**CLD Workforce Development – collated information**

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*1. Executive summary of key strengths and challenges*

Based on information gained through the information contained within this report the following is a preliminary summary.

It is clear that the majority of CLD practitioners, both those professionally qualified and those that are not, have access to some form 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. Recorded data is often around is on training / attendance at conferences. Practitioners report strong learning through opportunities such as mentoring, shadowing. Often not a clear link made between CPD and improving practice. 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 this summer. 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 SAC)
* Potentially linked to above family learning
* 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

*Section 2 Key information from Mapping Exercise summer / autumn 2017*

Returns received and included in this key information from the four regional CLD networks, CLD Partnership Dumfries and Galloway, D&G Youth Services, National agencies; LEAD Scotland, Education Scotland, CLD Standards Council Scotland, CLDMS, Learning Link Scotland and YouthLink Scotland.

The mapping identified key approaches to, strengths of, and challenges around CLD workforce development. The main ones that emerged are as follows. Potential questions that arise from them also including to support discussions.

* ‘Growing the learning culture’ is a key document. *To what extent is it embedded in practice?*
* CLD plans include information on workforce development providing a potential source of information and monitoring. *To what extent can this work on workforce development inform the 2018/21 plans given the short timescales?*
* The web presence of CLD workforce development includes but is not limited to i-develop. Other sources include specific websites such as those by Youth Link and the North Alliance and the National Improvement Hub. *Is there a need to have a more consistent or clear approach to CLD workforce development online?*
* There are a range of partnerships, networks and working groups which consider CLD workforce development either as their primary function or as part of their role. *How clear is the landscape, how well co-ordinated and communicated is the offer between partnerships ?*
* There is a wealth of information on workforce development needs. This includes training need analysis & regular surveys by several organisations and networks. In particular the regional networks report they regularly gather training needs within their areas. There is a National Training Forum for Youth Work. *How can we more systematically share and use this information regionally and nationally to inform workforce development planning? How can we use this to identify gaps and avoid duplication?*
* There is growing awareness of the Standards Council’s expectation of 35 hours of CLD professional development for practitioners but it is not clear yet how well used and recorded this is. *How do employers support practitioners to achieve 35 hours? Do training providers such as the regional networks, YouthLink and Education Scotland inform practitioners of how they inputs they deliver could contribute? How does this work in other sectors?*
* Partnership working around workforce development is key to some aspects of the delivery. Co-delivery and planning between local authority, 3rd sector and other public services for CLD workforce delivery varies significantly between partnerships. Some respondents queried how CLD workforce development can best work within the changing education workforce developments as laid out in the governance review. *How inclusive is the workforce development on offer to those working in all sectors? How do we ensure all CLD practitioners have a good offer that meets their professional needs?* *What are the links/overlap between Improvement Collaborative and CLD workforce development? How will the development of an Education Workforce Council effect the offer to the CLD sector?*
* Resourcing for workforce development is a key issue. There is some evidence of positive investment (eg The National Voluntary Youthwork Organisations Support Fund which has supported CLD professional learning by providing funding for capacity building) In many cases however funding and staffing resources have reduced. In addition changing remits have also reduced the capacity of some providers to deliver workforce development opportunities. Capacity to ‘release’ front line practitioners to go on training is also an issue. *How can resources be sourced, allocated or shared to best meet priority workforce development needs?*
* Several of the mapping forms considered the current methods and approaches to delivering workforce development. The main approaches mentioned were training and conferences. There were examples of different approaches to training (eg YouthLink’s focus on a train the trainermodel). Annual conferences are a common feature of CLD workforce development in Scotland with many networks, partnerships and organisations holding them. *Do we have the most effective range of workforce development approaches? Given the significant investment in annual conferences are they the best method to reach practitioners and meet workforce development needs?*
* There are opportunities for practitioners to gain accredited qualifications and/or nationally recognised awards. However this remains a small part of the overall training offer. Some respondents raised the issue of limited career pathways and in some cases gain professional qualifications. *How well developed are the pathways to gain professional accreditation? How well do workforce developments support practitioners to develop their careers?*

A wide range of needs were identified. As far as possible I have grouped these and listed them in order of the frequency they were mentioned. However please note most were mentioned by just one or two respondents.

