**Report to:** CLDSC Executive Committee

**From:** Career Pathways Working Group

**Subject:** **IMPROVING CAREER PATHWAYS**

**Date:**  24 June 2021

**1 PURPOSE OF THIS REPORT**

The purpose of this report is to update the Executive Committee on the progress made by the Career Pathways Working Group in fulfilling the remit ascribed to it and to propose action for the achievement of robust career pathways for CLD practitioners.

It is also intended to be used as a focus for discussion and a prompt for action by stakeholders in a range of contexts and settings.

**2 BACKGROUND**

This working group was established in response to the recommendations of the Review of Career Pathways in Community Learning and Development (CLD) published by the CLD Standards Council (CLDSC) in June 2020. (https://cldstandardscouncil.org.uk/about-cld/career-pathways-for-cld)

The remit set for the group was to:

* Secure detailed information about local provision in each region
* Explore and identify gaps in local-regional pathways
* Collaborate to create clear and accessible pathways in each region
* Develop recommendations about how best to make information about PL opportunities and pathways available to CLD practitioners across Scotland
* Bring forward proposals about how these pathways can be strengthened and maintained through Local Authority 3 Year Planning Guidance, the work of the Regional Improvement Collaboratives and the work of HM Inspectors.

Led by the Chair of the Professional Learning (PL) Committee, the group drew membership from across CLDSC Committees and other relevant Partners. (See Annexe 1) The group met 8 times from August 2020 to April 2021.

It should be recognised that the report reflects a position in time, possibly unprecedented in terms of changes and challenges for the CLD profession. Prior to submitting this report to the CLDSC Executive, the CPWG, with support from the PL Committee, disseminated a draft to other CLDSC Committees and networks and has endeavoured to take on board their feedback and ideas.

**3 CONTEXT**

The findings and proposals in this report take cognisance of relevant developments in CLD policy and strategy, including:

* [CLD Plans Guidance Note (2021-24)](https://www.gov.scot/publications/cld-plans-guidance-note/pages/5/) published by the Scottish Government in December 2020.
* Emerging Adult Learning and Youth Work Strategies
* The ongoing work of the Regional Improvement Collaboratives, particularly the inter-professional training opportunities associated with Closing the Attainment Gap

In its deliberations the CPWG also considered concurrent activities to improve career pathways for CLD practitioners, such as:

* Proposals for Professional Induction
* Refresh of Youth Work Scottish Vocational Qualifications
* Strengthening engagement with Further Education providers of programmes for CLD practitioners

**4 FULFILMENT OF REMIT**

**(a**) **Securing detailed information about local provision in each region**

A variety of mechanisms were used to secure information about provision:

* working with CLD Regional Networks
* Discussions with YouthLink Local Authority and Voluntary Organisations Networks
* collaboration with Education Scotland (ES) CLD Team
* CPWG targeted action
* desk top research.

Information gathered to date has been collated by regional geographies linked to the CLD Regional Networks and Regional Improvement Collaboratives. This information is currently located in a limited access area of idevelop.

There are still significant gaps in information. At their February 2021 meeting the CPWG discussed how best to continue/complete the mapping exercise, ideas included:

* Follow through by identifying people in local networks and local authority CLD Partnerships to take forward within each region
* Ongoing partnership with ES CLD Team
* Targeting of geographical areas where we have little information
* Targeting of sectors where information is limited – specifically the voluntary sector.

**(b)** **Exploring and identifying gaps in local-regional pathways**

The Review of Career Pathways identified that ‘the reduction in the number of courses offered is sufficient to cause concern in that opportunities to access accredited courses are limited both in terms of numbers and geography’.

Although incomplete, CPWG mapping activities to date have resulted in more detailed evidence to confirm these initial findings.

