***Scotland’s CLD Workforce Development Action Plan,* *June 2018 – July 2019***

**Progress Update: December 2018**

**Introduction**

This is a mid-year evaluation of [Scotland’s CLD Workforce Development Action Plan June 2018 – July 2019](http://www.i-develop-cld.org.uk/pluginfile.php/7990/mod_resource/content/4/CLDWorkforceDevelopmentActionPlan201819.pdf). The action plan was developed by CLD partners following a process in 2017-18 of mapping, analysis and discussion looking at how a collective approach could improve the co-ordination of CLD workforce development opportunities at a national and regional level. The outcomes in the plan for 2018-19 identify some key shared national workforce development priorities and aim to improve awareness of and access to training and development opportunities around these priorities.

The partners who developed and jointly own the plan include: Education Scotland, The CLD Standards Council, CLD Managers Scotland, YouthLink Scotland, Learning Link Scotland and CLD regional workforce development networks.

The action plan working group met on 15 November 2018 to review the impact of the plan so far. Further comments were provided by partners by email in November and December. This report summarises the views of partners.

1. **How useful has the workforce plan been in addressing the its key aim?**

Most partners agreed that it is useful to have a national focus on shared workforce development issues and shared priorities. Several partners felt that having agreed national priorities can also help when making the case for funding to support workforce development for CLD practitioners at a local level. For many partners the plan brought together some actions that were planned anyway but they found it useful to contribute to a national focus on workforce development.

For several partners though there has been some confusion about the status of the plan. The fact that it has been designed to be a shared endeavour rather than a formal national strategy has meant that the focus given to the plan has been variable with national organisations and regional networks.

**2. What has worked well and what has not worked so well?**

2.1 Progress updates to the action plan are attached in Appendix 1.

2.2 There is evidence that partners are making progress in delivering on the majority of the outcomes in the plan.

* Most CLD regional networks reported good progress on their commitments in the plan.
* Feedback from members indicate that the CLD regional networks continue to be valued. The networks help to create opportunities to:
	+ share and exchange areas of best CLD practice;
	+ approach key policy issues on an cross-authority basis;
	+ share learning from inspections and self-evaluations;
	+ Discuss how we were approaching the development of new CLD Plans;
	+ Share upskilling opportunities that could be opened up to neighbouring areas.
* The process of conducting the national CLD Workforce Research - included as an action in the plan - has been well received. The one to one follow up conversations with the researchers (Rocket Science) have been particularly useful.
* Partners have reported that most, if not all of the new CLD plans 2018-21 have a focus on workforce development. Some areas appear have used the priorities in the plan to inform their CLD plans.

2.3 The following aspects were highlighted as not working so well:

* The [calendars on iDevelop](http://www.i-develop-cld.org.uk/course/view.php?id=132) have not been particularly useful. The capacity required to keep this up to date has not been there and partners were not clear what the benefit is for events already advertised elsewhere.

**Action: Remove the event calendars from I-develop. Events could just be advertised through the idevelop CPD Forum and/or a CLD workforce development Twitter hashtag.**

* The challenge of widening work remits & responsibilities/less resources has proved problematic for most partners. This has affected ability to engage with national workforce development meetings/opportunities. Many felt that this is going to continue to be an area of concern with further budget reductions expected along and associated continual re-structuring and stretching of resources.
* Funding collaborative professional learning for CLD can get quite complicated and opportunities are possibly lost.

**4. How should we work together to improve the national and regional co-ordination of CLD workforce development opportunities beyond June 2019?**

* All partners who responded felt that an ongoing commitment to shared national and regionalCLD workforce development priorities will be useful. Future priorities should be informed by a range of intelligence that will become available in 2019-20 including:
* The results of the national CLD workforce survey *Working with Scotland’s Communities* – expected in March 19.
* An analysis of workforce development priorities in CLD plans 2018-21 – due to be completed in April 19
* The themes from the current round of HMI CLD inspections by Education Scotland - due to be completed in June 19
* Workforce development priorities identified through the evaluation and revision of key national strategies including the National Youth Work Strategy 2014-19; the Adult Learning Statement of Ambition; The national ESOL Strategy; Adult learning in Scotland 2020
* CLD workforce development issues identified by Regional Improvement Collaboratives.
* The STEM CLD practitioner survey being carried out by Education Scotland as part of the national STEM strategy – first results in Feb 19
* There needs to be consideration given to changing learning needs of CLD leaders in Local Authorities - where CLD managers often have additional responsibilities and CLD services can be managed by professionals from other service backgrounds.
* Partners want to see more effective use of online professional learning and collaboration.
* Future planning needs to be more closely linked to relevant national and regional funding streams that can support professional learning in the CLD sector. (eg Scottish Government; Lottery; RICs; Erasmus+; STEM strategy etc) that become available and how this is best accessed taking into account time invested v impact of the ground –

