrative</b>		
<b>08</b>	Growing Scotland's Economy	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		<p>Evident in the outcomes listed in the BACE 3/4 module 'Working with Young People':</p> <ul style="list-style-type: none"> <li>▪ Distinguish contrasting models of youth policy and identify their relationship to <i>education and training</i>, housing, income <i>and employment</i>.</li> </ul>		
<b>09</b>	Improving Health	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		<p>Evident in BACE 3/4 module Health Issues in the Community module</p>		

10	Active Citizenship	<p><b>Not evident</b>      <b>Evident</b>      <b>Substantially evident</b></p> <p style="text-align: center;">✓</p> <p>Evident particularly in the indicative content of BACE 3/4 module Adult Education:</p> <ul style="list-style-type: none"> <li>▪ Social inclusion and <i>active citizenship</i></li> </ul>
11	Maximising the potential of children and young people	<p><b>Not evident</b>      <b>Evident</b>      <b>Substantially evident</b></p> <p style="text-align: center;">✓</p> <p>Evident particularly in the outcomes listed in the BACE 3/4 module 'Working with Young People':</p> <ul style="list-style-type: none"> <li>▪ <i>Describe the impact of changing social structures and policy on the lives and development of young people and</i></li> <li>▪ <i>Distinguish contrasting models of youth policy and identify their relationship to education and training, housing, income and employment.</i></li> </ul>
12	Quality Assurance	<p><b>Not evident</b>      <b>Evident</b>      <b>Substantially evident</b></p> <p>✓</p>
13	Health & Safety	<p><b>Not evident</b>      <b>Evident</b>      <b>Substantially evident</b></p> <p>✓</p>
14	Special features	<p>A strong emphasis in the documentation of this programme on developing politically aware and critically conscious practitioners.</p>
15	Commentary	<p>Analysing the documentation of this programme, the term 'community learning and development' does not appear once. There was also no direct reference in any course reading to specific post 1995 government policies or strategies.</p>



<b>Title of Programme &amp; Training Agency</b>		<b>BA/BA (Hons) in Community Education</b>
<b>Programme C</b>		<b>Professionally endorsed by CeVe 2005</b>
<b>Policy Feature</b>		<b>Scale Rating &amp; Narrative</b>
<b>01</b>	Community Learning & Development	<b>Not evident      Evident      Substantially evident</b> ✓ The term 'community learning and development' appears in module titles (eg BA1 Signposts to Community Learning and Development) and module rationales and is included in the learning outcomes for this Module. There are also bibliographical references to community learning & development published work.
<b>02</b>	Social Justice	<b>Not evident      Evident      Substantially evident</b> ✓ 'Social justice' and the related concept of 'social exclusion' and 'social inclusion' appear in module titles (eg BA1 Social Justice in Professional Roles)
<b>03</b>	Community Regeneration	<b>Not evident      Evident      Substantially evident</b> ✓ Community regeneration appears the indicative content and assessment criteria of Module BA1 (Signposts to Community Learning & Development): 'Outline the relevance of community learning and development to the delivery of Scottish Executive policies relating to social exclusion, lifelong learning, <i>community regeneration</i> , youth strategy and citizenship.'
<b>04</b>	Community Planning	<b>Not evident      Evident      Substantially evident</b> ✓ Does not overtly appear in the module descriptors.
<b>05</b>	Collaborative Working	<b>Not evident      Evident      Substantially evident</b> ✓ 'Productive learning partnerships' are included in the rationales of three modules in this programme.
<b>06</b>	Lifelong Learning	<b>Not evident      Evident      Substantially evident</b> ✓ 'Lifelong learning' appears in the module titles, BA1 Activating Lifelong Learning: Groupwork Approaches in a Community Education Setting and BA2 Activating Lifelong Learning: 2. It also features in the learning outcomes for Module BA1 Signposts to Community Learning & Development: 'Outline the relevance of community learning and development to the delivery of Scottish Executive policies relating to social exclusion, <i>lifelong learning</i> , community regeneration, youth strategy and citizenship.'
<b>07</b>	Building Safer Communities	<b>Not evident      Evident      Substantially evident</b> ✓ Tangentially evident in a single entry in two separate module reading lists.
<b>08</b>	Growing Scotland's Economy	<b>Not evident      Evident      Substantially evident</b> ✓

<b>Policy Feature</b>		<b>Scale Rating &amp; Narrative</b>
<b>09</b>	Improving Health	<b>Not evident</b> <b>Evident</b> <b>Substantially evident</b> ✓ Health issues feature in the BA3 Education for Sustainability module.
<b>10</b>	Active Citizenship	<b>Not evident</b> <b>Evident</b> <b>Substantially evident</b> ✓ ‘Active citizenship’ appears in two module titles: BA 1 ‘Promoting Active Citizenship: Participation and citizenship’ , BA 2 ‘Promoting Active Citizenship 1 – Power and Empowerment’. Citizenship appears in the learning outcomes for Module BA1 Signposts to Community Learning & Development: ‘Outline the relevance of community learning and development to the delivery of Scottish Executive policies relating to social exclusion, lifelong learning, community regeneration, youth strategy and <i>citizenship</i> .’
<b>11</b>	Maximising the potential of children and young people	<b>Not evident</b> <b>Evident</b> <b>Substantially evident</b> ✓ Evident in BA3 Module Strategies for Social Inclusion: Informal Education & Young People
<b>12</b>	Quality Assurance	<b>Not evident</b> <b>Evident</b> <b>Substantially evident</b> ✓ Evident in the indicative content for BA2 Module ‘Management Systems’ including LEAP and Best Value
<b>13</b>	Health & Safety	<b>Not evident</b> <b>Evident</b> <b>Substantially evident</b> ✓ Evident in the indicative content for BA2 Module ‘Management Systems’ including Health & Safety and Data Protection
<b>14</b>	Special features	BA3 Module Education for Sustainability
<b>15</b>	Commentary	An evident feature in this programme is the extent to which it has organised its modules around engaging with key current policy issues. One possible explanation for this is the relatively recent professional endorsement of this programme.

<b>Title of Programme &amp; Training Agency</b>		<b>Postgraduate Diploma in Community Education</b>
<b>Programme D</b>		<b>Professionally endorsed by CeVe in 2003</b>
		<b>Annual intakes to full time and workplace based modes</b>
<b>Policy Feature</b>		<b>Scale Rating &amp; Narrative</b>
<b>01</b>	Community Learning & Development	<b>Not evident      Evident      Substantially evident</b> ✓ Learning & Development Practice Module explores practice developments in community learning and development.
<b>02</b>	Social Justice	<b>Not evident      Evident      Substantially evident</b> ✓ Evident in curricula for Values, Ideologies & Polices and Learning & Development Practice modules.  Included in an essay question in Values, Ideologies & Polices Module Included in an exam question in the Learning & Development Practice Module
<b>03</b>	Community Regeneration	<b>Not evident      Evident      Substantially evident</b> ✓ Evident in curricula for Values, Ideologies & Polices and Learning & Development Practice modules.
<b>04</b>	Community Planning	<b>Not evident      Evident      Substantially evident</b> ✓ Evident in curricula for Learning & Development Practice Module
<b>05</b>	Collaborative Working	<b>Not evident      Evident      Substantially evident</b> ✓ Evident in curricula for Learning & Development Practice Module
<b>06</b>	Lifelong Learning	<b>Not evident      Evident      Substantially evident</b> ✓ Evident in curricula for Learning & Development Practice Module Included in an essay question in the Learning & Development Practice Module.
<b>07</b>	Building Safer Communities	<b>Not evident      Evident      Substantially evident</b> ✓ Evident in curricula for Learning & Development Practice Module
<b>08</b>	Growing Scotland's Economy	<b>Not evident      Evident      Substantially evident</b> ✓ Evident in curricula for Learning & Development Practice Module
<b>09</b>	Improving Health	<b>Not evident      Evident      Substantially evident</b> ✓ Evident in curricula for Learning & Development Practice Module
<b>10</b>	Active Citizenship	<b>Not evident      Evident      Substantially evident</b> ✓ Evident in curricula for Learning & Development Practice Module

<b>11</b>	Maximising the potential of children and young people	<b>Not evident</b> <b>Evident</b> <b>Substantially evident</b> ✓ Evident in curricula for Learning & Development Practice Module
<b>12</b>	Quality Assurance	<b>Not evident</b> <b>Evident</b> <b>Substantially evident</b> ✓ Evident in curricula for Monitoring Evaluation and Reflective Practice Module Included in an essay question in Monitoring Evaluation and Reflective Practice Module.
<b>13</b>	Health & Safety	<b>Not evident</b> <b>Evident</b> <b>Substantially evident</b> ✓ Evident in curricula for Learning & Development Practice Module
<b>14</b>	Special features	CD of current and recent policies in the public domain (pdf files) supplied to all students at the beginning of the programme Students deliver a class paper focussed on a selected policy as part of the Values, Ideologies & Policies Module.
<b>15</b>	Commentary	Current Scottish Executive policies are strongly featured in the curricula and assessment of this programme. These are explored in the context of policy analysis, practice development and comparative policy with particular reference to other UK jurisdictions.  In a one year qualifying programme there are fewer opportunities to explore social policy and practice issues in depth which might be more elaborated in a 3-4 year degree programme.

