

Scotland's
Community Learning and Development

Workforce Development
Action Plan

April 2018- June 2019

Foreword

This plan 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 in the community learning and development sector. The community learning and development sector is diverse. CLD practitioners work in many organisations with a wide variety of job titles and roles. 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 work. 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](#) . A workforce survey of the sector was carried out in 2015 which gives further detail on the make-up of the sector across Scotland [Working with Scotland's Communities \(2015\)](#).

This plan aims to support CLD practitioners through improving their awareness of and access to training and development opportunities. 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, 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. 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.

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

The Action Plan Working Group.

How this plan was developed

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 were used alongside consideration of key national drivers for CLD to create a draft plan. The following is the executive summary from this work.

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 suggest 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 suggest 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 are due summer 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

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

Actions

Outcome 1

Progress the shared understanding of what we mean by workforce development and professional learning in regard to CLD in Scotland based on [Growing the learning culture](#) . This to support an increasingly joined up approach to the planning of workforce development and professional learning in order to best meet needs and identify impacts.

Actions	Who	Timescale
Review and update <i>Growing the Learning Culture</i>	Standards Council to lead	May - September 2018
<p>Promote key messages from Growing the learning culture to;</p> <p>A; Practitioners (including volunteers)</p> <p>B; Employers</p> <p>A; Professional development/ Training providers</p> <p><i>Materials may include postcards, case studies re the 35 hours, info-graphic materials</i></p> <p><i>Key messages to all three groups to include;</i></p> <p><i>The good practice of 35 hours pro rate per year of CLD focused professional development</i></p> <p><i>The importance of identifying the impact of professional development, including but not only training, on practice</i></p> <p><i>Culture of growing your own</i></p> <p><i>Links to other key drivers such as workforce development priorities in the ambitions of the National Youth Work Strategy</i></p> <p><i>Recognition that CLD practitioners work in a range of settings and with a range of job titles.</i></p>	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	Tayside and Fife network	June 2018

to be published spring 2018. Use findings to inform above.	to lead	
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.	All	
1. Share practice developed by some stakeholders to support others to do so.	Standards Council	June/July 2018
2. Pilot an approach to labelling training to show how it fits to GTLC/Professional learning using the early Autumn Associate Assesor training sessions.	Education Scotland	Aug/Sep 2018
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.	All partners	Autumn 2018 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

Outcome 2

Increase the CLD sector's capacity to drive improvement by building a coherent and co-ordinated approach to the workforce development offer in the following three priorities.

These priorities were chosen from a longer list identified through the research and mapping phase. From the start it was not intended that this plan covers all aspects of CLD workforce development, but rather be a first attempt at greater co-ordination in some key areas. 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.

In each of these new training and other inputs will be planned throughout the life of this plan. Examples of those currently planned are listed below under actions. The intention is to develop a calendar of events on i-develop under these three priorities that can be added to throughout the period.

Priority A: Work with families and communities.

This relates to aspects in the National Improvement Framework, the Scottish Attainment Challenge and recent work around STEM

Actions	Who	Timescale
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
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; <ul style="list-style-type: none">• publication of case studies on the National Improvement Hub to support the evaluation of family learning in each sector by March 2018.• 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.	Education Scotland	31/03/2019 01/03/2019 30/10/2019

<ul style="list-style-type: none"> 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. 		
<p>Regional networks will plan and deliver a range of training inputs across the period of this plan in relation to family and community work, often alongside partners. These will include the following;</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>May/June 2018</p> <p>September 18</p> <p>May 18</p>

Priority B: Improve the use of self-evaluation and performance monitoring to inform planning and identify impacts.

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	June - October 2018
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	Ongoing June 2018

<p>Regional networks will plan and 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. These will include the following;</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</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>6.5 Support the use of the Youth Work Outcomes as a tool for self-evaluation and improvement of quality youth work</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>YouthLink Scotland</p> <p>YouthLink Scotland</p> <p>Education Scotland and YouthLink Scotland</p>	<p>2018</p> <p>2018/19</p> <p>2017/19</p>

Priority C: Community empowerment and engagement in relation to the Community Empowerment Act (2015)

Actions	Who	Timescale
<p>Regional networks will plan and deliver a range of inputs across the period of this plan in relation to community empowerment often based on work progressing within local authorities. These will include the following;</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 May- 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>CLD Team Manager Community Development</p>	<p>ongoing</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>April- June 2018</p> <p>Then July 2018- June 2019</p>

Outcome 4

Work with the Regional Improvement Collaboratives (RICs) to support the improvement of education across Scotland. Do this by ensuring CLD practitioners are part of developing and can access relevant professional learning opportunities linked to the RICs alongside other educationalists.

Actions	Who	Timescale
Continue 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 the phase 2 plans.	Regional networks Education Scotland CLDMS	April-July 2018
Offer workshop with RIC leads within Education Scotland	Education Scotland CLD team	
Regional networks to continue to build their working relationship with RICs covering their areas. This to include sharing professional learning opportunities as appropriate. Regional networks to share information about work with RICs through the regional networks meetings. This to include the work Aberdeenshire CLD Service is undertaking as the lead between the North Alliance and the Northern Alliance.	Regional networks.	On going
Explore opportunities for voluntary sector organisations to work with RICs via national networks – YouthLink Scotand, LLS, SCDC and through partnership groups. Linking to shared agendas/national drivers.	All	On going

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.