**Appendix 1: Progress updates**

**Outcome 1*:* Develop a more consistent approach to CLD workforce development and professional learning to meet practitioner needs efficiently and effectively.**

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| **Actions** | **Who** | **Timescale** | **Progress Update – December 2018**  |
| Review and update [*Growing the Learning Culture*](http://cldstandardscouncil.org.uk/cpd/cpd-strategy/)  | Standards Council to lead | June - September 2018 | Timescale has slipped due to SC staff capacity but the SC Professional Learning Committee is meeting in January 19 to work on this. |
| Promote key messages from Growing the Learning Culture to;A; Practitioners (including volunteers)B; EmployersA; Professional development/ Training providers  | Standards Council to leadwith support from partners  | October 2018 to March 2019 | See above. Timescale changed to July 2019 |
| Develop a summary of each of the roles of the key organisations in regard to CLD workforce development building on and if appropriate replacing part of Section 4 in Growing the Learning Culture. | Standards Council to co-ordinate –key bodies to input | June- August 2018 | See above. Timescale changed to July 2019 |
| Disseminate findings of Dundee research into CLD professional learning due to be published spring 2018. Use findings to inform above.  | Tayside and Fife network to lead | June 2018 | Research findings shared on: <http://www.i-develop-cld.org.uk/course/view.php?id=70> |
| Increasingly embed ***Growing the Learning Culture*** in the professional learning delivered by stakeholder organisations. Including matching to competencies and showing how much a session contributes towards the 35 hours. 1. Share practice developed by some stakeholders to support others to do so.2. Pilot an approach to labelling training to show how it fits to GTLC/Professional learning using the early Autumn Associate Assessor training sessions. 3. Include the amount of time they contribute towards the 35 hours and how they align to the competences on the information participants receive about workforce development opportunities.  | AllStandards CouncilEducation Scotland  | June/July 18Aug/Sep 18Autumn 18 onwards | Some progress. * Information provided to participants on HMI AA training (Aug/Sept 18) on how many hours it contributed to 35 and under which competences.
* YouthLink plan to refer to the number of hours in their offer – to be rolled out in 2019
* Aberdeenshire and Fife Councils both track hours and map relevant competences for in-house professional learning. They will share examples of how they do this. It doesn’t need to be complex!
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| Add a prompt under the theme in QI 3.1 considered in CLD inspections to ensure inspections cover how practitioners are using Growing the Learning Culture and working towards the 35 hours.  | Education Scotland  | August 2018 onwards  | On schedule. Prompt added for inspections since August. Request feedback from HMI. |
| Review and then share findings of the 2018-2021 CLD plans to inform the collective picture of workforce development needs.  | Education Scotland / Scottish Government  | Autumn 2018 | * Local Authorities asked to share new plans with ES and SG by Nov 18.
* The review will be carried out Jan-March 2019. It will be led by ES and the new SG CLD policy team with partner’s involvement.
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| Research to be undertaken to provide up to date information on the CLD workforce. This will inform future workforce development planning.  | Commissioned by CLD SC & Education Scotland  | Until end March 2019 | On schedule. Rocket Science has been conducting research since June. 1000+ responses to online survey so far. Survey closes on 7/12/18. Telephone interviews being carried out.  |

**Outcome 2: Improve the identification and dissemination of strong CLD practice.**

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| **Actions** | **Who** | **Timescale** | **Progress – November 2018** |
| Disseminate good practice identified through CLD inspection with colleagues in local authorities/ CLD partnerships. This to include;* The development and piloting of one live narrative
* Running three good practice seminars.