<b>Title of Programme &amp; Training Agency</b>		<b>MSc/Pg Diploma in Community Education</b>
<b>Programme E</b>		<b>Professionally endorsed by CeVe 2005</b>
<b>Mode/s of delivery</b>		Full time mode "At present there are no plans to introduce a part-time route to the award. This position will be reconsidered at a future date but any decision will depend upon the market and the availability of resources."
<b>Policy Feature</b>		<b>Scale Rating &amp; Narrative</b>
<b>01</b>	Community Learning & Development	<p><b>Not evident</b>      <b>Evident</b>      <b>Substantially evident</b></p> <p>✓</p> <p>References to 'community learning and development' evident in the programme introduction which acknowledged that,  <i>"In the field of community education in Scotland, the value of both the specific work of community educators and of the approaches and values manifest in such work have recently been affirmed in Working and Learning Together to Build Stronger Communities (Scottish Executive and COSLA, 2003) and Working and Learning Together – Guidance (2004). These policy documents extend and develop themes featuring in a sequence of reports including Communities: Change through Learning (SOEID 1998), Promoting Learning: Developing Communities (COSLA 1998) and Circular 4/99 (SOEID, 1999), Community Learning and Development: The Way Forward (Scottish Executive, 2002) and Empowered to Practice: The Future of Community Learning and Development Training (Scottish Executive 2003)."</i></p> <p>No further references to Community Learning and Development appear in the documentation. The nearest reference is, 'Policy trends relevant to community education' in the BACE 1 module Introduction to Community Education.</p>
<b>02</b>	Social Justice	<p><b>Not evident</b>      <b>Evident</b>      <b>Substantially evident</b></p> <p>✓</p> <p>Evident in emphasis on identifying discrimination and engaging with anti discriminatory outcomes for 'Groupwork in Context' module:</p> <ul style="list-style-type: none"> <li>▪ Identify, conceptualise and define the influence of discrimination (for example based on class, gender, ethnicity, sexuality, religion and disability)</li> <li>▪ Critically review and evaluate a range of approaches to challenging discrimination</li> </ul>
<b>03</b>	Community Regeneration	<p><b>Not evident</b>      <b>Evident</b>      <b>Substantially evident</b></p> <p>✓</p> <p>Evident in BACE 3/4 elective module Adult Education:  Indicative content-</p> <ul style="list-style-type: none"> <li>▪ Adult education and regeneration</li> </ul>
<b>04</b>	Community Planning	<p><b>Not evident</b>      <b>Evident</b>      <b>Substantially evident</b></p> <p>✓</p>
<b>05</b>	Collaborative Working	<p><b>Not evident</b>      <b>Evident</b>      <b>Substantially evident</b></p> <p>✓</p> <p>Evident in BACE 3/4 elective module: Community Work:  <b>Indicative Content:</b></p> <ul style="list-style-type: none"> <li>▪ Partnership</li> </ul>

<b>Policy Feature</b>		<b>Scale Rating &amp; Narrative</b>		
<b>06</b>	Lifelong Learning	<b>Not evident</b> ✓	<b>Evident</b> ✓	<b>Substantially evident</b>
		<p>Adult Education is strongly represented in this programme with a premium on the student perceiving their practice within a socio-political context. In the BA3/4 Module Adult Education</p> <ul style="list-style-type: none"> <li>▪ 'EU, UK and Scottish <i>policy trends</i> in adult, lifelong and community education' is included in the indicative content and</li> <li>▪ 'critically analyse the current context of policy in adult community and lifelong learning'.</li> </ul> <p>There are no specific government strategies and policies for lifelong learning listed in the course reading for these modules.</p>		
<b>07</b>	Building Safer Communities	<b>Not evident</b> ✓	<b>Evident</b>	<b>Substantially evident</b>
<b>08</b>	Growing Scotland's Economy	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		<p>Evident in the outcomes listed in the BACE 3/4 elective module 'Working with Young People':</p> <ul style="list-style-type: none"> <li>▪ Distinguish contrasting models of youth policy and identify their relationship to <i>education and training</i>, housing, income and employment.</li> </ul>		
<b>09</b>	Improving Health	<b>Not evident</b> ✓	<b>Evident</b>	<b>Substantially evident</b>
<b>10</b>	Active Citizenship	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		<p>Evident particularly in the indicative content of BACE 3/4 module Adult Education:</p> <ul style="list-style-type: none"> <li>▪ Social inclusion and <i>active citizenship</i></li> </ul>		
<b>11</b>	Maximising the potential of children and young people	<b>Not evident</b>	<b>Evident</b> ✓	<b>Substantially evident</b>
		<p>Evident particularly in the outcomes listed in the elective module BACE 3/4 'Working with Young People':</p> <ul style="list-style-type: none"> <li>▪ <i>Describe the impact of changing social structures and policy</i> on the lives and development of young people and</li> <li>▪ Distinguish contrasting <i>models of youth policy</i> and identify their relationship to education and training, housing, income and employment.</li> </ul>		
<b>12</b>	Quality Assurance	<b>Not evident</b> ✓	<b>Evident</b>	<b>Substantially evident</b>
		<p>One of the programme aims refers to evaluation of education programmes: By the end of the programme of study for the PgDip award, the students will be expected to: .....</p> <ul style="list-style-type: none"> <li>▪ be able to exercise substantial autonomy in deploying conventional and innovative, original or creative approaches and methods in the planning, delivery and evaluation of educational programmes in community settings</li> </ul> <p>No references or citations to LEAP and HGiOCLD?</p>		
<b>13</b>	Health & Safety	<b>Not evident</b> ✓	<b>Evident</b>	<b>Substantially evident</b>

<b>Policy Feature</b>		<b>Scale Rating &amp; Narrative</b>
<b>14</b>	Special features	A strong emphasis in the documentation of this programme on developing politically aware and critically conscious practitioners. For example, in the Community Work elective the following outcomes are listed: <ul style="list-style-type: none"> <li>▪ Identify relevant <i>policy</i> developments</li> <li>▪ Recognise and engage with the ambivalence of state <i>policy</i></li> <li>▪ Articulate the contradictory relationship between politics, <i>policy</i>,</li> <li>▪ management and community work practice</li> </ul>
<b>15</b>	Commentary	While the impact of policies for Community Learning and Development are acknowledged in the rationale for the programme review, the programme's dominant discourse is 'Community Education'

## 4.2 Discussion

Any conclusions drawn from this section of the research requires a number of health warnings. Firstly, the programme documentation provided to the research team is proof of intentionality of what should be taught and assessed, but is not a guarantor that a curriculum will be followed to the letter. Indeed the absence of recent policy documentation and influence in programme documentation is in fact to be expected bearing in mind the usual five year life of CeVe (Scotland) professional endorsements and University academic validations and that some courses had been endorsed and validated five years prior to this research. Conversely the absence of cross references to specific government policies does not necessarily mean that these are excluded from recent programme delivery which may have been updated in advance of the official next programme review.

Secondly, our judgements are made on the face validity of curricular materials supplied by the training provider. It was not part of our brief to follow up this documentary examination through dialogue with neither specific providers nor lecturers responsible for teaching specific modules/courses nor to request and analyse additional written resources.

Thirdly it was beyond the scope of this research to engage with the experiential knowledge which students accrue from fieldwork. All students on the five programmes analysed include assessed fieldwork on fieldwork placements or in agencies for workplace based students working concurrently with their programme. These fieldwork opportunities are likely to be rich sources of learning about policy. This situated learning will vary according to the working and learning experience of each student.

Fourthly, the student learning experience will be tempered by not only the curriculum (which we examined), but also the assessment. Not all knowledge is assessed so a student's learning experience that is 'assessment led' will necessarily be narrower than the curriculum in the module descriptors.

Fifthly, the programmes were professionally endorsed at different times and were therefore subject to differing accumulations of policy and practice related developments at the time of endorsement.

Sixthly, all of these programmes were professionally endorsed by CeVe Scotland who presumably applied the existing CeVe Guidance on Policy. The following statements provide the basis of current CeVe guidance to training providers about 'policy' (CeVe 1995):

As part of its revised framework of Key Elements and Competences, CeVe identified the application of policy in key element d).

"d) To organise and manage resources.

The community educator requires to be able to

- develop and plan a work programme;
- organise and deliver quality activities and projects;
- recruit and manage human resources such as part-time staff and volunteers;
- identify funding and resources;
- ***apply relevant legislation and policy;***
- demonstrate skills in self-management;
- manage financial resources and
- manage equipment and physical resources."

(ibid page 9)

In sections referring to 'Content', CeVe recommended that:

"As the context and settings for community education practice is changing, so too does the content of training require to be updated. .... ***programmes should cover changes in education and social policy and public administration;***" (ibid page 13)

"C3. ***Training should provide a social and political science, educational and social policy and public administration foundation;*** knowledge and understanding of the history and development of community education and community development; and a range of theories, methods and techniques." (ibid page 17)



## 5. QUESTIONNAIRE AND FOCUS GROUP RESULTS

Data has been presented under themes that emerged from the questionnaires and focus groups. There might be some overlap between questionnaire and focus group participants, however we are not able to cross-refer their responses as due to requirements of anonymity we do not know their questionnaire responses.

