



Scotland's
Community Learning and Development

Workforce Development Action Plan

June 2018- July 2019

Introduction

This plan aims to support CLD practitioners through improving their awareness of and access to training and development opportunities. It was written following a year of research, analysis and discussion looking at how a collective approach could improve the co-ordination of workforce development opportunities at national and regional level across the wide range of organisations in the public and voluntary sectors that deliver community learning and development.

Background/Policy context

- Community learning and development (CLD) supports primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, personal development and active citizenship with a focus on bringing about change in their lives and communities. Community learning and development work is carried out by a diverse range of practitioners working or volunteering in many organisations across the public and third sectors and with a wide variety of roles including youth work, community development and adult and family learning. Alongside those practitioners holding a CLD professional qualification are many others who are either unqualified or qualified in another field but who regularly use CLD methodologies in their work¹.
- This plan is being developed in parallel with work being done to improve understanding of the make-up of the CLD workforce across Scotland. *Working with Scotland's Communities (2015)* was a survey of the CLD workforce carried out in 2015. Education Scotland and the CLD Standards Council for Scotland have commissioned a new study for 2018-19 which will focus on finding out: who is working and volunteering in CLD-related roles now?; where are they; what do they do?; what challenges do they face?; what is the demand for practitioners with CLD skills; and are there enough practitioners to meet that demand?.
- *Growing the Learning Culture in CLD* (2013) is the national professional learning strategy for CLD and provides a framework for action by all partners.
- Local authorities have a statutory responsibility to work with their partners to develop shared CLD plans for their area for the period 2018-21. *Revised Guidance Note on Community Learning & Development Planning 2018-21* highlights that workforce development is one of the key themes that CLD should include – e.g. what's already going on already; and how partners can co-ordinate and improve how they support the CLD workforce in their area.
- Six new Regional Improvement Collaboratives (RICs) have recently been established in Scotland to provide practical support to close the poverty-related education attainment gap and raise education standards for all. As RICs develop their priorities, there is a need for CLD organisations and networks to build working relationships with the RICs covering their areas, including sharing professional learning opportunities as appropriate. This may include:

¹ For more general information about community learning and development you can go to this webpage [What is Community Learning and Development \(CLD\)? | CLD Standards Council for Scotland](#)

- Working with the Regional Improvement Collaboratives (RICs) to ensure that CLD practitioners are part of developing and can access relevant professional learning opportunities linked to the RICs alongside other educationalists.
- Continuing to inform RIC leads of the ways CLD could add value to and benefit from the RICs with a focus on what could be included in RIC phase 2 plans.
- Sharing information about work with RICs through the regional CLD networks meetings.
- Explore opportunities for voluntary sector organisations to work with RICs via national networks such as YouthLink Scotland, Lifelong Learning Scotland, and the Scottish Community Development Centre and through partnership groups.

What is this plan for?

This plan is jointly owned by the organisations that contributed to its development. It is not intended to be a top-down, directive statement and it does not replace existing national policies. The organisations who developed it are not aiming to cover all the training and development that goes on in the sector but rather to focus on a few areas and by doing so try to improve co-ordination, access and coverage. The plan mainly focusses on national and regional activity but will be helpful to those looking at professional development at a more local level too. This plan will be useful for those working within or who have shared interests with the Scottish CLD sector. This includes; Practitioners, Regional Improvement Collaboratives, National Organisations whose remit includes elements of CLD, the five regional CLD workforce development networks and those responsible for the CLD plans within each local authority area.

It is intended as a living document. You will see that several of the actions in outcome 1 relate to how this plan will be further developed and built on throughout the year. This will include creating an online version, on i-develop, which can be added to throughout the year. In addition the working group will continue to meet to review the implementation and evaluate the impact of this plan. The results from evaluation will be used to determine whether a new plan is written for 2019-20 and what form such a plan would take. Outcomes 2-5 each have event calendar on i-develop. This will enable stakeholders to add events such as training seminars and conferences throughout the lifespan of this document. Outcome 3-5 focuses in on three priorities. These were chosen by the working group following from a longer list identified through the research and mapping phase. The working group considered both the level of need and the existing offer before choosing. The intention is that, should the plan be useful, other aspects of CLD work (such as leadership or youth work) would be highlighted in future plans.