The Scottish Qualifications Authority (SQA) provided the CPWG with useful information on the range of CLD qualifications where there were ‘live centres’ with students registered over academic years 2019/20/21. For SQA information security reasons it is not possible to share details of these centres, however, the table below indicates the number of ‘live centres’ providing specific qualifications as at November 2020. Using ‘Where can you take this course?’ information on the SQA website, which is available for some but not all of the qualifications, it was possible to compare ‘live centres’ with centres approved by the SQA to provide these programmes. This was complemented by CLDSC information relating to historic applications for CLDSC approval. This is shown in the final column of the table below and highlights a significant reduction in provision.

|  |  |  |
| --- | --- | --- |
| **Qualification Title** | **Live**  **centres** | **SQA**  **Approved**  **centres** |
| Professional Development Award TESOL | 0 | Not known |
| Professional Development Award Family Learning | 0 | Not known |
| SVQ in Community Development at SCQF level 8 | 2 | 7 |
| Professional Development Award Tutoring Adult Literacies | 1 | 10 |
| Higher National Certificate Working with Communities | 5 | 11 |
| National Certificate Working with Communities | 4 | 6 |
| National Progression Award Theory and Approaches to Youth Work | 2 | 3 |
| Professional Development Award Youth Work | 6 | 12 |
| Professional Development Award Introduction to Tutoring English to Speakers of Other Languages (TESOL) | 3 | Not known |
| Professional Development Award Supporting Adult Literacies Learning | 5 | Not known |
| SVQ Youth Work Level 3 at SCQF level 6 | 6 | 9 |
| SVQ in Community Development at SCQF level 6 | 1 | Not known |
| SVQ in Community Development at SCQF level 5 | 1 | Not known |
| Award in Volunteering Skills SCQF level 5 | 26 | N/A |
| SVQ Youth Work level 2 @ SCQF level 5 | 3 | Not known |

Looking at the geographical spread of live centres in the information provided by the SQA, it can be concluded that the bulk of programmes currently delivered are only available in the Central Belt\*. Of the 14 applicable qualifications listed above, only 6 are available outside of the Central Belt and in the case of each qualification there is only one provider.

There is one provider of the following qualifications north of the Central Belt:

National Progression Award Theory and Approaches to Youth Work

Professional Development Award Youth Work

Professional Development Award Introduction to Tutoring English to Speakers of Other Languages (TESOL)

Professional Development Award Supporting Adult Literacies Learning

SVQ Youth Work Level 3 at SCQF level 6

SVQ Youth Work level 2 @ SCQF level 5

There is one provider of the following qualifications south of the Central Belt:

Professional Development Award Youth Work

Professional Development Award Introduction to Tutoring English to Speakers of Other Languages (TESOL)

\*For the purposes of the report north of the Central Belt includes providers in Dundee and north of Dundee. South of the Central Belt includes Dumfries & Galloway and the Borders Council areas.

Programmes offered on a national basis and bespoke programmes developed by specific providers are not reflected in the table above but do make a contribution to the PL opportunities available.

It should also be noted that because of time and other resource constraints, the range of qualifications considered is limited to SCQF level 5 and above, however, the CPWG does not underestimate the value to the CLD career pathway of entry level qualifications and non-accredited professional learning.

**(c) Collaborating to create clear and accessible pathways in each region**

The following areas for collaboration within and across regions were identified by the CPWG. Some suggestions are made about who should be partners in taking action.

**Addressing geographical gaps**

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| --- | --- |
| **Collaborative action** | **By whom** |
| Raise awareness of lack of provision in the North, demonstrate demand and support for recruitment with UHI, Aberdeen University and Aberdeen College | North Alliance  ES CLD Team  CLDSC |
| Raise awareness of lack of provision in the South, demonstrate demand and support for recruitment to CLD practitioner courses at Dumfries and Galloway College | South West Network  RIC  ES CLD Team  CLDSC |
| Demonstrate demand and support for recruitment to CLD practitioner courses at Dundee & Angus College | Tayside and Fife Network  RIC  ES CLD Team  CLDSC |
| Explore opportunities for national programmes to help address geographical gaps and to build on the expansion of blended learning capability developed in response to the pandemic. | HE-FE-CLDSC  Collaborative |