### 5.1 Information about the questionnaire respondents

A total of 63 responses were received to the questionnaires. This shows a return rate of 32%. The breakdown according to sector is as follows:

Table 1: Respondents by Sector

Sector:	Total No. of respondents = 63	In %
Voluntary and community	36	57
Statutory	27	43

We need to keep this split in mind as there were differences in opinion between the two sectors. Overall, 88% respondents said that they had CLD/Community Education qualifications, with majority of statutory sector respondents possessing a CLD/Community Education qualification and the voluntary sector respondents although pre-dominantly coming from CLD/Community Education qualification also had a variety of other professional qualifications (e.g., Social Work, Teaching, Further Education, Nursing, Housing, etc.).

It is noticeable that over 93% of the questionnaire respondents had experience of students on placements with their agency from HNC to Postgraduate level, suggesting that they have experience of a range of CE/CLD delivering Further and Higher Education Institutions in Scotland. Also, most agencies had employed newly qualified staff in the last 6 years (see Table 2).

Table 2: Newly qualified staff employed by the agency in the last 6 years

Years	Yes	No
1-3	87%	13%
4-6	74%	26%

## 5.2 Information about the Focus Group participants

A total of 39 people participated in the focus groups. They can be classified as follows:

**Table 3: Respondents by background/sector (including geographical mix)**

<b>Category</b>	<b>No. Participants</b>
CLD Newly Qualified Practitioners	10
CLD Employers/Agencies	15
Training Providers	8
CLD Students	4
Minority Groups	2
<b>Total</b>	<b>39</b>

With this background information regarding the questionnaire and focus group participants in mind, let us now look at their perspective on various issues to do with the current programmes, CeVe competences and guidelines.

## 5.3 Role of the CLD practitioner

When asked what was the key purpose and role of a CLD worker in your area of practice, some interesting responses came from different focus groups participants. Irrespective of their category, they all believed that the role of the CLD practitioner was to work with people to meet their identified needs. In doing so they need to have a strategic and theoretical overview, have the ability and skills to operate in a locality/community at a group and 1:1 level, the ability to work towards meeting these needs in partnership with local people and related professionals and agencies; leading to the development of purposeful community engagement. This requires the development of the critically competent practitioner, engaged in socially suited learning and development which is aimed towards social justice and inclusion.

## 5.4 Desirable abilities and attributes of a CLD practitioner

When asked their view of the key abilities and attributes that a CLD worker needs to have in working effectively within their agency's context and based on the above role, interesting comments were made by the questionnaire respondents and focus group participants.

Table 4 shows the questionnaire respondents' perspective on the personal experience and attributes that they thought a newly qualified CLD practitioner should have in terms of which ones they consider to be essential.

Overall, all such skills were perceived to be essential, although there were variations within groups. As can be seen communication skills and honesty/integrity were perceived as highly essential by all respondents. Record keeping and creativity seemed to be relatively lower on their agenda.

Table 4: Personal experience and attributes perceived to be essential

<b>Personal experience and attributes</b>	<b>CLD Managers</b>	<b>National Agencies primarily Voluntary Sector</b>	<b>Primarily Voluntary Sector Employers</b>
	<b>Percentage (ranking in brackets)</b>	<b>Percentage (ranking in brackets)</b>	<b>Percentage (ranking in brackets)</b>
Sensitivity	42	71 (4)	64
Confidentiality	53	57	86 (3)
Flexibility	74	83 (2)	61
Dependability	78	67	75
Coping Skills	60	57	61
Communication Skills	84 (2)	83 (2)	93 (1)
Willingness to learn	74	67	68
Time Keeping	68	43	43
Time Management	61	57	57
Honesty/integrity	84 (2)	86 (1)	89 (2)
Working with the Public	90 (1)	57	79 (4)
Working in a Team	79 (4)	57	71
Empathy Skills	53	33	61
Record Keeping	32	43	43
Creativity	42	57	32

The focus group participants from all categories split the key attributes and abilities required into soft and hard knowledge and skills areas. On the matter of soft skills, responses resembled the returns for the questionnaire - the identified skills were honesty, flexibility, adaptability, empathy, optimism, motivation, good communication skills, integrity, analytical skills, approachability and being ethical. With regard to hard skills, they were organisational skills, evaluation and research skills, partnership and team working, group work and facilitation, understanding of policy and sociology, and project management skills.

When asked to describe the most important things which inform the basis for choosing to employ a CLD practitioner or not, there were differences in views of the questionnaire respondents perhaps based on the sector they came from. Some of the key themes were ( in no particular order):

- Demonstration that principles and values have been applied in practice
- Knowledge and understanding of current practice and policy
- Professionally recognised qualification with theoretical and practical knowledge and competence (statutory sector/national agencies)
- Enthusiasm, commitment, motivation, willingness to learn, passion, empathy, strong values
- Understanding the bigger picture
- Skill, knowledge and experience of the work area, job and employing organisation
- Good communication skills and ability to relate to service-users/clients
- Awareness and sensitivity to local issues
- Record keeping including Finance/ Report writing etc. (voluntary sector)

It seemed that the voluntary sector employers were thinking of fitness at a local level, whereas the CLD managers were looking at the national level and policy dimension as well. Although a few respondents in other groups mentioned the softer skills and attributes (such as enthusiasm, commitment, motivation, willingness to learn, passion, empathy, strong values), it seemed that more respondents from the voluntary sector saw them as highly important. Also, perhaps due to the needs of the voluntary sector, the respondents emphasised finance and funding. Similarly if we look at Table 9, although the voluntary sector and national agencies had ranked it as third essential competence within that key area, the CLD managers had ranked it as the fifth essential competence.

When asked what they look for when considering appointing a newly qualified CLD practitioner, the focus group participants said that the qualities being looked for in a newly qualified CLD worker were relevant experience and an aptitude for the job applied for. The soft skills referred to earlier were regarded highly by employers as was constructive problem solving. Knowledge of relevant CLD policy and planning and evaluation approaches and methods (e.g., LEAP, HGIOCLD?) was also seen as important. There was a view particularly from CLD employers and agencies that graduates could be better prepared for job interview and show that they are keen and enthusiastic to gain the position sought. There was a view that a probationary year could help newly qualified workers gain experience and demonstrate the desired aptitude and abilities during this period. Minority group respondents felt that graduates should have an understanding of multiculturalism and social inclusion and that initial training should take account of the need for extra support where required for students from an ethnic minority background particularly with the development of academic writing skills. Newly qualified practitioners asserted that a graduate in CLD should have the skills to be critically competent and know where to look for information and guidance based on professionally-led social science-based education.

## 5.5 Readiness to Practise of newly qualified CLD practitioners

The respondents were further probed about how well prepared they considered the newly qualified CLD practitioners in relationship to the job requirements they had expressed. In the questionnaires. When asked how the respondents would rate the preparedness for employment of the newly qualified staff with them, there was a spread between adequate to excellent (see Table 5).

Table 5: Preparedness for employment e.g., Attitude to the workplace, punctuality and timekeeping

Excellent	Very good	Good	Adequate	Inadequate	Very poor
21%	40%	32%	7%	0%	0%

5.16 In terms of their capacity to undertake their work, 88% thought that they were good to excellent. However, 12% indicated that they were only adequate (see table 6 below).

Table 6: Capacity to undertake the job appointed to e.g., skills and knowledge

Excellent	Very good	Good	Adequate	Inadequate	Very poor
15%	39%	34%	12%	0%	0%

When asked in focus groups, whether they felt that the current knowledge base of students and newly qualified CLD practitioners is relevant to the demands of working in their particular area of practice, newly qualified practitioners felt that qualifying training has provided them with the ability to reflect and evaluate their practice and with the development of a professional knowledge and skills base.

## 5.6 Views about Training Provision

Over 85% questionnaire respondents said that current training provision was good to excellent as can be seen from Table 7 below.

Table 7: Rating of current training provision

Excellent	Very good	Good	Adequate	Inadequate	Very poor
11%	26%	48%	12%	2%	1%

5.19 Interestingly though, when asked how essential this training was, a different picture emerges across the sectors of the questionnaire respondents. As can be seen (Table 8), CLD managers considered CeVe endorsed qualifications to be more essential than the employers from the voluntary sector. This could be in part because only 88% of the respondents themselves had CLD qualifications and the remaining 12% might not see them as relevant to the inter-professional settings within which they work. It seems that the respondents did not

see any substantial difference in terms of fulltime or part-time/work place based delivery. The HN Certificate was rated as essential by a larger percentage of respondents from the national agencies as compared to the other two groups.

Table 8: Possessing a CeVe endorsed qualification rated as essential

<b>Qualification</b>	<b>CLD Managers (in percent)</b>	<b>National Agencies primarily Voluntary Sector (in percent)</b>	<b>Primarily Voluntary Sector Employers (in percent)</b>
HN Certificate	8	50	26
BA (Ord) in CE (FT)	65	57	28
BA (Ord) in CE (PT/WPB)	65	29	20
BA (Hons) in CE (FT)	37	17	16
BA (Hons) in CE (PT/WPB)	37	20	12
Postgraduate Certificate FT	60	17	4
Postgraduate Certificate (PT/WPB)	60	17	4
Postgraduate Diploma (FT)	55	29	4
Postgraduate Diploma (PT/WPB)	60	33	8

This difference in perspective led to further exploration in focus groups. When asked whether initial training in CLD should be only at degree level or should there be some intermediate stages towards this level, generally the view was that there should be an articulated and progressive framework for CLD training that affords opportunities in professional education and development from pre-qualifying to post-qualifying CPD. This framework of provision should not 'devalue' the full professional qualification at degree level and above as these intermediary stages should be progressive and work towards full qualification where appropriate.