1. Community Empowerment Act / Community engagement
2. Digital learning related – including Digital in youth work, digitally agile CLD, cyber security, using new technologies etc
3. CLD policies and strategies;

* Adult learning – particularly around the statement of ambition
* The National Youth Strategy and National Youth Work Outcomes
* CLD regulations and plans

1. Self-reflection, self-evaluation, identifying outcomes, evidencing impacts
2. Wider education and policy landscape:

* Scottish Attainment Challenge
* Governance Review

1. Family learning
2. Initial Youth Work training and Core Youth Work training
3. Partnerships / Networks including with specific sectors; school, policy leads
4. Inclusion, equity, equality, fairness
5. Accredited learning – for volunteers, PDA Youth Work, ESOL SCQF etc
6. Quality and embedding of professional learning
7. Ethics
8. Mentoring
9. Leadership
10. Learning around change
11. Professional identify

*Section 3 Inspection findings*

Analysis of findings from the 12 inspections completed in 2016/17

The following is a summary of relevant workforce development information gained 12 local authority CLD inspections completed in 2016/17. These inspections include a two day strategic phase and a five day place based phase. The evidence gathered comes from both phases. Although the inspections are based in a local authority they include evidence from the wider CLD partnership. The theme used to look at workforce development is from Quality Indicator 3.1 Impact on staff and volunteers in the framework How good is the learning and development in this community? ‘to what extent are staff and volunteers supported to reflect on and improve their practice through regular access to relevant, high quality learning and development activities and are developing leadership capacity’.

Summary of key findingsacross the 12 reports;

The majority of CLD local authority services inspected have undergone significant change and restructuring over the last few years and in several cases this is on-going. Whilst this raises many challenges for the workforce where staff are supported effectively there is evidence such change enables them to develop their professional capacities by taking on new roles and responsibilities and by working alongside different colleagues. In a minority of areas the division of CLD practitioners within local authorities by programme or area has led to a fracturing of the workforce development offer. The need to work differently due to restructuring, changes in resources and new local and national priorities has increased workforce development opportunities in some areas often around specific priorities or programmes . For example there are several examples of partners coming together to share expertise through workforce development to better deliver programmes linked to welfare reform and employability.

Overall the majority of CLD practitioners have good access to programme specific training, such as literacies tutoring or core youth work programmes. There are examples of a few staff being supported by organisations to gain accredited CLD qualifications. In nearly all inspections there was clear evidence of partners coming together to enhance the training offer for volunteers and staff. This includes shared training calendars, joint training and co-produced events. There are indications this partnership approach to training is reducing duplication and increasing accessibility. Nearly all council CLD staff access online training covering topics such as data protection and safeguarding. In several areas staff from out with the council were able to access council online training. Third sector interfaces and other volunteer support bodies provide a range of training for CLD volunteers and community activists. In the majority of inspections staff have access to outward looking professional learning. This includes involvement in regional CLD networks, visits to and hosting visits from other local authorities/areas and contributing to national working groups and bodies. This is increasing CLD practitioners capacity to understand and contribute to key national drivers.

Annual reviews, support and supervision sessions and training needs analysis are all used in local authorities and in many other organisations to enable senior staff to understand the learning needs of their workforce. Training records are increasingly being used however we saw a limited number of wider professional learning opportunities being formally identified and recorded. There are a few examples of CLD practitioners undertaking research which was enhancing both their own and the field’s understanding of specific areas of work. There are examples of a planned approach to mentoring and shadowing as part of workforce development but this was in a minority of inspections. Increasingly practitioners are registering with the Standards Council. In a minority of areas the CLD competences were used to direct the training offered.

In nearly all areas staff are being supported by senior leaders to take on leadership roles. In several local authority areas staff are accessing leadership skills training. However usually this is not yet fully embedded or available to all staff. Increasingly CLD practitioners are being recognised as having key skills by community planning partners and there are several examples of CLD practitioners taking a lead role in delivering professional learning within their area on themes including self-evaluation and poverty

Key themes;

* Overall good level of access to workforce development opportunities especially training.
* Partners working together locally to increase opportunities and progressing work to enhance this further.
* Outward looking staff in most areas – positive about learning from others and supporting others to learn.
* Majority of workforce supported to identify their training and in many cases development needs.
* Staff supported to gain leadership skills but the training offer is uneven.
* Understanding of and response to workforce development needs is strongest for specific programmes / priorities.

