Profile for the community learning and development workforce in Scotland, 2010

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Contents

1. Executive Summary

Community learning and development (CLD) forms part of the workforce for which Lifelong Learning UK is responsible. Lifelong Learning UK (LLUK) is one of 23 employer-led Sector Skills Councils (SSCs) operating in the United Kingdom. Part of the remit of the Sector Skills Councils is the provision of robust Labour Market Intelligence (LMI) to serve as an evidence base for the development of the skills of the UK workforce.

The 2010 CLD workforce survey is the third investigation of the CLD workforce in Scotland, following the *Community Learning and Development Workforce Survey (CLDWS)*, published by Communities Scotland in 2007, and the *Profile of the Community Learning and Development Workforce in Scotland*, published by LLUK in 2008.

The recent agenda for CLD in Scotland has been shaped by the advice to Community Planning Partnerships set out in the Scottish Executive's 2004 document Working and Learning Together (WALT), which established "a long term framework for the promotion and development of community learning and development (CLD)."[1] The WALT document identified three national priorities for CLD in Scotland:

- achievement through learning for adults

- achievement through learning for young people

- achievement through building community capacity.

In addition, the skills development of CLD staff in Scotland has been facilitated recently by the establishment of the CLD Upskilling Programme, funded by the Scottish Government. This programme, originally announced in a joint Scottish Government/Convention of Scottish Local Authorities (COSLA) statement in 2008, is administered by LLUK and has run from 2009 to 2011.[2]

The three priorities for action under this programme are to:

- facilitate learner journeys through the use of the SCQF and outcome-focused recognition of learning

- target and work with the most disadvantaged learners

- lead and manage in collaborative contexts.

A scoping exercise carried out by Blake Stevenson for the Scottish Government served as a precursor to the Upskilling Programme and identified the need for learning around strategic leadership linked to partnership working; and development needs around staff supervision, such as handling conflict and project management.[3] An additional finding of the scoping exercise was that the SCQF was not well understood, an impression borne out by some of the responses to the current CLD workforce survey. Some respondents to the survey did not know whether their qualifications, such as certificates and diplomas in youth and community work, mapped to the SCQF and so felt that they were being excluded from the research.

The 2010 CLD workforce survey in Scotland has been designed to run in conjunction with Phase 2 of the Upskilling Programme and the main findings of the survey are given below.

1.1 Survey Response

- Responses were received from 34 public sector organisations, and 30 third sector organisations.

- Information was gathered on 9,460 individuals involved in the delivery of CLD in Scotland: 4,328 paid staff and 5,132 volunteers.

- Responses were received from third sector organisations operating in 21 local authority areas; nine third sector organisations operated nationally.

- The survey shows a 23 per cent decrease in paid local authority CLD staff compared to the 2008 study.

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[1] http://www.scotland.gov.uk/Publications/2004/02/18793/32157 Accessed 13 December, 2010.
[2] http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/policytopractice/upskill Accessed 16 December, 2010.
[3] Blake Stevenson (2009) *Scoping Exercise for a Programme to Upskill the Community Learning and Development Workforce: Key Findings.*

1.2 Employment patterns within the sector

- Full-time paid staff make up 36 per cent of the paid public sector workforce, 17 per cent are employed part-time and 47 per cent are employed on a sessional basis.

- In the third sector, 29 per cent of paid staff are employed full-time and 71 per cent are employed on a part-time or sessional basis.

- 49 per cent of people involved in CLD in the third sector are volunteers.

1.3 Diversity

- 69 per cent of the individuals in the CLD workforce in Scotland are female; 81 per cent of paid part-time workers in the public sector are female.

- 34 per cent of public sector volunteers are aged under 24; 33 per cent of third sector volunteers are aged 55 and over.

- Three

- per cent of the paid staff and volunteers recorded in the survey have declared themselves to have a disability or learning difficulty.

1.4 Qualifications

- 23 per cent of public sector sessional staff have professionally relevant qualifications at SCQF level 9 or above.

- 63 per cent of paid staff in the third sector have a professionally relevant qualification at any SCQF level.

- 21 per cent of public sector paid youth work staff are qualified at SCQF level 9 or above compared to 76 per cent of generic/other CLD staff.