Graduating students felt that qualifying training in CLD should be generic in nature and specialist training should be gained at the post qualifying CPD level. The focus group respondents overall were of the view that training in CLD should be built upon the soft skills as a pre-requisite for initial training and that qualifying training provides a theoretical understanding in the development of practice expertise but there should be more assessment of the development and application in practice of these soft skills. Initial training has also

helped with the development of an ethical basis upon which to practise, that being the professional value base. The relationship between the training providers and the broad field of CLD was highlighted with the respondents feeling that greater emphasis and recognition for the training and development of student supervisors and mentors was needed, particularly from their employers. This reflects the pivotal role of placement supervisors and mentors in professional education and development.

The final general point that respondents made was that initial training had also helped with the development of reflection and inquiry skills and the ability to evaluate personal and professional practice.

The focus group participants were further asked whether initial qualifying training in CLD should be raised to honours degree level in line with professional training for teachers and social workers in Scotland. There were mixed feelings from newly qualified practitioners about whether qualifying training should be at honours degree level. This would afford parity with related professions such as teaching and social work but on the other hand it would be another year of additional study. Respondents wondered the focus would be for an additional year, would it be an academic or practice-focused year? There was also a question around the additional employability offered by a four year qualifying period.

Training providers in the main supported the idea of a four year honours route to qualifying training as it would do justice to the professional education requirements currently demanded by CeVe and also with the increasing demands for more specialist forms of training from a generic core. However, the additional costs would need to be taken into consideration both from the perspective of training providers and also the additional costs for participants.

### **5.7 Modes of Training**

As a result of the responses to the questionnaire (Table 6), we explored different perspectives on modes of training with focus group respondents. In general respondents felt that all the current modes of qualifying training delivery (full-time, part-time, workplace-based modes) were beneficial because having this range of delivery modes provides opportunity for all those interested in a career in CLD to access a range of training opportunities. This was particularly the case for the work-based route for those in full-time employment within a CLD context. Key points were that training modes should be progressive in the sense of being linked throughout pre-qualifying and post-qualifying CPD and also that they are articulated within a common framework. However there was concern expressed that workplace-based training was dependent on staff development/training budgets as this mode is dependent on having unqualified trainee posts available. There was debate about what is an adequate length of time for qualifying training with one view that the one year post-graduate course was too academically focused for its length to the sacrifice of placement practice. Training providers

agreed that it is important to have the range of delivery modes but these needed to be adequately funded with respect to funded and fee generating places. Training providers also emphasised the need for qualifying training to be at degree level or above based on vocationally oriented education. Newly qualified graduates felt that the placement pattern within CLD training should be reviewed with respect to its location and duration across the range of training provision and providers and that if there were to be development of the honours year then it might benefit being more vocationally as opposed to academically oriented based on an action research approach to practice-based inquiry and the development of more effective professional practice. Minority groups expressed the view that the relationship between the employer/sponsor and the training provider needs to be reviewed for workplace-based training to allow for more sharing and partnership work between these stakeholders in supporting workplace-based training.

### **5.8 Title of the Training Qualification**

The respondents seemed to use CLD and Community Education interchangeably. This was further explored in the focus groups. When asked whether professional training in this domain should be called Community Education or Community Learning and Development; in the main most respondents preferred the title of CLD because it identified the profession with current government policy and direction. However, there was a view by some of the respondents and particularly training providers that the loss of education from the title was a concern in that "Education" is more widely recognised at UK, European and international levels. Community Education as a name has a resonance and a 30 year history in Scotland – and the name of the professional qualification does not have to be the same as the occupational field that the professional is employed within. An example is the Bachelor of Education for Teachers. It was also emphasised that it is important that a professional name should not be changed too frequently as this causes confusion over identify, role and also parity within the professional area itself.

### **5.9 Content of training**

The newly qualified practitioners felt that a qualifying course should draw from a social science base and include relevant learning theory, contemporary social policy; communication skills (1:1 and group work) and well as planning, management (covering project management and financial management) and evaluation, together with team working and inter-professional and partnership working. CLD Employers emphasised that a CLD qualifying curriculum should include: Child Protection; Citizenship and Democracy; Contemporary Youth Studies; Literacies and Equalities Work; and Community Capacity Building and Development. CLD Students were of the view that their current training has given them a foundation upon which to develop their practice in the field. Minority groups believed that equalities, race and diversity should be built onto the curriculum as well as philosophy, policy and law.



### **5.10 Views about the placement component of training**

There was exploration of the current system whereby placement practice within qualifying training must be at least 40% of the overall training experience. Views were sought within the focus groups with respect to the expectation this places on agencies to provide placement opportunities and supervisors for such experiences. Overall most newly qualified practitioners felt that the current balance between practice and college-based learning in line with the current qualifying guidelines was about right in the context of full-time training but there was a question of how practice was considered and accounted for in terms of this balance with workplace-based training modes. Employers and agencies expressed a view that the support infrastructure for placements needs to be quality assured by the training providers to enable viable and sustainable placement experiences for CLD students on full-time training modes. This begged the question of parity between full-time and workplace-based modes of training and the supervision and assessment of professional practice. It was agreed by employers and agencies that practice-based learning and assessment relied on quality supervision and there was a need for a more concerted effort for the development of supervision training as part of a CLD worker's CPD and registration requirements. They felt that perhaps consideration should be given to the delivery of supervision on an inter-professional basis. There was also a question raised about the supply and demand of placements and it was suggested that this should be considered at the national level in line with student teachers or social workers.

Newly qualified CLD practitioners were of the view that support from training providers was available if requested beyond tutor placement visits. There was a view from newly qualified practitioners that training of supervisors should be compulsory and should be accredited at degree and postgraduate levels. Employers and agencies felt that enhanced placement supervision skills would link well with a probationary year, however minority groups cautioned that too compulsory an element of supervision training could be exclusionary and prohibitive for small community-based organisations.

Newly qualified practitioners further emphasised that the current guidelines ratio of practice to university based learning was the right balance and supported the notion that periods of practice on qualifying programmes become progressively longer over length of the programme. Perhaps any honours year should be a full practice-based year based on an action learning and research based approach. Employers and agencies would like to see more encouragement of practitioners to theorise practice and this should be seen as a key role of supervisors to facilitate and reinforce college-based study. Graduating CLD students would have liked to have had a cross training providers' forum for students on respective qualifying training programmes.

### 5.11 Views on the current set of competences used to assess initial qualifying performance in CLD

The questionnaire respondents were asked to indicate their views through a rating scale. When we looked at the competences that were highlighted as essential, the response was as follows:

Table 9: Ranking of competence areas based on respondents' scoring of 'essential'

<b>Key area To engage with the community by:</b>	<b>CLD Managers</b>	<b>National Agencies primarily Voluntary Sector</b>	<b>Primarily Voluntary Sector Employers</b>	<b>Essential</b>	<b>Ranking</b>
	<b>Percentage (ranking in brackets)</b>	<b>Percentage (ranking in brackets)</b>	<b>Percentage (ranking in brackets)</b>	<b>Average from the 3 groups in percentage</b>	
intervening within a given community	81 (1)	100 (1)	64 (3)	<b>82</b>	<b>1</b>
establishing and sustaining contact with local adult, youth and community organisations	76 (2)	60 (3)	71 (2)	<b>69</b>	<b>3</b>
identifying needs	71 (3)	83 (2)	79 (1)	<b>78</b>	<b>2</b>
reaching and engaging with traditional non-participants	81 (1)	50 (5)	71 (2)	<b>67</b>	<b>4</b>
establishing interagency links	71 (3)	50 (5)	33 (5)	<b>52</b>	<b>6</b>
identifying concerns and aspirations	62 (6)	60 (4)	61 (4)	<b>61</b>	<b>5</b>
<b>To develop relevant learning and educational opportunities by:</b>	<b>CLD MANAGERS</b>	<b>NATIONAL AGENCIES</b>	<b>VOLUNTARY SECTOR EMPLOYERS</b>	<b>Essential</b>	<b>Ranking</b>
targeting individuals and groups within a community;	62 (3)	33 (4)	39 (3)	<b>45</b>	<b>6</b>
providing potential participants with appropriate guidance;	48 (5)	0 (6)	30 (5)	<b>26</b>	<b>8</b>
taking advantage of spontaneous learning and development opportunities	48 (5)	50 (3)	57 (1)	<b>51</b>	<b>4</b>
designing with the participants relevant learning programmes	71 (1)	50 (3)	35 (4)	<b>52</b>	<b>3</b>
identifying any special learning needs;	50 (4)	60 (2)	35 (4)	<b>48</b>	<b>5</b>
promoting and marketing learning opportunities e.g. through use of the media;	29 (6)	17 (5)	9 (7)	<b>18</b>	<b>9</b>
organising appropriate structures for learning and community action	29 (6)	67 (1)	26 (6)	<b>40</b>	<b>7</b>
implementing learning and teaching programmes	67 (2)	67 (1)	35 (4)	<b>56</b>	<b>2</b>
using a range of formal and informal educational methods and techniques	67 (2)	67 (1)	44 (2)	<b>60</b>	<b>1</b>