National organisations and regional networks will also run practice sharing events throughout the year both specific inputs and through their conferences. Information on these can be found on i-develop pages.  | Education Scotland and partnersNational organisations and regional networks | July 18 – June 19May 18, Autumn 2018, Spring 2019On-going | Some progress: * 2 effective practice seminars held so far in May and November 18.
* Check progress on live narrative on NIH.
* 3 CLD-related examples added to the NIH since July:
1. <https://education.gov.scot/improvement/practice-exemplars/cld32-olds-cool-intergenerational-practice-toolkit>
2. <https://education.gov.scot/improvement/practice-exemplars/dyw48-activity-agreements-the-east-ayrshire-approach>
3. <https://education.gov.scot/improvement/practice-exemplars/cld31-project-based-learning-around-the-world-in-a-week>

Some progress: * All CLD networks now have iDevelop pages
* YouthLink Scotland held policy seminars with a strong practice link on ACES and Digital Youth Work/Cyber Resilience. Conference on Youth Participation and regular ongoing training offer.
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| Increase the use of online platforms, print and social media to disseminate good and interesting practice.For example Learning Link Scotland to contribute via their website and e-bulletin. YouthLink Scotland will disseminate good practice through YLS communication channels and networks e.g. Inclusive youth work, digital youth work.  | All  | On-going | * YouthLink Scotland has disseminated good practice and stories of the impact of youth work through our website, fortnightly e-bulletin and social media. Specific example of collecting and sharing good practice: [www.digitalyouthwork.eu/good-practices](http://www.digitalyouthwork.eu/good-practices)
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| Further explore how well CLD in Scotland use digital platforms/social media and whether action is needed to improve effectiveness and clarity. Following on from likely issues identified through the mapping and research phase of this work.  | To be decided  | Autumn/Winter 2018 | Feedback suggests that there is still confusion about where good practice sits. HM inspectors currently looking to improve sharing of effective practice from inspection.* Feedback given that the NIH is not easy to navigate. The Workforce Survey will provide info on whether CLD practitioners are using the NIH.
* Ongoing work by YouthLink Scotland and partners within the broader context of developing digital youth work and CLD e.g. Digital Youth Network gives some insights to this. YLS has a twitter following of over 12.5k
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| Carry out research on the impact of universal youth work and share findings widely in line with the National Youth Work Strategy Priorities and actions 2017-19: 6.2 | Scottish Youth Work Research Steering Group – coordinated by YLS | 2018 | * Research completed and published in Nov. 18

<https://www.youthlinkscotland.org/news/blogs/introducing-the-impact-of-community-based-universal-youth-work-in-scotland/>* Regional networks to consider potential professional learning to share the research findings
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**Outcome 3: Increase the CLD sector’s capacity to drive improvement by building a coherent and co-ordinated approach to the workforce development offer in regard to: Work with families and communities.**

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| **Actions** | **Who** | **Timescale** | **Progress – November 2018** |
| Disseminate the definitions of family learning, parental engagement, families and communities through networks to support all practitioners to have a shared understanding of these terms.  | All,lead by Education Scotland  | June-Sep 2018 | Complete: Definitions shared in *Learning Together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021 (August 18)*<https://www.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/> |
| In tandem with the strengthened legislative framework Education Scotland will: - Work with local authorities (including CLD providers) and schools through regional improvement collaboratives during 2018/19, to help them further develop approaches to parental engagement and family learning. This to include;* Publication of case studies on the National Improvement Hub to support the evaluation of family learning in each sector by March 2019.
* Continue to promote and share good practice in family learning and parental engagement through local and regional activity and practice sharing on the National Improvement Hub by March 2019.
* Establish a national professional learning partnership group for family learning in Scotland. This will be a collaboration between partner organisations to support professional learning in planning and implementing family learning programmes.
 | Education Scotland  | 31/03/201901/03/201930/10/2019 |  |
| Regional networks plan to deliver a range of training inputs across the period of this plan in relation to family and community work, often alongside partners. Please see the calendars on i-develop for more details. The following are examples; * Plan and deliver family learning session for CLD practitioners in East Lothian based on the previous FL sessions delivered by Education Scotland. Then share findings from the session with Consortium members and via i-develop.
* Family Learning Conference with practice sharing workshops - Hosted in Fife
* Evaluation of Engaging Dads workshops in March 18 shared on i-develop