1.5 Other workforce issues

- 7 out of 31 public sector organisations recorded in this survey have a succession plan in place for their CLD staff.

- 11 per cent of the public sector workforce recorded in this survey have attended an event organised as part of Phase 1 of the CLD Upskilling Programme.

- Three per cent of the third sector workforce reported on in this survey have attended an event organised as part of Phase 1 of the CLD Upskilling Programme.

2. Geàrr-chunntas gnìomha

Tha Coimhearsnachd Ionnsachaidh is Leasachaidh (CLD) mar phàirt den t-sluagh-obrach a tha fo ùghdarras Ionnsachadh Fad-bheatha na RA. Is e Ionnsachadh Fad-bheatha na RA (LLUK) aon de na 23 Comhairlean Sgilean Roinne (SSCs) fo stiùir luchd-obrach a tha ag obair anns an Rìoghachd Aonaichte. Tha e mar phàirt de raon-ùghdarrais Comhairlean Sgilean Roinne a bhith a' toirt seachad Fiosrachadh Margaidh Obrach làidir (LMI) airson bunait fianais gus a bhith a' leasachadh sgilean sluagh-obrach anns an RA.

Is e an sgrùdadh sluagh-obrach CLD 2010 an treas sgrùdadh de sluagh-obrach CLD ann an Alba, a' leantainn air *Community Learning and Development Workforce Survey (CLDWS)*, a dh'fhoillsich Coimhearsnachdan na h-Alba ann an 2007, agus *Profile of the Community Learning and Development Workforce in Scotland,* a dh'fhoillsich an LLUK ann an 2008.

Tha cumadh clàr-gnothach CLD ann an Alba o chionn ghoirid air a bhith air a thighinn bho chomhairle a chaidh gu Com-pàirteachasan Dealbhaidh Coimhearsnachd a chaidh a nochdadh ann am pàipear Riaghaltas na h-Alba 2004 leis an t-ainm Working and Learning Together (WALT), a stèidhich "frèam-obrach fad-ùine airson a bhith ag àrdachadh agus a' leasachadh ionnsachaidh agus leasachaidh coimhearsnachd (CLD)."[4] Dh'ainmich pàipear WALT trì prìomhachasan nàiseanta airson CLD ann an Alba:

- Buileachadh tro ionnsachadh inbhich

- Buileachadh tro ionnsachadh òigridh

- Buileachadh tro bhith a' togail comas coimhearsnachd.

A bharrachd air an sin, chaidh sgilean leasachaidh luchd-obrach CLD ann an Alba fhurasdachadh o chionn ghoirid le bhith a' stèidheachadh Prògram Àrd-sgilean CLD, air a mhaoineachadh le Riaghaltas na h-Alba. Tha am prògram seo, a chaidh ainmeachadh o thùs ann an co-aithris Riaghaltas na h-Alba/COSLA ann an 2008, air eagrachadh le LLUK agus tha seo air ruith eadar 2009 is 2011.[5]

Is e na trì prìomhachasan gnìomh fon phrògram seo a bhith:

- A' furasdachadh slighean ionnsachaidh tro bhith a' cleachdadh an SCQF agus aithneachadh ionnsachadh stèidhichte air fòcas toraidh

- A' targaideachadh agus ag obair leis an luchd-ionnsachaidh as ana-cothromaiche

- A' stiùireadh agus a' riaghladh ann an co-theacsan co-obrachail.

Bha eacarsaich leudachd a rinn Blake Stevenson dha Riaghaltas na h-Alba feumail mar ro-ruith don Phrògram Àrd-sgilidh agus chomharraich seo feumalachdan ionnsachaidh timcheall stiùireadh ro-innleachdail ceangailte ri gnìomhachd co-obrachail; agus feumalachdan leasachaidh timcheall air marasgladh luchd-obrach, leithid làimhseachadh co-strì agus riaghladh phròiseactan.[5] 'S e co-dhùnadh eile a nochd bhon eacarsaich meudachd nach robh mòran tuigse ann a thaobh an SCQF, beachd a chaidh a dhaingneachadh le cuid de na freagairtean a thàinig bho sgrùdadh gnàthaichte sluagh-obrach an CLD. Bha cuid de luchd-freagairt an sgrùdaidh aig nach robh fios an robh na feartan aca, leithid barantasan agus teisteanasan ann an obair òigridh is coimhearsnachd, freagarrach a thaobh an SCQF agus mar sin dh'fhairich iad gu robh iad toirmisgte bhon sgrùdaidh.