**Addressing gaps in programmes/stepping stones on pathway**

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| --- | --- |
| **Collaborative action** | **By whom** |
| Explore new models of building and sharing assessor – verifier capacity regionally and nationally to make range of qualifications more available/accessible. | PL Committee  All CLD networks  CLDMS  ES CLD Team  CLDSC |
| Develop support groups/networks for sustaining and promoting particular/vulnerable qualifications, such as   * Youth Work SVQs (1) * Literacies and TESOL (2) * HNC Working with Communities (3) * Community Development SVQs (4)   Support to include gaining CLDSC Approval | (1) YouthLink LAYM/ NYVOS Networks, CLDMS  (2) ES ESOL & Literacies networks  (3) CDN CL Network, FE Planning group, HE-FE-CLDSC Collaborative  (4) SCDC, CDAS, GCVS |
| Review of the relationship between the SVQs and other “introductory” YW awards, including the PDA in Youth Work to create a smoother/clearer pathway. route to a degree (This emerged from a specific youth work context but may link to discussions on routes to recognition for a broader group of associate members.) | HE-FE-CLDSC Collaborative  Skills Development Scotland (SDS)  CLDMS  With support from  ES CLD Team  CLDSC |

**Supporting and increasing accredited provision**

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| --- | --- |
| **Collaborative action** | **By whom** |
| Continue college engagement activity | CDN CL Network  CLDSC  All CLD networks  CLDMS  ES CLD Team |
| Promote recruitment and support practice placement for local providers via comms and networks | CLDSC  All CLD networks  CLDMS  ES CLD Team  CDN CL Network |
| Promote national provision via comms and networks | CLDSC  All CLD networks  CLDMS  ES CLD Team  CDN CL Network |

**Supporting regional and local partnership provision**

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| **Collaborative action** | **By whom** |
| Explore infrastructure for cross-boundary participation, particularly for shorter courses - SALL, PDAs - and for non-accredited provision | CLD Regional Networks  LA CLD Plan Leads  ES CLD Team  CLDSC |
| Consider use of Standards Mark, Badging and micro credentials | ES CLD Team, SDS  CLDSC |
| Encourage FE involvement in regional/local professional learning networks | CLD Regional Networks  LA CLD Plan Leads |
| Encourage and support Buddies and Mentor type provision | CLD Regional Networks  CLDMS |

**Evidencing demand**

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| --- | --- |
| **Collaborative action** | **By whom** |
| Support dissemination and uptake of proposed CLDSC member survey which includes questions on courses of interest to members etc. Assist in ongoing collation of demand to influence provision (supply), including information about funding which might boost demand such as Kickstart, Youth Guarantee. | CLDSC  CDN CL Network  All CLD networks  CLDMS  ES CLD Team |
| Sharing local workforce survey/TNA findings across regional networks and LA CLD Partnerships | All CLD networks  CLDMS  ES CLD Team |

**(d) Developing recommendations about how best to make information about PL opportunities and pathways available to CLD practitioners across Scotland**

From the outset lack of dedicated resources for the creation and upkeep of information about PL opportunities presented a major challenge to the group in terms of mapping and collating provision as well as identifying how this might be made accessible to CLD practitioners. This led to information being ‘deposited’ in i-develop until a resolution was achieved.

News of the potential appointment of a ‘Knowledge Management’ officer to the CLDSC staff team was warmly welcomed by CPWG. The post holder will be well placed to advise on how best to go about this and in a position to assume some of the associated work load. Although CLDSC is now better placed to undertake a co-ordinating role in collating information about PL opportunities and making this available to CLD practitioners, there will be an ongoing expectation for partners to continue to provide and update information.

**(e) Bring forward proposals about how these pathways can be strengthened and maintained through Local Authority 3 Year Planning Guidance, the work of the Regional Improvement Collaboratives and the work of HM Inspectors.**

Collaboration to support the Workforce Development Expectations

In February 2021 CLDSC Executive Committee approved a report outlining measures aimed at ‘Supporting Local Authority CLD Partnerships to meet the Expectations of the CLD Plans Guidance Note (2021-24)’. This drew on some of the thinking and proposals being formulated by the CPWG.

The report identified actions through which CLDSC and its Partners intend to influence the development of local plans in the short term and to assist with implementation over their 3 year life span.