<b><i>To empower the participants by:</i></b>	<b>CLD MANAGERS</b>	<b>NATIONAL AGENCIES</b>	<b>VOLUNTARY SECTOR EMPLOYERS</b>	<b>Essential</b>	<b>Ranking</b>
developing collective action	48 (6)	17 (4)	30 (5)	<b>32</b>	<b>6</b>
involving participants in planning, delivery and evaluation	91 (1)	50 (2)	48 (4)	<b>63</b>	<b>3</b>
enabling participants to work towards their goals	86 (2)	50 (2)	74 (2)	<b>70</b>	<b>2</b>
encouraging community-led development;	67 (4)	0 (5)	52 (3)	<b>40</b>	<b>5</b>
developing confidence, knowledge, skills and understanding of participants;	81 (3)	67 (1)	83 (1)	<b>77</b>	<b>1</b>
widening participants' awareness of concepts of power and change	53 (5)	40 (3)	30 (5)	<b>41</b>	<b>4</b>
<b><i>To organise and manage resources by:</i></b>	<b>CLD MANAGERS</b>	<b>NATIONAL AGENCIES</b>	<b>VOLUNTARY SECTOR EMPLOYERS</b>	<b>Essential</b>	<b>Ranking</b>
developing and planning a work programme	67 (2)	67 (1)	67 (1)	<b>67</b>	<b>2</b>
organising and delivering quality activities and projects	76 (1)	67 (1)	67 (1)	<b>70</b>	<b>1</b>
recruiting and managing human resources, eg part-time staff and volunteers	19 (6)	33 (3)	21 (5)	<b>27</b>	<b>6</b>
identifying funding and resources	33 (5)	33 (3)	38 (3)	<b>35</b>	<b>5</b>
applying relevant legislation and policy	52 (3)	50 (2)	38 (3)	<b>47</b>	<b>4</b>
demonstrating skills in self-management	48 (4)	50 (2)	54 (2)	<b>51</b>	<b>3</b>
managing financial resources	19 (6)	33 (3)	29 (4)	<b>27</b>	<b>6</b>
managing equipment and physical resources	14 (7)	20 (4)	13 (6)	<b>16</b>	<b>7</b>
<b><i>To practise community education within different settings by</i></b>	<b>CLD MANAGERS</b>	<b>NATIONAL AGENCIES</b>	<b>VOLUNTARY SECTOR EMPLOYERS</b>	<b>Essential</b>	<b>Ranking</b>
expressing the values underlying community education through practice	67 (2)	50 (3)	38 (3)	<b>51</b>	<b>3</b>
applying the principles underlying community education in practice	81 (1)	67 (1)	46 (2)	<b>65</b>	<b>1</b>
applying the community development approach	62 (3)	67 (1)	54 (1)	<b>61</b>	<b>2</b>
practising across a range of ages within different settings	30 (6)	17 (6)	38 (3)	<b>28</b>	<b>6</b>
identifying external influences on development of practice	38 (5)	33 (4)	29 (5)	<b>34</b>	<b>4</b>
demonstrating skills in working as part of a local multi-agency team	38 (5)	33 (4)	29 (5)	<b>34</b>	<b>4</b>
Implementing appropriate exit strategies from community and learning groups	43 (4)	17 (6)	35 (4)	<b>32</b>	<b>5</b>
<b><i>To use evaluative practice to assess and implement changes by:</i></b>	<b>CLD MANAGERS</b>	<b>NATIONAL AGENCIES</b>	<b>VOLUNTARY SECTOR EMPLOYERS</b>	<b>Essential</b>	<b>Ranking</b>
using appropriate quality assurance and performance measurement techniques	67 (1)	50 (2)	38 (4)	<b>51</b>	<b>2</b>

planning and applying a range of participative methods of evaluation	62 (2)	33 (3)	38 (4)	<b>44</b>	<b>4</b>
using information technology	38 (4)	33 (3)	52 (1)	<b>41</b>	<b>5</b>
demonstrating skills in report writing and presentation for a variety of audiences	43 (3)	67 (1)	49 (3)	<b>52</b>	<b>1</b>
using findings to influence practice	42 (3)	50 (2)	50 (2)	<b>48</b>	<b>3</b>

For some key areas there was a fairly equal split, however, in others there was a big variation in the importance placed on them. Overall, not surprisingly the first key area 'To engage with the community' was seen by all to be the most essential area. Interesting differences appeared in the importance of 'Reaching and engaging with traditional non-participants', with CLD Managers and Voluntary Sector employers rating it as highly essential (81% and 71% respectively rated it as an essential competence) and only 50% of national agencies rating it as essential. However, we can not attach too much importance to this as the number of respondents from national agencies was much smaller than the other two groups and the three groups statistically might not be comparable. The rating for competences within the key area, 'To develop relevant learning and educational opportunities', seems to be quite varied across the three groups. Again, it is interesting that none of the national agencies saw 'Community led development' and 'Providing potential participants with appropriate guidance' to be essential competences. However, it should be added that 67% and 80% saw them as important respectively.

This was further explored with focus group participants. All newly qualified practitioners were familiar with the professional competence framework and liked the process of evidence-based professional development. However, they observed that the practice of how the professional competences are embedded with the curriculum for professional training varied between the training providers with the competences either being embedded across course modules or as a discrete area within the curriculum. Most respondents felt that the competency approach was a good focus for personal professional growth and development. On the issue of consistency of assessment across practice assessors, newly qualified respondents felt that there should be more effective communications between placement agencies and training providers in terms of support for supervisors in their role as assessors. CLD employers and agencies expressed the view that the competency approach was a relevant one for professional education and development but the current array of competences should be refreshed in light of developments since their last revision to take into account the growing diversity of CLD practice. They also felt that the current array of competences were not all relevant to initial training with some, particularly those related to the management of resources and staff being of more relevance to post-qualifying CPD rather than initial training. There was also a view that the softer skills of interpersonal and effective communications that underpin the range of the competences should be more explicitly identified and assessed within the assessment of practice.

Training providers were of the view that the notion of competence as currently defined by CeVe was a good definition (that it is the product of an integration of knowledge, skills and values with the competent community educator being able to think, to act and to critically reflect on practice) but within the current array of competences it was considered that the ability to critically reflect on practice could be more strongly identified as a practice skill. Training providers also were of the view that the competences should be aligned or articulated with the SCQF Levels statements for appropriate qualifications.

When asked about additional areas of competence that they saw as important and the challenges over the next 5 years for new graduates, the following themes emerged from the questionnaire responses (not in any particular order):

- Emphasis on financial skills (response seemed very specific to voluntary sector respondents)
- Partnership and interagency working, especially for local authority
- Self-evaluation, evidence of outcomes and impact,
- Emphasis on experience and personal qualities of graduates (seemed important primarily to voluntary sector respondents)
- Working with change
- Specific context and issue related work
- CLD policy and context (seemed important primarily to statutory sector respondents)

The focus group participants were asked this as well. With respect to this area newly qualified practitioners were of the view that the current competences were comprehensive but there should be an area of competence that identifies working in partnership and collaboration as this is now a growing area of professional interest. It was also viewed that the current competences should be re-examined in the context of the wider and more diverse field of CLD practice and evaluated on this basis for their fitness for practice. Might there also be a consideration, in line with the thinking of other professional standards bodies, for moving towards a model based on Standards as opposed to Competences? Employers and agencies were of this view that a move towards more robust forms of practice assessment would be beneficial such as the Practice Panel model that brings together the participant, the practice supervisor and the training provider tutor. Minority groups were of the view that any revision of the current competences needs to include the areas of working with diverse and multi-cultural communities.

The focus group participants were further asked whether competences should be progressive in terms of how they are built upon throughout initial training and to consider what the relationship might be between these competences for initial training and a practitioner's

longer term CPD requirements. Newly qualified practitioners felt that the development of professional competence should start from an analysis or audit of existing related skills and experience such as the construction of a Personal Development Plan. This would also help as a starting point for the Recognition of Prior Learning (RPL). There is also the need to address the on-going CPD needs of CLD practitioners within an articulated and progressive professional development framework as part of any registration system.

### 5.12 Gaps in preparedness of newly qualified CLD practitioners

The questionnaire respondents were asked to use the skills and attributes they had referred to earlier to give their view on what were the gap areas for prospective CLD employees.

Table 10: Personal experience and attributes perceived to be biggest gap areas for prospective CLD employees

<b>Personal experience and attributes</b>	<b>CLD Managers</b>	<b>National Agencies primarily Voluntary Sector</b>	<b>Primarily Voluntary Sector Employers</b>
	<b>Percentage (ranking in brackets)</b>	<b>Percentage (ranking in brackets)</b>	<b>Percentage (ranking in brackets)</b>
Sensitivity	11	<b>50 (1)</b>	11
Confidentiality	0	0	0
Flexibility	37 (2)	20	37 (2)
Dependability	21	20	21
Coping Skills	<b>42 (1)</b>	33 (3)	<b>42 (1)</b>
Communication Skills	32 (4)	43 (2)	32 (4)
Willingness to learn	22	17	22
Time Keeping	11	0	11
Time Management	26	17	26
Honesty/integrity	0	0	0
Working with the Public	26	29	26
Working in a Team	21	33 (3)	21
Empathy Skills	16	33 (3)	16
Record Keeping	37 (2)	29	37 (2)
Creativity	26	33 (3)	26

CLD managers and voluntary sector employers thought that biggest gaps were in the area of coping skills. The national agencies representatives thought that the biggest gap was in the area of sensitivity. Reassuringly nobody perceived any big gaps in the areas of confidentiality and honesty/integrity.