Chaidh sgrùdadh sluagh-obrach 2010 an CLD ann an Alba a dhealbhadh gu bhith ann an co-cheangal ri Ìre 2 den Phrògram Àrd-sgilidh agus gheibhear na prìomh cho-dhùnaidhean bhon sgrùdaidh gu h-ìseal.

[4] http://www.scotland.gov.uk/Publications/2004/02/18793/32157 Air a ruigsinn 13 Dùbhlachd, 2010.
[5] http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/policytopractice/upskill Air a ruigsinn 16 Dùbhlachd, 2010..
[6] Blake Stevenson (2009) *Scoping Exercise for a Programme to Upskill the Community Learning and Development Workforce: Key Findings.*

1.1 Freagairt sgrùdaidh

- Fhuarar freagairtean bho 34 buidheann san roinn phoblach, agus 30 buidheann san roinn treas ìre.

- Chaidh fiosrachadh a thional mu 9,460 neach a bha an sàs ann a bhith a' lìbhrigeadh CLD ann an Alba: 4,328 dhiubh luchd-obrach pàighte agus 5,132 luchd-obrach saor-thoileach.

- Fhuarar freagairtean bho bhuidhnean san roinn treas ìre a tha an sàs ann an 21 sgìre riaghaltas ionadail; naoi buidhnean san roinn treas ìre an sàs aig ìre nàiseanta.

- Tha an sgrùdadh a' sealltainn lughdachadh de 23 sa chiad ann an luchd-obrach CLD pàighte ann an riaghaltas ionadail ann an coimeas ri sgrùdadh 2008.

1.2 Pàtrain obrach taobh a-staigh na roinne

- Tha luchd-obrach pàighte lan-thìde a' dèanamh suas 36 sa chiad den t-sluagh-obrach pàighte san roinn phoblach, tha 17 sa chiad air am fastadh pàirt-ùine agus 47 sa chiad air am fastadh gu seiseanail.

- San roinn treas ìre, tha 29 sa chiad de luchd-obrach pàighte air am fastadh làn-thìde agus tha 71 sa chiad air am fastadh pàirt-ùine no seiseanail.

- Tha 49 sa chiad de dhaoine a tha an sàs ann an CLD san roinn treas ìre ag obair gu saor-thoileach.

1.3 Iomadachd

- Tha 69 sa chiad de shluagh-obrach CLD ann an Alba boireann; tha 81 sa chiad de luchd-obrach pàighte pàirt-ùine san roinn phoblach boireann.

- Tha 34 sa chiad de luchd-obrach saor-thoileach san roinn phoblach fo aois 24; tha 33 sa chiad de luchd-obrach saor-thoileach san roinn treas ìre aig aois 55 no nas sine.

- Thuirt 3 sa chiad de luchd-obrach pàighte agus luchd-obrach saor-thoileach a chaidh an clàradh leis a sgrùdaidh gu robh iad ciorramach no gu robh duilgheadas ionnsachaidh aca.

1.4 Teisteanasan

- Tha teisteanasan iomchaidh proifeasanta aig ìre 9 SCQF no nas àirde aig 23 sa chiad de luchd-obrach seiseanail san roinn phoblach.

- Tha teisteanas iomchaidh proifeasanta aig ìre SCQF sam bith aig 63 sa chiad de luchd-obrach pàighte san roinn treas ìre.

- Tha teisteanas ìre 9 SCQF no nas àirde aig 21 sa chiad de luchd-obrach pàighte òigridh san roinn phoblach ann an coimeas ri 76 sa chiad de luchd-obrach CLD coitcheann/eile.