Overall area for development across the inspections are also useful in considering potential workforce development priorities. They are;

* Improve self-evaluation particularly with partners
* Improve analysis and use of data
* Joint planning and shared approaches with partners
* Leadership

*Section 4 CLD plans 2015-18*

Community Learning and Development Plans 2015-18 - Planning for change in Scotland’s communities

Workforce development section

The importance of investing in the CLD workforce (both paid and unpaid) to support skills development and adapt to a changing world is a consistent theme in Scottish Government policy documents including the *CLD Strategic Guidance* and Renewing Scotland’s Public Services - Priorities for reform in response to the Christie Commission. Almost all plans make narrative reference to workforce development, often in a dedicated section of the document, and there is a clear intention to deliver

shared CPD activity across partners (23 plans or 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. The detail of what will be delivered is often not included in the action plan section, however, and it is therefore not possible to arrive at a clear overall picture.

Community Learning and Development (CLD) Planning - An aspect review of progress made in implementing the CLD Regulations

4.5 Key messages

There is a clear need to support and develop leadership capacity for effective CLD planning. The OECD report, *Improving Schools in Scotland: An OECD Perspective 2015,7* called for a strengthened ‘middle’ operating through networks and collaboratives among schools, and in and across local authorities to allow Curriculum for Excellence to reach its full potential. The need to strengthen leadership in the middle applies equally to the CLD workforce if the CLD Regulations and associated guidance is to achieve intended aspirations.

Section 5. Recommendations

HM Inspectors recommend that, working together local authorities and other CLD partners should:

5. Work with the Standards Council for CLD and Education Scotland’s Policy and Improvement Team to improve the identity, confidence and leadership capacity of the CLD workforce.

*Section 5 Workforce survey 2015*

Working with Scotland’s Communities – A survey of who does community learning and development.

Findings 7.4 About professional development and training

The majority of organisations require their paid staff to hold a CLD specific qualification. However the findings may indicate that fewer staff than expected are required to hold a CLD degree or HND. Furthermore, few organisations indicated that their staff had access to higher or further education courses (16% and 11% respectively) for training and professional development suggesting that there may need to be further focus on access to this type of training.

There is a wide range of professional development and/or training being accessed by paid CLD staff and volunteers. Most organisations are continuing to invest in professional development or training, although budgets do appear to be falling. National funding for training and/or professional development activity was crucial for around one fifth of the organisations that responded.

The survey suggests several clear priority areas for national CPD programmes. The most frequently reported areas were: Evaluation and quality improvement; Funding and finance; Management skills (projects, managing change); IT, digital learning and social media and accreditation and assessment. Few responses focused explicitly on either the core CLD practice competences or understanding the implications of the major changes happening in policy, legislation and the organisation of public services. This is an area to explore further with the workforce.

On-line learning remained behind more traditional methods of CPD such as attending conferences and courses, indicating that that there is work to do to engage more of the workforce. For example, nearly 50% of organisations did not use online learning at all, even where no financial commitment was required. This fell to around 15% where some form of subscription was necessary.

Looking further at the online opportunities available, i-develop,GLOW, Scotland’s national digital environment for learning, has limited reach within the CLD sector. This may be unsurprising as GLOW is primarily designed as a vehicle for pupils and staff in schools, with GLOW accounts being managed at a local level – that is in each local authority, college or, in some cases, school. 12 the national web-based framework to support creative and innovative online learning and development for CLD practitioners, was only used by a quarter of organisations. While

Clearly more work needs to be done to raise the profile of online learning in general and i-develop in particular, supporting CLD organisations to make better use of online learning as a tool for continuing professional development.

*Section 6 Key information from CPD and workforce surveys from networks and national organisations*

**From the Northern Alliance**

Suggestions for future sessions at conference:

• Transitions in Lifelong Learning.

• Building resilience around younger communities.

• Family involvement and engagement.

• “Where has radical community work really gone?”

• Theme around partnership/collaborative working– perhaps looking more at how to work with teachers/schools:

• Where Youth Work stands in a schools view. How we contribute. Importance of informal education. LGBT focus.