How this plan was developed

This plan has been developed in a shared approach. In early summer 2017 representatives from Education Scotland, the CLD Standards Council and CLD Managers Scotland started to explore whether there was a need to improve the workforce development offer for both CLD practitioners and those who regularly use CLD methodologies in their work. It was agreed that there was scope to map the current provision and look at whether there would be added value to increasing the co-ordination of the offer. From this meeting it was agreed to form a working group including representatives from these three organisations, other national organisations; YouthLink Scotland, Learning Link Scotland, Scottish Community Development Network and from the five regional CLD networks. This group worked throughout autumn and winter 2017/18 to deliver against the following intended outcomes;

1. A better shared understanding of current national, regional and local professional learning priorities in the CLD sector, identifying strengths and areas for improvement.
2. Opportunities for increased access to a wider range of high quality professional learning opportunities for CLD practitioners across the sector.
3. A shared national workforce development and professional learning agenda for the CLD sector which can inform both local and national CLD planning and continue to implement the aims of [*Growing the Learning Culture*](#).

A mapping of the provision of workforce development opportunities was undertaken in summer and autumn 2017. In autumn and winter 2017/2018 intelligence from surveys and inspections was collated and analysed. The information gained from the mapping and analysis of data was used alongside consideration of key national drivers for CLD to create a draft plan. The executive summary from this work is below.

A draft plan went out for consultation in March 2018 and this shaped this final version.

Executive summary of key strengths and challenges from workforce development analysis 2017/18

Analysis of the mapping returns, the various workforce surveys that cover training and professional development and information from inspection reports indicate that the majority of CLD practitioners, both those professionally qualified and those that are not, have access to some form of professional development. However the standards council survey suggests that there is a significant minority who do not. It is not fully clear to what extent these opportunities are specifically focussed on CLD professional development as opposed to wider or more general training and development. Generally practitioners recognise that the CLD competences and the 'Growing the learning culture' should underpin CLD professional development. However the evidence gathered suggests that their use is inconsistent and variable across Scotland. Most recorded data on workforce development covers participation in training or attendance at conferences. Practitioners report strong learning impacts through opportunities such as mentoring, shadowing. A clear link made between CPD and improving practice is less often recorded. Many training opportunities are delivered through partnership working. The online learning offer is improving but still not strong in relation to CLD specific topics as opposed to more general ones.

National drivers, such as the recent STEM education and training strategy, recognise the potential role CLD practitioners can play in wider agendas. Other national drivers such as the Community Empowerment Act place an increasing focus on CLD methodologies. The findings of CLD inspections confirm a growth in the valuing and understanding of the potential role of CLD. New CLD plans for each local authority area are due by September 2018. Almost all of the 2015-18 plans referred to workforce development with a clear intention to deliver shared CPD activity across partners (77% refer to this). Most plans include actions to develop a workforce development plan in the coming years, while eight plans make reference to an existing plan.

A wide variety of organisations, networks and partnerships deliver workforce development opportunities for the CLD workforce. There is no clear picture of priority issues or unmet needs. However the following arise most frequently;

- Building leadership capacity in CLD
- Building capacity to meet needs relating to the Community empowerment act / community engagement
- CPD relating to CLD policies and strategies
- CPD supporting practitioners to contribute to the wider education and policy landscape such as Scottish Attainment Challenge (SAC)
- Family learning (often linking to SAC)
- Self-evaluation for improvement,
- Identifying outcomes, evidencing impacts, using data

- Non CLD specific skills including; digital learning, funding and finance; management skills, and accreditation and assessment.
- Strengthening partnership working

Key issues;

- Reduction in resourcing
- Fracturing of CPD offer following restructuring / partnership changes

Next steps

Throughout the lifespan of this action plan the working group will continue to meet and oversee developments. All the partners have taken on responsibility to contribute to evaluating the effectiveness of this plan and considering whether or not it is adding value to the CLD sector. As part of this partners will gather feedback from practitioners throughout the year on practitioners awareness of the plan and of partners view about any impacts accrued from its existence. This will include gathering feedback at CLDMS autumn conference and at other large scale events throughout the year and through the professional groups that look at the workforce including the CLDMS QI sub group. The group will meet to start to review this data in March 2019 in order to make a decision about whether or not to develop a plan for 2019/20.