In relation to pathways this includes collaborative action to:

Provide practice placements for CLD students:

* working with FE/HE colleagues and the Approval/PL Committees to develop and maintain content for standardised materials covering ‘what you need to know if you are considering a student placement’, ‘Benefits of taking a placement’ etc
* Explore with regional networks/RICs and other relevant partners the potential for establishing a regional ‘depository’ for placement providers.

Recruit qualified CLD practitioners, at the appropriate level of practice or leadership across all areas of Adult Learning, Community Development, Family Learning and Youth Work

* Develop guidance on appropriate level of qualifications for approval/endorsement by CLDSC and recommendation to CLD Partnerships

Identifying and sharing good practice

CPWG see the identifying and sharing of good practice as fundamental to the strengthening of pathways and recognise the key role HMI have played and continue to play in this. The ‘How good is our community learning and development?4’ self-evaluation framework is in its final stages of revision and its roll out to the sector will create a range of opportunities for the sharing of practice and for support and challenge in relation to improving career pathways for CLD practitioners.

**5 ADDITIONAL REFLECTIONS**

The deliberations of the CPWG identified a number of strategic issues related to career pathways for CLD practitioners, many of which resonate with discussions taking place in other working groups, committees and networks. While not included within its remit, the group wish to share their reflections on strategic priorities and how they might be addressed.

**Priority 1 Professional recognition**

* develop stronger links with SDS to raise the profile of CLD as a career, through My World of Work, Apprenticeships etc
* work with employers across all sectors, but particularly third sector, to promote the value of CLD qualifications and increase their understanding of CLD as a profession
* Work with SQA to embed CLD competencies etc within relevant qualifications, including strengthening the wording within documentation to acknowledge CLDSC as the professional body and requirements for the professional qualification for staff

**Priority 2 Workforce Development Infrastructure**

* Pro-active work to explore the potential for developing delivery partnerships at Regional and/or National level
* Explore potential to secure funding for PL for CLD practitioners

**6 CONCLUSION AND RECOMMENDATIONS**

In this report the CPWG have:

* shared ideas about how best to continue the mapping of PL Opportunities
* reported on the gaps they have identified in regional and local pathway
* made proposals for collaboration to create clear and accessible pathways in each region by
* Addressing geographical gaps
* Addressing gaps in programmes/stepping stones on pathway
* Supporting and increasing accredited provision
* Supporting regional and local partnership provision
* Provided an update on how best to make information about PL opportunities and pathways available to CLD practitioners across Scotland
* Put forward ideas about how pathways can be strengthened and maintained through activities associated with CLD Planning

In addition, the CPWG have offered some reflections on

* Professional Recognition
* Workforce Development Infrastructure

The CPWG also noted that as well as identifying gaps in the existing provision of current courses and programmes we need to be encouraging the development of new courses and provision in line with the findings of Working with Scotland’s Communities 2018 ([Working with Scotland’s Communities | CLD Standards Council for Scotland](https://cldstandardscouncil.org.uk/about-cld/working-with-scotlands-communities-2018/#:~:text=Working%20with%20Scotland%E2%80%99s%20Communities%202018%20is%20the%20first,group%20with%20members%20from%20across%20the%20CLD%20field.)) and what CLD practitioners, stakeholders and partners are saying regarding future professional learning knowledge and skills requirements. Specifically, there is a need to take cognisance of the survey findings with respect to ‘under-represented groups’ within the workforce to engage with Equalities Reference Group to identify and address the additional barriers faced by these groups when accessing and progressing along the CLD career pathway.

It is recommended that the Executive Committee:

* consider the ideas and proposals outlined in this report
* put arrangements in place to take forward actions as appropriate.

**Annexe 1**

**Career Pathways Working Group Membership**

**Chair**

Mike Naulty Chair of Professional Learning Committee

**Members**

Beth Cross University of West of Scotland

John Galt Education Scotland

Graham Hewitson PL Committee

Sue Holland-Smith Dundee City Council

Ceri Hunter Scottish Government

Joan McVicar South Lanarkshire Council

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