In addition Local Authority and third sector organisations will support a range of events at a local level. Where these are open to others to join they will be added to the training calendar.  | Regional networksCentral and East Learning Consortium Tayside and Fife AllianceTayside and Fife Alliance | Early summer 2018September 18Early summer 18 | SE&C: 18 CLD practitioners increased their understanding of Family Learning through participating in the session held on Friday 11th May 2018 in East Lothian. It was a free CPD opportunity for East Lothian practitioners. East Lothian Family Learning Report 2018 available on idevelopApprox 80 practitioners attended. Feedback on i-develop/Tayside and Fife area/Family Learning32 staff from across the 4 councils attended over 2 sessions held in March 2018 on Engaging evaluated well, saying it will impact on their future implementation of new practice as a result. Evaluations available on i-devlopSW Network meeting on a regular basis now and workforce development is a priority areaSE&C: For example, Midlothian’s Big Learning Day had representatives from Scottish Borders, West Lothian and East Lothian Council staff attend the learning event. |

**Outcome 4: Increase the CLD sector’s capacity to drive improvement by building a coherent and co-ordinated approach to the workforce development offer in regard to: The use of self-evaluation and performance monitoring.**

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| **Actions** | **Who** | **Timescale** | **Progress – November 2018** |
| Undertake a mapping of how practitioners and partners use self-evaluation frameworks. This to include which frameworks are used , for what purposes, what quality indicators are regularly used , do staff have protected time to undertake their use, whether local authority staff and those from third sector organisations use the same ones. The results to be shared to inform further workforce development inputs.  | CLDMS  | Aug-Dec 2018 | Update? |
| Pilot an approach to peer self-evaluation based on the well received and impactful AA induction programme. Undertake in two areas with a small number of local authorities/CLD partnerships/Third Sector Organisations. Write a resource detailing this process and disseminate to colleagues to enable their use across Scotland.  | Education Scotland with partners in the two areas | August 2018 – March 2019 | * HM inspectors supported one peer self-evaluation pilot (date) including: Midlothian and Scottish Borders Councils and DoE.
* A second pilot planned for early 2019 with Falkirk, West Lothian and Stirling Councils.
* Inspectors are currently developing a Peer self-evaluation framework.
* Education Scotland will also pilot a similar model with the Development Trust sector in early 2019
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| The CLD team within Education Scotland to continue to review needs around this priority alongside partners taking into account inspection information. Use this to develop further options to address gaps with partners. This to include providing materials for i-develop as appropriate. First action;* Deliver a seminar around use data to enhance performance (around QI 1.1)
 | Education Scotland with partners  | On-goingJune 2018 | 1.1 Seminar took place as planned |
| Regional networks plan to deliver a range of inputs across the period of this plan in relation to self-evaluation, performance monitoring and use of data, often alongside partners. The following are examples of this; * To continue to share practice and frameworks on partnership self-evaluation building on 2 recent events 15th Feb 2018 Alloa and 12th March 2018 Galashiels.
* Develop a creative/evaluative writing workshop on self-evaluation tips and techniques for staff and hosted in one of the Alliance areas
* Harness the Northern Alliance regional collaborative mechanism to focus on improvement across the 8 participating authorities
 | South East & Central ConsortiumTayside and Fife AllianceNA CLD Lead plus other leads  | September 2018 onwardsJan – Mar 2019May 2018 – Mar 2019 | SE&C 31 practitioners increased their understanding and skills in self-evaluation through participating in training in Alloa and Galashiels. A wide range of partners participated and shared practice with colleagues from across the Consortium. This was followed by a Partners Development Day in Scottish Borders (April 2018), which was also attended by practitioners from across the CLD CPD Consortium.No update as yet on eval writing workshop proposal for Tayside And Fife, will be in 2019 workplan |
| Share self-evaluation systems and practice via the CLDMS Quality Improvement Sub Group - link to self-evaluation toolkit on i-develop | CLDMS QI Sub Group | 2018 – 2019 | Update? |
| Link with National Youth Work Strategy 2017-19 priorities and actions under priority 6. Particularly 6.1 and 6.56.1 Embed the youth work outcomes model throughout sector through the delivery of a suite of online resources and regional training for trainer events6.4 Work with HM Inspectors and partners in quality improvement to utilise data from inspection to identify and share key messages and information with the sector. 6.5 Support the use of the Youth Work Outcomes as a tool for self-evaluation and improvement of quality youth work | YouthLink ScotlandEducation Scotland and Youth Link ScotlandYouthLink Scotland | 20182017/192018/19 | * Youth work outcomes toolkit and learning resources published by YouthLink and has been well received