• Powers around the Community Empowerment Act ie sharing practice around Locality Planning Community Asset Transfers.

**Standards Council Survey**

General points;

There is a significant variation in the range of learning and development opportunities across Scotland. Some organisation have a very focussed and organised approach while in others the approach is ad hoc and/or demand based. The evidence available suggests that, in most cases, professional learning and development is piecemeal

Potentially a need to establish the extent to which CLD practitioners in Scotland are able to access Learning opportunities focussed on their professional development. 35% of respondents either have no access to professional learning and development opportunities or are being left to develop themselves without guidance from a significant other.

In the main respondents were positive about the suggestion that a minimum of 35 hours per annum pro-rata.

Limited evaluation and review of professional learning and development opportunities in terms of their impact on performance

Most CLD practitioners get regular support and supervision and annual reviews - and find them beneficial

35% of the sample surveyed are not using the CLD competencies. Practitioners that do use the competencies find them to be a very useful tool when reviewing and developing professional practice.

Opinions on the value of iDevelop varied

CLD services managed by individuals who have neither CLD training nor experience of working in the sector.

Cost are an potential issue. There is a view that when budgets are reduced funding for professional learning and development is targeted. At a time when budgets for professional learning and development are limited it is necessary for providers of learning and development opportunities, including the Standards Council to provide a limited number of high quality events at an affordable cost.

**West Network survey**

• Questions focused around the CLD competences

• Competence with lowest confidence scores was

FACILITATE AND PROMOTE COMMUNITY EMPOWERMENT

• 2nd lowest was

ORGANISE AND MANAGE RESOURCES

• The most common training people had accessed in the last 12 months was accredited and formal– however a wide range of informal learning also took place.

• iDevelop use very patchy

*Section 7 Key strategic documents CLD*

National Youth Work Strategy 2014/19 – interim report July 2017

Ambition D Build Workforce Capacity

* Scotland will have well-motivated, well-trained, and supported practitioners in order to achieve our ambition
* The contribution of volunteers is recognised and valued and volunteers properly supported and encouraged
* Youth work organisations are supported to enhance the capacity and effectiveness of their members.

Adult Learning in Scotland - Statement of Ambition

OUTCOMES

Key success factor 4.9

There should be a framework of professional development learning opportunities available for practitioners involved in delivering adult learning. Practitioners will be encouraged to improve their skills through this framework in order to provide high-quality learning experiences for adult learners.

Welcoming Our Learners: Scotland’s ESOL Strategy 2015-2020

* Every practitioner involved in ESOL delivery in Scotland should have a relevant specialist qualification in the teaching of ESOL.
* ESOL practitioners are supported to enhance and develop their skills so that they effectively support
* ESOL learners to achieve their learning goals.ESOL practitioners will engage in career long professional learning to meet the changing demands and contexts in which learners access provision.
* Volunteers are supported to be competent and confident in their support role to learners.

STEM Education and Training Strategy

The strategy sets out the vision for STEM Education and Training for the next five years. It also sets out the actions for the education and training system, the science engagement sector, and for Community Learning and Development (CLD) which will help address these issues over the next five years. Collaboration and strong partnership working by all those with an interest will be critical if we are able to deliver fully on our ambitions.

Education Scotland will work with partners and, in particular, practitioners, to develop a coherent national approach to STEM professional learning from early 2018. This will include the development of a new national online resource for STEM and an online professional learning offer for early learning practitioners, primary and secondary teachers, technicians and community learning and development practitioners. New opportunities will become available during academic year 2018/19. ES will hold an annual learning conference each year of the STEM strategy from 2018-2022‎ for CLD practitioners. These events will be organised in collaboration with partners and showcase inspirational lifelong learning STEM practice.

As a result of the actions of this strategy, by 2022 we expect to see increased practitioner confidence in STEM learning in the early years, primary years and in CLD settings.

The Community Learning and Development (CLD) sector has a key role in promoting equity through engaging disadvantaged or vulnerable groups and individuals of all ages in learning. CLD practitioners have identified the lack of low-cost or free STEM activities as a barrier for young people, adults, families and communities engaging with STEM. Increasing partnership working between the CLD sector and the public science engagement sector would help extend the reach of these activities into communities with high levels of socioeconomic deprivation.