1.5 Cùisean eile mu shluagh-obrach

- Tha plana leantainn aig 7 a-mach à 31 buidheann san roinn phoblach a chaidh a chlàradh leis an sgrùdaidh seo, suidhichte airson an luchd-obrach CLD aca.

- Fhritheal 11 sa chiad de shluagh-obrach san roinn phoblach a chaidh a chlàradh leis an sgrùdaidh seo tachartas a chaidh eagrachadh mar phàirt de Ìre 1 de Phrògram Àrd-sgilidh CLD.

- Fhritheal trì sa chiad de shluagh-obrach san roinn treas ìre a chaidh a chlàradh leis an sgrùdaidh seo tachartas a chaidh eagrachadh mar phàirt de Ìre 1 de Phrògram Àrd-sgilidh CLD.

3. Background

Lifelong Learning UK (LLUK) is the Sector Skills Council (SSC) responsible for identifying the professional development needs of workers in the lifelong learning sector, including paid and volunteer members of the community learning and development (CLD) workforce. The collection and dissemination of robust Labour Market Information (LMI) informs policy and funding decisions, and equips umbrella organisations to act as effective advocates for their members.

This is the report of a study undertaken by LLUK to establish characteristics of the CLD workforce in Scotland. Funded by the Scottish Government as part of Phase 2 of the CLD Upskilling Programme, it is the third study to map the CLD workforce, following the *Community Learning and Development Workforce Survey* (published in 2007 but reporting on research carried out in 2006), and the *Profile of the Community Learning and Development Workforce in Scotland, 2008.*

4. Introduction

The 2010 CLD workforce survey was carried out in a very different climate to the ones in which the two previous profiles of the Scottish CLD workforce were undertaken. Factors such as the recent economic crisis and the consequent UK comprehensive spending review, as well as the change in the UK Government and accompanying shifts in policy have created an uncertain environment for everybody connected with community learning and development, particularly for CLD managers in public and third sector organisations. Respondents to the survey express deep concern about economic constraints which are already being felt, and which can only become more acute in the foreseeable future.

In addition, David Cameron's vision of a 'Big Society' in which "a new culture of voluntarism, philanthropy, social action" is fostered, and in which public services are opened up "to new providers like charities, social enterprises and private companies,"[7] may create new opportunities for the third sector in Scotland, while causing significant challenges to the public sector. However, it remains to be seen whether this rhetoric has any impact in Scotland, given that education and training are matters devolved to the Scottish Government.

In this context, a survey which identifies the current state of the CLD workforce and establishes a baseline against which future trends can be measured is of particular value.

In contrast to the impending cuts in public finances announced by the UK government in the 2010 comprehensive spending review, the Scottish Government has been making significant investments in the development of the CLD workforce in Scotland through the Upskilling Programme, under which £3.4 million has been committed in support of the Upskilling Programme across Scotland.[8] This programme, administered in two phases by LLUK, aims to deliver development opportunities to CLD staff through local CLD partnerships and third sector organisations.

Over the past decade and more, Scotland's CLD practice has been shaped by policy documents such as *Communities: Change through Learning* (Scottish Executive, 1998, also

known as the Osler Report) and *Working and learning together to build stronger communities (WALT (Scottish Executive, 2004))*, and by Her Majesty's Inspectorate of Education's five year review of CLD in Scotland, *Making a difference in Scotland's communities*, published in 2007.

The WALT document identifies three national priorities for CLD in Scotland:

- achievement through learning for adults
- achievement through learning for young people
- achievement through building community capacity.[9]

These three priorities continue to influence CLD practice in Scotland, and together form one of the main tools of analysis of the data collected in the 2010 survey.

CLD has also been identified as a key agent in the delivery of the Scottish Government's skills strategy in *Skills for Scotland: A lifelong skills strategy* (Scottish Government, 2007) and in the 2010 skills strategy document: *Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth* (Scottish Government, 2010). The 2010 document underlines the importance of CLD particularly for the disadvantaged and excluded, and for those "least likely to benefit from more formal learning and who are at a distance from the labour market".[10] The skills strategy also highlights the role of the CLD Standards Council for Scotland in supporting the professional development of CLD practitioners; in the approval of training courses; in developing models of CPD and in developing a system of registration for CLD practitioners.