<https://www.youthlinkscotland.org/policy/youth-work-outcomes>* Youth work outcomes online toolkit includes resources on using the outcomes for self-evaluation and quality improvement. E.g. indicator template, case studies and podcast <https://soundcloud.com/youthlink-scotland/using-the-youth-work-outcomes-in-self-evaluation-and-improvement>
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| Leadership;Explore opportunities for mentoring and job shadowing arrangements within the CLD sector and work with partners to develop/ open up leadership development opportunities for CLD practitioners alongside other educators.Continue to expand opportunities for practitioners to take up leadership roles at a regional and national level; such as taking up Committee roles in the CLD Standards Council.  | AllNational organisations to lead including;YouthLink Scotland, Learning Link Scotland, Education Scotland ,CLD Standards Council  | On-going | * CLDMS still see this as a priority that requires attention. What discussions are taking place with SCEL/Education Scotland?
* Info requested of the evaluation of the Education Scotland Leadership in CLD programme
* Standards Council conference theme in March 19 is focused on leadership in the sector
* YouthLink Scotland call for leadership at all levels in article with Children in Scotland <https://childreninscotland.org.uk/call-20-deliver-a-workforce-that-works-for-children-confident-skilled-and-values-driven/>
* YouthLink Scotland (and Youth Work Training Forum) include leadership within National Youth Work Induction Checklist, launched in November. <https://www.youthlinkscotland.org/workforce/training/>
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**Outcome 5: Increase the CLD sector’s capacity to drive improvement by building a coherent and co-ordinated approach to the workforce development offer in regard to: Community empowerment and engagement**

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| **Actions** | **Who** | **Timescale** | **Progress – November 2018** |
| Regional networks plan to deliver a range of inputs across the period of this plan in relation to community empowerment often based on work progressing within local authorities. The following are examples for details see the events calendars on i-develop; * SE & C Consortium to discuss community empowerment and engagement professional learning needs including revisiting previous Community Empowerment inputs and sessions delivered in 2015 and 2016.
* Development and promotion of E-module hosted by all 4 alliance areas
* CLD competence workshops rolled out in Alliance areas
 | South East & Central ConsortiumTayside and Fife AllianceTayside and Fife Alliance | September 2018June 18June - Dec 18 | * SE & C Consortium raised awareness of the Community Activist pack at the Effective Practice Seminar in Montrose sharing practice with colleagues from Dundee, Angus, Aberdeen, Aberdeenshire and Moray Councils.
* E- module completed and available to all on i-Develop
* CLD Competence workshops have not been rolled out as yet will be in 2019
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| Local authorities across Scotland are delivering or planning to deliver a range of inputs. Where appropriate these will be shared with the wider CLD sector. For example Aberdeenshire Council has committed to ;* Co-ordinate and deliver Professional Learning around Participatory Budgeting
* Upskill CLD Service staff in relation to mini public practice
* Upskilling in relation to Social Capital measuring tools
 | Local authorities and partnersExample; Aberdeenshire Council | On-goingMay-Dec 2018By Nov 2018 |  |
| *The CLD team within Education Scotland to review current offer both from Education Scotland and from partners based on returns to this action plan.* From this develop workshops or other support to sector from July onwards which address any gaps such as professional learning to increase practitioner skills and confidence to undertake community engagement and development.  | Education Scotland | Focus groups June-August 2018Then Sept 2018-June 2019 | 2 x focus groups took place.Progress update: ES CLD team has supported the transition of CLD policy lead to SG and is developing its revised capacity building ‘offer’ in the context of a national and regional restructure within ES. Team has also been managing 3 vacancies during the period of the plan.  |