In response to the weaknesses they had experienced in newly qualified practitioners, the key themes that emerged were (in no particular order):

- Lack of practice experience

- Out of touch with current and recent changes in practice, and national policies, drivers and strategies informing CLD practice
- Lack of political awareness and the bigger picture
- Lack of ability to plan, self-evaluate and write quality reports
- Lack of exposure to the reality and pressures of operating in a business like environment which is underpinned by CeVe ethical priorities; enthusiasm goes when they find the reality of the work
- Lack of communication skills
- Lack of understanding of funding and ability to do financial work
- Lack of confidence
- More academic than practical

Again it is the voluntary sector respondents who highlighted funding and finance, whereas CLD managers emphasised lack of understanding of national policies, strategies and drivers. Also, some respondents were keen to point out that weakness is too strong a word, some of the aforementioned areas (such as lack of practical experience) are understandable, and that no two newly qualified graduates are the same.

Their responses regarding the CLD practitioner during the first year of employment did not change remarkably from the ones mentioned for a newly qualified practitioner. This might be either due to the question being ambiguous or that the CLD practitioners in first year of employment were the newly qualified graduates. The worst case scenario obviously being that they did not see any difference in a qualified or unqualified practitioner.

### **5.13 Strengths of newly qualified CLD practitioners**

According to the questionnaire respondents felt the main strengths of newly qualified practitioners were (in no particular order):

- Enthusiastic, keen to learn, motivated, commitment, eagerness, fresh approach, flexibility, new ideas, challenging existing staff to reflect on their own practice, sometimes naïve but thoughtful questions, sceptical, creative and open
- Integration of theory and practice
- Up-to-date understanding of theoretical perspectives

The challenges for an employer in appointing newly qualified staff were seen to be ( in no particular order):

- Providing appropriate work settings
- Finding time to provide adequate and ongoing support and supervision
- Difficulty in recruiting to generic posts in remote locations
- Lack of knowledge, skills and experience in specific work area
- Staff retention, maintaining their enthusiasm and motivation

There seemed to be a tension between the need for practitioners with generic skills as compared to specialists with ability to do issue-based work.

#### **5.14 New skills required of a CLD practitioner in the future**

The questionnaire respondents considered the following to be the future needs of employers within a broad CLD sector:

- Strong development of professional identity, role and function within a multi-agency context
- Inter-disciplinary work-experience for students on qualifying programmes
- More placement experience
- Graduates with a generic qualification, with experience of all three areas (Youth Work, Adult Learning and Capacity Building/ Community Development)
- Experience of wide range of contexts for transferability
- Funding to provide good salaries and increase staff retention
- Funding to release staff to access ongoing training
- Locally based training programmes, part-time, work-based routes, need more alternatives
- Need to boost its academic and professional image through registration body and stringent candidate selection for courses

The focus group participants were asked to reflect on the policy developments and strategic priorities of their organisation over the past five years and consider what the main skill requirements might be over the next five to 10 years. Newly qualified practitioners felt that the requirements needed were partnership working, conflict management, facilitation and meeting skills. They also felt that CLD was a distinct approach to working with people based on a professional value base and needs parity of recognition with related professions, while there should be more emphasis on social policy, community planning and partnership working and focus on contemporary issues such as sustainable development (e.g. climate change, digital inclusion, migrant workers etc). Child Protection is also a big issue and there is a need to make sure that the teaching and learning approach adopted by training providers in the development of a qualifying curriculum is relevant and flexible in this respect. CLD Employers and agencies stressed that a CLD worker needs to be multi skilled and able to operate across the broad field of CLD.

Newly qualified practitioners said that ICT-based learning could be used more within qualifying training; that inter-professional training between relevant professionals (e.g., social work, teaching, health) should be further pursued within curriculum design; staff development for tutors should include field-based secondment as well as research opportunities.



CLD employers put forward the idea that CPD opportunities for CLD workers should be done on a progressive basis within an articulated and accredited framework. Minority groups stressed that the emphasis for training should be on what impact the practitioner has on the desired/ agreed outcomes of a community.

## **6. CONCLUSION**

All training providers are operating within the current CeVe Guidelines (CeVe, 1995) with variations between providers in terms of the scope and range of particular curricula and emphasis on relevant social policy and where they sit within the content of programmes. The documentary analysis suggested that the priority given to teaching social policy varies between programmes. Most emphasis is on applied social policy. However, there is variation in the documentation in the extent to which applied social policy includes an international dimension. Some items recorded on our policy grid were located in electives which means, that by definition not all students will study these. According to the documents, some areas notably 'community planning', 'community safety', 'community health' and 'health and safety' (including child protection) were not as evident in some current qualifying programmes (for details see *Policy Overview, section 4*).

Adoption of 'Community Learning & Development' in curricula appears to be uneven and is not necessarily related to the year of endorsement of the programme. Most practice-based participants preferred the qualification title to reflect current government policy and direction, and therefore preferred CLD in the title. However, some respondents, particularly training providers, felt that the training qualification should remain associated with education, in recognition of historical development and continuity of identity with the public and other professional sectors (for details see *Policy overview, section 4* and *Title of the training qualification, section 5.8*).

All participants believed that the role of the CLD practitioners was to work with people to meet their identified needs through purposeful community engagement as critically competent practitioners. The key attributes and abilities were divided into hard and soft skills and knowledge base areas. Some of the key hard skills highlighted were organisational, evaluation and research, partnership and team working, group work and in terms of knowledge an understanding of relevant policy, sociology, learning theory and project management. The key soft skills emphasised were honesty, flexibility, adaptability and empathy, optimism, motivation, good communications skills and being ethical. The voluntary sector employers surveyed were thinking of fitness for practice predominantly at a local level and the CLD managers also included national and policy levels. There was a feeling that newly qualified CLD practitioners were well prepared for employment. Newly qualified

practitioners felt that qualified training has provided them with a good professional knowledge and skills base (for details see *Role of the CLD practitioner, section 5.3; Desirable abilities and attributes of a CLD practitioner, section 5.4* and *Content of training, section 5.9*).

More CLD managers considered CLD approved qualifications to be essential than the voluntary sector employers. Generally the view was that there should be an articulated and progressive framework for CLD training that affords practice-led opportunities in professional education and development from pre qualifying to post qualifying CLD training. There was general support for the current ratio of practice to training institution-based learning and mixed feelings about whether qualifying training should be at honours level and if so the possibility of a practice and inquiry-led 4<sup>th</sup> year (for details see *Views about training provision, section 5.6*).

Current modes of qualifying training delivery were all considered to be beneficial as they give access to a variety of training opportunities and parity across these modes needs to be assured. However it was emphasised that all training modes should follow the previously mentioned framework and be progressive within a common articulated framework. Respondents cautioned that certain modes of training, e.g., workplace-based were dependent on the availability of staff development budgets and a more equitable funding model needs to be developed (for details see *Modes of training, section 5.7*).

It was suggested that the supply and demand of placements should be considered at the national level in line with student teachers' placements (organised with local authorities in Scotland) or the consortia arrangements in effect within Social Work (for details see *Views about the placement component of training, section 5.10*).

Employers expressed a view that practice-based learning and assessment relies on quality supervision. They suggested that there was a need for the development of supervision training as part of CPD and registration requirements (for details see *Views about the placement component of training, section 5.10*).

There was a view that given the current range of professional settings that the content of training needs to be widened to reflect the growing diversity of the context within which CLD practice finds itself (for details see *New skills required of a CLD practitioner in the future, section 5.14* and *Views about the placement component of training, section 5.10*).

Most participants felt that the competency approach was appropriate for professional development. However, the current array of competences should be refreshed in light of developments to take into account the growing diversity of CLD practice. Inter-professional and partnership working were two areas highlighted. Further, training providers felt that the competences should be aligned with the SCQF level statements and other relevant

frameworks [e.g., LLUK Occupational Standards for CLD] (see *Views on the current set of competences used to assess initial qualifying performance in CLD, section 5.11*).

It is important to recognise the contribution that the CLD practitioners make in partnership working. Therefore, there was a view that the profession needs a stronger identity and parity with related professions and the need to raise its academic and professional profile through the development of the new Standards Council for Community Learning and Development in Scotland (for details see *New skills required of a CLD practitioner in the future, section 5.14*).