It was against this backdrop of uncertainty about the future, and significant developments in the policy, resources and structures supporting CLD in Scotland and the expectations of practitioners, that the CLD workforce survey was carried out in the autumn of 2010. The survey was expanded slightly from the 2008 version to include data on training provision, utilisation of the CLD Competences and the Upskilling Programme, and issues relating to recruitment and retention of staff.

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[7] From a speech delivered in Liverpool on 19 July, 2010: http://www.number10.gov.uk/news/speeches-and-transcripts/2010/07/big-society-speech-53572 Accessed 20 October, 2010.

[8] http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/policytopractice/upskill Accessed 20 October, 2010.

[9] http://scotland.gov.uk/Publications/2004/02/18793/32159 Accessed 20 October, 2010.

[10] Scottish Government (2010) *Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth*.

Continuity from the 2008 survey is provided in the form of sections on:

- the number of paid staff and volunteers, by national priority
- profiles of staff by:
    - o age
    - o gender
    - o ethnicity
    - o disability
    - o qualification

Respondents to both surveys were provided with the opportunity of making additional open-ended comments. Selected comments are included at appropriate places throughout the report.

5. Methodology

This section of the report briefly describes the methodology used to collect the data reported in the CLD workforce survey.

5.1 Drafting and piloting of the surveys

Following the pattern established in the 2008 CLD workforce profile, two surveys were drafted: one for the public sector, and a shorter one for the third sector. Feedback on the survey (which was initially in a paper form, and subsequently online) was sought from partners in the public and third sector, and final online versions of the surveys became available for completion on 28 September, 2010. Appendices 1 and 2 show the survey tools for public and third sector.

5.2 Dissemination to organisations with a CLD workforce

Details of the links to the online surveys were sent to individual organisations and umbrella bodies. In the public sector, information was sent to CLD managers in local authorities, as well as other lead officers within the CLD partnership structure, with the request that one response per authority be collated, if possible. Contacts in colleges and institutions of higher education were also informed of the opening of the survey and invited to participate.

The research was publicised on the websites and/ or ebulletins of the Scottish CLD Standards Council, YouthLink Scotland, the Equality Network and Voluntary Action Highland. Individuals in public and third sector organisations who had indicated their interest in the research at CLD events over the previous two years were also contacted. Members of the LLUK CLD Workforce Employer Forum also promoted the survey (see Appendix 3 for membership of the Forum).

5.3 Information provided to identify CLD workers

Respondents in the public sector were asked to provide information on paid staff and volunteers who have the delivery of one of the three national priorities as their principal role, or who are primarily involved in generic or other CLD work. Guidance on the nature of national priorities was provided by means of a link to the relevant part of the Scottish Government *Same Difference Guidance* which restated the terms of the *Working and Learning Together* document.[11]

Two routes through the third sector survey were constructed to cater for the fact that many third sector organisations involved in the delivery of CLD are involved in other activities. Respondents were asked to identify whether the aim of their whole group or organisation was the provision of CLD or whether only certain individuals had CLD provision as their primary role. In the first case, respondents were asked to provide information about everybody involved in their organisation, in the second, only staff who had CLD as their primary role and those who supported them were to be included.

Those completing the survey for organisations that only provide CLD were asked to identify which of the national priorities constitute their main work; from this response, an estimate of the make-up of the third sector CLD workforce in terms of the national priorities was made.

5.4 Data collection

The online surveys were available for completion from 28 September to 24 November, 2010.

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[11] http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/samedifference/sd2s3 Accessed 27 October, 2010.

6. Survey Response

There were 64 responses to the survey: 34 from the public sector and 30 from the third sector.

6.1   Public sector response

- Of the 34 completed public sector questionnaires, 27 were from local authorities, five from colleges and two from a single charitable trust.

- Only the larger set of data from the charitable trust, clearly inclusive of the other, was selected to be included in the data for analysis. For the purpose of analysis, data from the charitable trust were dealt with alongside the local authority data.

- Three local authorities submitted two returns: in two cases both returns clearly covered staff and volunteers from different departments, and both sets of data were included in the analysis, and in the third, relevant data from the smaller return was integrated into the larger one after consultation with the relevant member of staff.