We hope this plan supports your work within the CLD sector.

The Action Plan Working Group, May 2018.

Outcome 1

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

As part of this ensure we have a shared understanding of what we mean by workforce development and professional learning in regard to CLD in Scotland based on [Growing the learning culture](#).

Actions	Who	Timescale
Review and update <i>Growing the Learning Culture</i>	Standards Council to lead	June - September 2018
Promote key messages from Growing the learning culture to; A; Practitioners (including volunteers) B; Employers A; Professional development/ Training providers	Standards Council to lead with support from partners across Scotland	October 2018 to March 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 – all of the key bodies to input	June- August 2018
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
Increasingly embed <i>Growing the Learning Culture</i> 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	All Standards Council Education Scotland Partners including;	 June/July 2018 Aug/Sep 2018 Autumn 2018

they align to the competences on the information participants receive about workforce development opportunities.	YouthLink Scotland, Learning Link Scotland, Education Scotland	onwards
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
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
Research to be undertaken to provide up to date information on the CLD workforce. This will inform future workforce development planning.	Commissioned to private company by Education Scotland	Until end March 2019
Continue to identify and address priority workforce development issues through strong and regular communication, sharing research including workforce surveys, networking through bodies such as YouthLink Scotland and the Regional Networks.	All	On-going

<p>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;</p> <ul style="list-style-type: none"> • 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 <p>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.</p>	<p>Regional networks</p> <p>Central and East Learning Consortium</p> <p>Tayside and Fife Alliance</p> <p>Tayside and Fife Alliance</p>	<p>Early summer 2018</p> <p>September 18</p> <p>Early summer 18</p>
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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.

This will include working together to strengthen aspects of leadership related to evaluation and performance.

Actions	Who	Timescale
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
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
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; <ul style="list-style-type: none"> Deliver a seminar around use data to enhance performance (around Q1 1.1) 	Education Scotland with partners	On-going June 2018

<p>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;</p> <ul style="list-style-type: none"> 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 	<p>South East & Central Consortium</p> <p>Tayside and Fife Alliance</p> <p>NA CLD Lead plus other leads</p>	<p>September 2018 onwards</p> <p>Jan – Mar 2019</p> <p>May 2018 – Mar 2019</p>
<p>Share self-evaluation systems and practice via the CLDMS Quality Improvement Sub Group - link to self-evaluation toolkit on i-develop</p>	<p>CLDMS QI Sub Group</p>	<p>2018 – 2019</p>
<p>Link with National Youth Work Strategy 2017-19 priorities and actions under priority 6. Particularly 6.1 and 6.5</p> <p>6.1 Embed the youth work outcomes model throughout sector through the delivery of a suite of online resources and regional training for trainer events</p> <p>6.4 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.</p> <p>6.5 Support the use of the Youth Work Outcomes as a tool for self-evaluation and improvement of quality youth work</p>	<p>YouthLink Scotland</p> <p>Education Scotland and Youth Link Scotland</p> <p>YouthLink Scotland</p>	<p>2018</p> <p>2017/19</p> <p>2018/19</p>
<p>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.</p>	<p>All National organisations to lead including; YouthLink Scotland, Learning Link Scotland, Education Scotland , CLD Standards Council</p>	<p>On-going</p>

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

This relates to aspects of the Community Empowerment Act (2015)

Actions	Who	Timescale
<p>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;</p> <ul style="list-style-type: none"> 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 	<p>South East & Central Consortium</p> <p>Tayside and Fife Alliance Tayside and Fife Alliance</p>	<p>September 2018</p> <p>June 18 June - Dec 18</p>
<p>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 ;</p> <ul style="list-style-type: none"> 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 	<p>Local authorities and partners</p> <p>Example; Aberdeenshire Council</p>	<p>On-going</p> <p>May-Dec 2018 By Nov 2018</p>
<p><i>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.</i></p>	<p>Education Scotland</p>	<p>Focus groups June-August 2018</p> <p>Then Sept 2018-June 2019</p>