## **7. RECOMMENDATIONS**

### ***Specific to guidelines***

- In line with the current guidelines, there would appear to be differences in the structure and content of the programmes examined. This is not in itself problematic or undesirable. The professional guidelines should however consider how respective training providers (Higher Education and Further Education) might be encouraged to coordinate and develop programme content collectively.
- The new guidelines should provide a clear statement regarding the title of the qualification.
- The new guidelines should recognise the different demands within the broad field of CLD and the competences should reflect the balance of soft and hard skills and knowledge base. Therefore, the new guidelines need to also recognise a set of process skills. It is further recommended that more research needs to be conducted within this area.
- In the new guidelines consideration should be given to providing training within a progressive framework that takes into account both the pre- and post-qualifying training requirements from undergraduate to postgraduate levels with the appropriate balance of practice to training institution based learning. Again further research should be carried out on this matter as well as implementing an Honours year.
- The guidelines should consider supervision training and practice as part of the CLD registration and CPD requirements.
- Changes in curriculum should be reflected in the approval of programmes. Periodic reporting from training providers to the national body responsible for CLD training should be strengthened, to monitor changes in the programme content and delivery within the professional approval period.
- The current competency framework and array of competences should be reviewed and refreshed in light of changes and developments within the broadening field of CLD. Further development and research needs to be done.

### ***Other recommendations***

- Further consideration should be given to how professional training in CLD articulates with relevant frameworks at the Scottish (such as SCQF), UK (CLD Occupational Standards) and European level.
- The new Standards Council should be able to give the profession a stronger identity, both within the broad field of CLD, and with other professions and professional bodies through the provision of continuous professional development and registration.
- The new Standards Council should consider at a national level the strategic supply and demand of student placements in CLD and what its role should be in this respect. Further research and development would be required to explore this matter, and also how it is to be managed and by whom.

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## APPENDIX 1 - GRID FOR ANALYSING CURRICULAR DOCUMENTS

Grid for the Analysis of the existing curricula of specific CeVe endorsed training programmes against policy development since 1995

<b>Title of Programme &amp; Training Agency with date of endorsement</b>				
<b>Policy Feature</b>		<b>Scale Rating &amp; Narrative</b>		
<b>01</b>	Community Learning & Development	<b>Not evident evident</b>	<b>Evident</b>	<b>Substantially</b>
<b>02</b>	Social Justice	<b>Not evident evident</b>	<b>Evident</b>	<b>Substantially</b>
<b>03</b>	Community Regeneration	<b>Not evident evident</b>	<b>Evident</b>	<b>Substantially</b>
<b>04</b>	Community Planning	<b>Not evident evident</b>	<b>Evident</b>	<b>Substantially</b>
<b>05</b>	Collaborative Working	<b>Not evident evident</b>	<b>Evident</b>	<b>Substantially</b>
<b>06</b>	Lifelong Learning	<b>Not evident evident</b>	<b>Evident</b>	<b>Substantially</b>
<b>07</b>	Building Safer Communities	<b>Not evident evident</b>	<b>Evident</b>	<b>Substantially</b>
<b>08</b>	Growing Scotland's Economy	<b>Not evident evident</b>	<b>Evident</b>	<b>Substantially</b>
<b>09</b>	Improving Health	<b>Not evident</b>	<b>Evident</b>	<b>Substantially</b>

		<b>evident</b>
<b>10</b>	Active Citizenship	<b>Not evident evident      Evident      Substantially</b>

<b>11</b>	Maximising the potential of children and young people	<b>Not evident evident      Evident      Substantially</b>
<b>12</b>	Quality Assurance	<b>Not evident evident      Evident      Substantially</b>
<b>13</b>	Health & Safety	<b>Not evident evident      Evident      Substantially</b>
<b>14</b>	Special features	
<b>15</b>	Commentary	

## **APPENDIX 2 – ON-LINE SURVEY**

This was converted as an on – line survey with the Web-link address distributed to the sample population by email.

**Title of survey: Employers Expectations of Newly Qualified Graduates.**

Learning Connections, in partnership with CeVe (Scotland) is currently undertaking work to support the development of better training for Community and Learning practitioners, from part-time and voluntary workers to postgraduate level. As part of this it has asked the University of Dundee to carry out a research and consultation process with practitioners, employers and training providers on the content of existing qualifying training programmes in the field of Community Learning and Development.

The purpose of this survey is to gather data from employers on what they expect of newly qualified graduates and the findings from it will be used to inform the next stage of the consultation which will be based on a series of targeted focus groups drawn from the full range of stakeholders across Scotland.

The survey is targeted at those organisations and agencies which employ newly qualified CLD practitioners within their workforce. It is designed to be answered by someone in the organisation who has a role in either appointing CLD staff or who has line management responsibility for the types of post that newly qualified graduates are appointed to. In completing the survey you may wish to include or consult with others in your organisation.

The views and comments you provide in the survey are confidential and anonymous. They will be used generally alongside the comments of others, and they will help us to design the next stage of the research.

Thank you for taking the time to complete the survey. Most of the questions simply ask you to tick a box but there are some which also provide you with the opportunity to provide additional information, if you wish to do so, that will help us design the next stage of the research. We expect it to take you approximately 15-20 minutes to complete.

Please note that the survey will be open for your responses until Friday 27th April 2007.

Further information about this research can be provided by contacting Ian Fairweather at the University of Dundee on [i.fairweather@dundee.ac.uk](mailto:i.fairweather@dundee.ac.uk)



**Page Title:** About you and your agency.

**Page Descriptor:** These questions explore some background information about you and your agency that will help us understand the context for the information you provide us with elsewhere in the questionnaire.

Please tell us your job title and briefly describe your responsibilities within your organisation:

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Please tick the **ONE** box which best describes your position within your agency/project:

Fieldworker	
Senior Worker/Team Leader	
Middle Manager	
Senior Manager	
Principal Officer	
Other (please specify)	

Please tick **ALL** the boxes which best describe any professional qualifications that you personally have:

Community Education/Community Learning and Development	
Social Work/Social Care	
School Teaching/Primary	
School Teaching/Secondary	
Further Education Teaching	
Nursing/Medical	
Housing	
Other (please specify)	

Please tick up to **THREE** boxes which best describes the sector/field of practice that your agency/project works within:

Generic practice within the statutory sector	
Generic practice within the voluntary sector	
Centre –based Youth work	
Issue-based Youth Work with Young People	
Detached/Street Youth Work	
Work with Young People with Educational and Behavioural Difficulties	
Youth Enquiry/information service	
Community Development/Capacity Building	
Sustainability/Regeneration Work	
Social Enterprise/Community Business	
Financial Advice (including supporting Credit Unions)	
Adult Education/Learning/Guidance	
Literacies/Adult Basic Education	
Community School/Primary	
Community School/Secondary	
Parenting Programmes	
Vocational Training	
FE/post-compulsory education	
Housing Issues	
Tenant Support and Participation	
Health education	
Family Support	
Children’s work	
Social Care	
Community safety	
Family/neighbourhood mediation	
Criminal/restorative justice	
Work with black and Ethnic Minority communities	
Disability Rights/support	
Work with LGBT issues	
General Equality issues	
Mental wellbeing support	
Outdoor Pursuits	
Leisure and Sport	
Community Arts	
National membership organisation	
Council for Voluntary Service	
Other (please specify)	

Has your agency had students from the following courses from any college/university on placement/working with you in the last 5 years? Please tick **ALL** the boxes which apply.

	Yes	No	Don't know
HN Certificate (Working with Communities)			
1 <sup>st</sup> Year Undergraduate Full-time (BACE)			
1 <sup>st</sup> Year Undergraduate PT/Work-based (BACE)			
2 <sup>nd</sup> year undergraduate Full-time (BACE)			
2 <sup>nd</sup> year undergraduate PT/Work-based (BACE)			
3 <sup>rd</sup> Year Undergraduate Full-time (BACE)			
3 <sup>rd</sup> Year Undergraduate PT/Work-based (BACE)			
4 <sup>th</sup> Year Undergraduate Full-time (BACE)			
4 <sup>th</sup> Year Undergraduate PT/Work-based (BACE)			
Postgraduate Certificate Full-time			
Postgraduate Certificate PT/Work-based			
Postgraduate Diploma Full-time			
Postgraduate Diploma PT/Work-based			
Other (please specify)			

Have the staff members who usually supervise students on placement/work experience within the agency/project completed a course in student supervision training?

All of them	Most of them	Some of them	None of them	Don't Know

**Page title:** About the work you employ newly/recently qualified staff to do.

**Page descriptor:** These questions explore what you consider to be the essential knowledge, skills and values for the posts that you appoint/are likely to appoint newly qualified graduates to.

Has your agency/project employed newly qualified staff in the last:

	Yes	No	Don't know
1-3 years			
4-6 years			

What are the types of jobs/fields of work that you appointed them too? Please tick **ALL** boxes that apply.

Generic practice within the statutory sector	
Generic practice within the voluntary sector	
Centre –based Youth work	
Issue-based Youth Work with Young People	
Detached/Street Youth Work	
Work with Young People with Educational and Behavioural Difficulties	
Youth Enquiry/information service	
Community Development/Capacity Building	
Sustainability/Regeneration Work	
Social Enterprise/Community Business	
Financial Advice (including supporting Credit Unions)	
Adult Education/Learning/Guidance	
Literacies/Adult Basic Education	
Community School/Primary	
Community School/Secondary	
Parenting Programmes	
Vocational Training	
FE/post-compulsory education	
Housing Issues	
Tenant Support and Participation	
Health education	
Family Support	
Children's work	
Social Care	
Community safety	
Family/neighbourhood mediation	
Criminal/restorative justice	
Work with black and Ethnic Minority communities	
Disability Rights/support	
Work with LGBT issues	
General Equality issues	
Mental wellbeing support	
Outdoor Pursuits	
Leisure and Sport	
Community Arts	
Other (please specify)	

How would you rate their preparedness for employment with you? (for example, their attitude to the workplace, punctuality and timekeeping etc)?