- The returns therefore represent data from 24 local authorities, including from eight of the 10 biggest local authorities by population. In addition, one of the local authorities indicated that it works in partnership with three other local authorities.

- Data from one college was not included in the analysis because it reported on no paid CLD staff or volunteers.

- One of the four remaining colleges works Scotland-wide and three colleges work in one or more local authority areas. In total, the colleges operate in five different local authority areas.

- The 2010 return compares with 49 responses from 28 local authorities in 2006, and 28 responses from 26 local authorities in 2008. Three colleges completed the survey in 2006, and one, in 2008.

- For most of the categories, data from the local authorities and colleges are presented together, although in some cases differences between the local authorities and colleges are highlighted.

- The public sector data presented in Section 7 are from 31 public sector responses: 26 local authority organisations (representing 24 local authorities, with two double submissions), four colleges and one charitable trust.

6.2   Third sector response

- There were 30 responses to the third sector survey. This compares with 30 responses to the 2006 survey and 65 to the 2008 survey.

- Nine organisations participating in the survey are national organisations and 19 operate in one local authority. One organisation operates in two authorities and another in 12. The third sector organisations represented in the survey carry out their activities in 21 Scottish local authorities.

- Asked to select the main focus of their organisation in terms of the national priorities, three third sector organisations identified community-based adult learning as their main focus, 10 had youth work as their main focus, and nine had community capacity building as their main focus. The remaining eight organisations categorised themselves as having more than one main focus.

- Asked to indicate whether CLD was the organisation's only area of activity, 15 organisations responded that CLD was their only activity, and 15 indicated that CLD was only one of their activities.

7. Workforce Profile

7.1 Notes on the workforce profiling data

This section of the report presents key findings from the analysis of the data collected in the public and third sector surveys of the CLD workforce in Scotland.

a) Where possible, data are divided into four categories, reflecting Scotland's national CLD priorities:

i) Community-based adult learning

ii) Youth work

iii) Community capacity building

iv) Generic and other CLD work

b) To distinguish between the number of organisations responding to the survey, and the number of individuals included in the organisations' responses, the letter (N) is used to indicate the number of organisations contributing data, while (n) shows the number of individuals about whom data has been provided.

c) The possibility of double-counting cannot be completely excluded. Members of the CLD workforce may be paid workers in one sector and volunteers in another, or volunteers in two or more of the organisations which participated in the survey.

d) The term *entire CLD workforce* means all paid staff and volunteers in the public and third sectors included in these surveys.

7.2 Paid Staff and Volunteers

The total number of staff recorded in this survey was calculated by adding all the paid CLD staff and all volunteers reported in the public and third sector survey. The total number of paid CLD staff and volunteers represented in the survey is 9,460. See Table 7-1 for a breakdown of this figure by sector and by nature of involvement.

Table 7-2 shows the reported Scottish CLD workforce in terms of the Scottish national CLD priorities. Respondents from the public sector identified each member of their CLD staff by their primary role, while those in the third sector identified the main focus of their organisation in terms of the national priorities. Paid staff and volunteers in third sector organisations who did not identify one national priority as their main focus have been included in generic or other CLD.

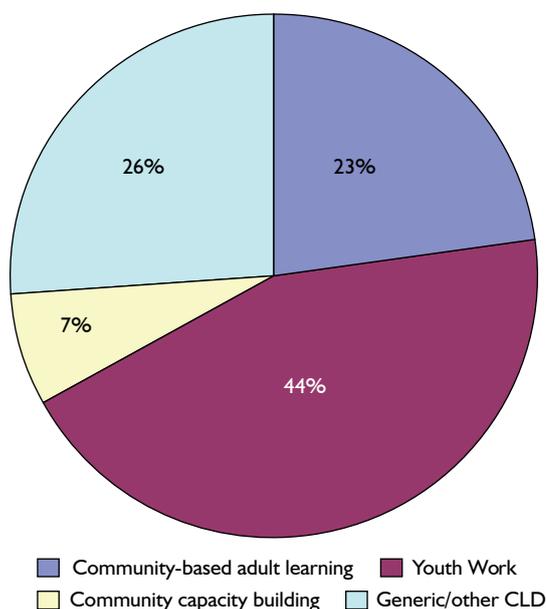Table 7-1 Number of paid staff and volunteers reported to be involved in CLD in Scotland

	Public sector	Third sector	Total
Number of paid staff	3,802 N = 31	526 N = 30	4,328 N = 51
Number of volunteers	4,624 N = 26	508 N = 21	5,132 N = 47
Total workforce	8,426	1,034	9,460

Table 7-2 Breakdown of the CLD workforce in terms of Scotland's national CLD priorities

	Public sector paid staff	Public sector volunteers	Third sector paid staff	Third sector Volunteers	Total
Community-based adult learning	1,058	1,095	9	26	2,188
Youth Work	2,052	1,737	118	187	4,094
Community capacity building	400	182	33	76	691
Generic/other CLD	292	1,610	366	219	2,487
Total Workforce					9,460

The greatest proportion (44 per cent) of the CLD workforce recorded in the public and third sector surveys is involved in the delivery of youth work, followed by generic/other CLD (26 per cent), community-based adult learning (23 per cent) and community capacity building (seven per cent), as Figure 7-1 shows. These proportions indicate a shift in the make-up of the CLD workforce since the 2008 survey. In 2008, youth work also made up the highest proportion of the CLD workforce, but the proportion was larger (78 per cent). The proportion of the CLD workforce involved in community capacity building has risen from three per cent in 2008 to seven per cent in 2010.
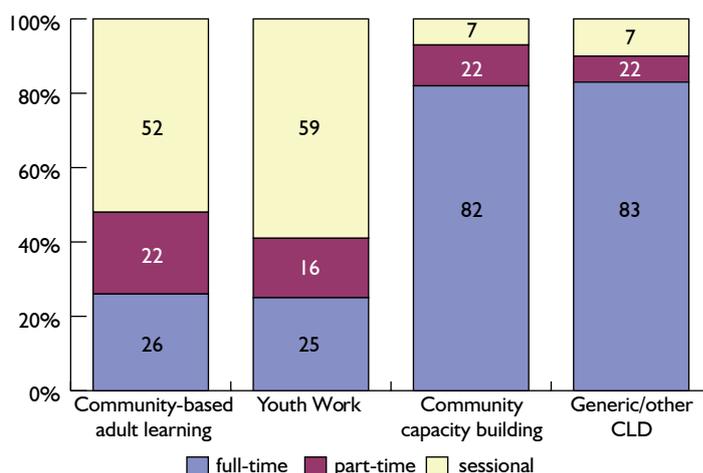
Figure 7-1 Relative proportion of CLD workforce by national priority

7.2.1 Paid staff in the public sector

Of the 3,802 paid staff included in the public sector survey, 3,705 work in the 24 local authorities represented in the survey, and 97 in the four colleges included in the data. Information about the mode of employment was provided on 3,609 of the paid staff employed in the public sector, both by local authorities and colleges. Of these paid staff, approximately 36 per cent (1,305) are employed full-time, 17 per cent (597) are employed part-time (more than 10

hours per week) and 47 per cent (1,707) are employed on a sessional basis (fewer than 10 hours per week).

As in the 2008 survey, a radical difference in modes of employment by national priority was observed. See Figure 7-2 for a detailed breakdown of these figures. Paid community-based adult learning and youth work staff in local authorities and colleges are much less likely to work full-time than community capacity building and other/generic CLD staff.

Figure 7-2 Public sector paid staff by mode of employment and national priority

N=30, n=3,609

The local authorities represented in the survey cover approximately 83 per cent of the population of Scotland,[12] allowing a rough estimate of 2,290 paid CLD practitioners engaged in CLD provision for 10 or more hours per week in Scottish local authorities. The survey published in 2007 estimated a figure of 2,500 to 3,000 paid CLD staff working more than 10 hours per week, and the 2008 survey also estimated 2,500 staff. Numbers of full and part-time paid staff in local authorities therefore appear to be falling.