Excellent	Very Good	Good	Adequate	Inadequate	Very Poor

How would you rate their capacity to undertake the job they were appointed to (for example, their skills and knowledge)?

Excellent	Very Good	Good	Adequate	Inadequate	Very Poor

The current functional analysis of professional practice as defined by CeVe lists the following as being essential areas of expertise that newly qualified graduates in the field of Community Learning and Development must have. Please tick **ALL** boxes that you think apply to the posts that you have appointed newly qualified graduates to and rate them according to the criteria listed:

Competences	Essential	Important	Desirable	Less important	Not relevant
<b><i>To engage with the community by:</i></b>					
intervening within a given community					
establishing and sustaining contact with local adult, youth and community organisations					
identifying needs					
reaching and engaging with traditional non-participants					
establishing interagency links					
identifying concerns and aspirations					
<b><i>To develop relevant learning and educational opportunities by:</i></b>					
targeting individuals and groups within a community;					
providing potential participants with appropriate guidance;					
taking advantage of spontaneous learning and development opportunities					
designing with the participants relevant learning programmes					
identifying any special learning needs;					
promoting and marketing learning opportunities eg. through use of the media;					
organising appropriate structures for learning and community action					
implementing learning and teaching programmes					
using a range of formal and informal educational methods and techniques					
<b><i>To empower the participants by:</i></b>					

developing collective action					
involving participants in planning, delivery and evaluation					
enabling participants to work towards their goals					
encouraging community-led development;					
developing confidence, knowledge, skills and understanding of participants;					
widening participants' awareness of concepts of power and change					
<b>To organise and manage resources by:</b>					
developing and planning a work programme					
organising and delivering quality activities and projects					
recruiting and managing human resources, eg part-time staff and volunteers					
identifying funding and resources					
applying relevant legislation and policy					
demonstrating skills in self-management					
managing financial resources					
managing equipment and physical resources					
<b>To practice community education within different settings by:</b>					
expressing the values underlying community education through practice					
applying the principles underlying community education in practice					
applying the community development approach					
practising across a range of ages within different settings					
identifying external influences on development of practice					
demonstrating skills in working as part of a local multi-agency team					
Implementing appropriate exit strategies from community and learning groups					
<b>To use evaluative practice to assess and implement changes by:</b>					
using appropriate quality assurance and performance measurement techniques					
planning and applying a range of participative methods of evaluation					
using information technology					
demonstrating skills in report writing and presentation for a					

variety of audiences					
using findings to influence practice					

Are there any additional areas of Competence that you think should now be added to this list?

What are the new challenges or changes that you think new graduates need to be prepared for in the next 5 Years?

**Page title:** About the ideal graduate employee.

**Page descriptor:** These questions explore what you perceive to be, or use, as criteria when you are appointing a newly qualified CLD practitioner.

From the following lists please tell us how you rate each criterion against the scale provided when making a new appointment:

Possessing a CeVe endorsed Qualifications:

Criteria:	Essential	Important	Desirable	Less important	Not relevant
HN Certificate					
BA (Ord) in CE (FT)					
BA (Ord) in CE (PT/WB)					
BA (Hons) in CE					
BA (Hons) in CE (PT/WB)					
Post graduate Certificate FT					
Post graduate Certificate (PT/WB)					
Postgraduate Diploma (FT)					
Postgraduate Diploma (PT/WB)					

Personal experience and attributes:

Criteria:	Essential	Important	Desirable	Less important	Not relevant
Sensitivity					
Confidentiality					
Flexibility					
Dependability					
Coping Skills					
Communication Skills					
Willingness to Learn					
Time Keeping					
Time Management					
Honesty/Integrity					
Working with the Public					
Working in a Team					
Empathy Skills					
Record Keeping					
Creativity					
Other (please specify					

Please describe any other criteria that you think are important:



Consider these criteria again, but this time, please rate them for what you see as the main gap areas for prospective CLD employees

Criteria:	Biggest gap area	Satisfactory	Less important	Not relevant
Sensitivity				
Confidentiality				
Flexibility				
Dependability				
Coping Skills				
Communication Skills				
Willingness to Learn				
Time Keeping				
Time Management				
Honesty/Integrity				
Working with the Public				
Working in a Team				
Empathy Skills				
Record Keeping				
Creativity				
Other (please specify				

Please describe any other gap areas that you think are important:

Can you describe the three most important things which inform the basis for you choosing to employ a CLD practitioner or not.

1

2

3

From your experience as an employer / manager, what do you consider to be the main weaknesses for:

a) the newly qualified practitioner

b) a CLD practitioner during their first year of employment

What do you see as the main challenges / issues for an employer in appointing newly qualified CLD staff? (open-ended box)

What do you consider to be the future needs of employers within a broad CLD sector? (open-ended box)

Do you have any other additional comments that you would like to make?

Thank you for contributing to this survey.

Please note that the survey will be open for your responses until Friday 27th April 2007.

We will use the information from the completed survey to help inform the next stage of the consultation where we will be holding a series of targeted focus groups. If you have any further queries about the survey or the research as a whole, please contact Ian Fairweather at Dundee University on [i.fairweather@dundee.ac.uk](mailto:i.fairweather@dundee.ac.uk)

### **APPENDIX 3 - FOCUS GROUP QUESTION AREA SCHEDULE**

Location:

Group:

Numbers:

Work settings represented:

#### **Area A: Readiness for Practice – abilities and attributes**

*(Prompt: in this area we mean the abilities or soft skills like communication, teamwork, coping skills etc and personal attributes like 'willingness to learn; flexibility; integrity)*

A1: What would you say was the key purpose and role of a CLD worker in your area of practice?

A2: What is your view of the key abilities and attributes that a CLD worker needs to have in working effectively within your agency's context?

A3: How well prepared would you say newly qualified CLD practitioners are in relationship to the job requirements you have just expressed? That is in personal attributes and knowledge and skills requirements?

A4: What do you look for when you are considering appointing a newly qualified CLD practitioner?

A5: Any other comments/ observations in this area of questioning participants would like to make.....?

#### **Area B: Training Title, Structures and Systems**

B1: Do you think professional training in this domain should be called Community Education or Community Learning and Development?

B2: At present qualifying training in CLD is delivered by full-time or part-time/workplace-based provision at both undergraduate and postgraduate level. What is your view of these modes of training and their efficacy in relationship to professional practice requirements?

B3: How familiar are you with the structure and approach to training by the 4 main providers of qualifying training in CLD in Scotland i.e. the Universities of Dundee, Edinburgh, Glasgow (through the Linkwork and Training Trust based in Grangemouth) and Strathclyde?

B4: Do you think that initial training in CLD should be only at degree level or should there be some intermediate stages towards this level? (Are you familiar with training through the FE sector?)

B5: Should initial qualifying training in CLD be raised to Honours Degree level in line with professional training for teachers and social workers in Scotland?

B6: How important is a specific CLD qualification within the wider CLD employment sector? And from your perspective are there other equivalent qualifications? Are there areas where the CLD qualification could be strengthened?

B7: Any other comments/ observations in this area of questioning participants would like to make.....?

### **Area C: The role of Placements and Performance Measurement**

C1: What are your views on the current set of competences that are used to assess initial qualifying performance in CLD?

*(Prompt – you might need to show participants a copy of the Key Elements and Competences to participants- a detailed list has been included as a handout which you may wish to distribute for reference)*

C2: Do the competences take into account the requirements of your area of interest or involvement in CLD practice? Are there any gap areas that you can identify?

C3: Should the competences be progressive in terms of how they are built upon throughout initial training?

What do you feel should be the relationship between these competences for initial training and a practitioners longer term CPD requirements?

C4: Currently placement practice within qualifying training must be at least 40% of the overall training experience. What is your view of this requirement with respect to the expectation this places on agencies such as yours to provide placement opportunities and supervisors for such experiences?

C5: If you have supervised a CLD student in the past 5 years how have you found this experience and how did you find the support you received from the training provider to you as a supervisor?

C6: Have you been on the national supervision training for CLD students run by any of the training providers in Dundee, Edinburgh or Glasgow? Do you think that this should be a CPD requirement for all CLD student supervisors?

C7: What do you feel should be the balance of college-based and practice-based learning and assessment?

C8: Any other comments/ observations in this area of questioning participants would like to make.....?

### **Area D: Course Content – Professional Knowledge, Skills and Expertise**

D1: Do you feel the current knowledge base of students and newly qualified CLD practitioners is relevant to the demands of working in your particular area of practice?

D2: What would you describe as the main skills, knowledge and approach that you are seeking in new graduates in CLD?

D3: Given the policy developments and strategic priorities of your organisation over the past 5 years and considering what these requirements might be over the next 5 to 10 years what are the main skills, knowledge and approaches which you are increasingly seeking in the broad field of CLD?

D4: Any other comments/ observations in this area of questioning participants would like to make.....?

### **General Comments**

Are there are other areas that haven't been covered by the question areas to date that you would like to comment on? ....please feel free to discuss these at this time...