[12] Data taken from the Office of National Statistics Mid Year Population Estimates 2009: 24/06/10: http://www.statistics.gov.uk/statbase/product.asp?vlnk=15106 Accessed 8 November, 2010

7.2.2 Volunteers in the public sector

A significant proportion of the local authority CLD workforce is made up of volunteers; in fact more than half of the local authority CLD workforce is voluntary (55 per cent). However, a note of caution must be sounded concerning the high figure for volunteers. Around a third of the local authority volunteers in 2010 was reported by just one organisation, suggesting that other organisations have either interpreted the role of a volunteer differently, or do not have access to this information. If the single organisation with 1,500 volunteers is excluded, the proportion of volunteer to paid staff in local authorities is 45 per cent, closer to the 2008 proportion (39 per cent), but still representing a rise.

For the first time, questions on the qualifications and diversity of volunteers were included in the public sector survey, with the aim of developing a deeper understanding of the characteristics of this section of the workforce. Twenty organisations responding to the public sector survey were able to provide information on qualifications held by at least one of their CLD volunteers, and 19 provided at least one piece of diversity information on at least one volunteer.

7.2.3 Comparison between 2008 and 2010 public sector data

A comparison of the 2010 public sector data with the results of the 2008 survey shows a significant fall in public sector paid staff and a more significant rise in public sector volunteers; see Table 7-3. As noted in 7.2.2, the data on volunteers must be treated with caution.

Table 7-3 Comparison between 2008 and 2010 public sector paid staff and volunteers

2008 Public Sector Paid Staff	4,968
2010 Public Sector Paid Staff	3,802
% +/-	-23%
2008 Public Sector Volunteers	3,199
2010 Public Sector Volunteers	4,624
% +/-	+45%

The figure for the fall in paid staff is more robust. The 2008 data covered 26 local authorities representing 71 per cent of Scotland's population, whereas the 2010 data cover 24 local authorities representing just over 83 per cent of the population. If the CLD workforce had remained stable in the intervening period, one would have expected a slightly higher number of paid staff in the 2010 survey, rather than a 23 per cent fall.

> *"These are exceptionally difficult times."*
> Public Sector Respondent

Table 7-4 shows the change in paid employment in the public sector by national priority. Generic/other shows the greatest percentage drop (-56 per cent), followed by community-based adult education (-25 per cent) and youth work (-22 per cent). Community capacity building shows a significant rise, although the numbers are small.
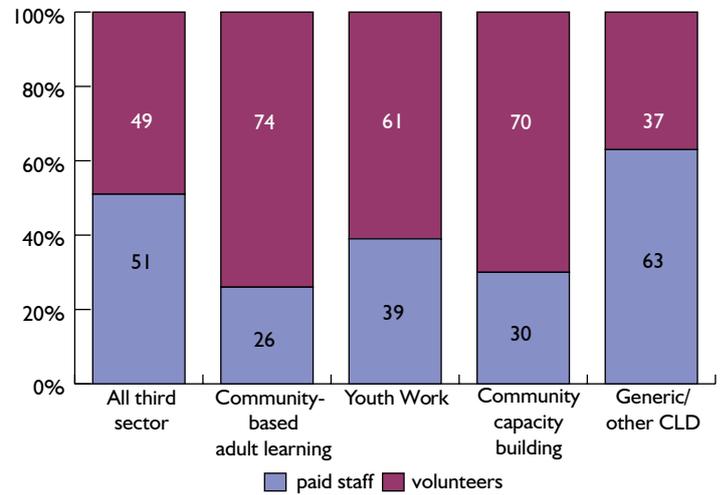
Table 7-4 Comparison between 2008 and 2010 public sector paid staff by national priority

	2008	2010	% change
Community-based adult education	1,420	1,058	-25%
Youth work	2,615	2,052	-22%
Community capacity building	262	400	+53%
Generic/other	671	292	-56%
Total	**4,968**	**3,802**	**-23%**

7.2.4 Paid staff and volunteers in the third sector

In the third sector, the proportion of paid staff to volunteers was roughly equal but there were significantly more volunteers than paid staff operating in organisations with one of the three national priorities as their main focus than in organisations with more than one main focus (represented as Other). See Figure 7-3 for a detailed breakdown of the data.
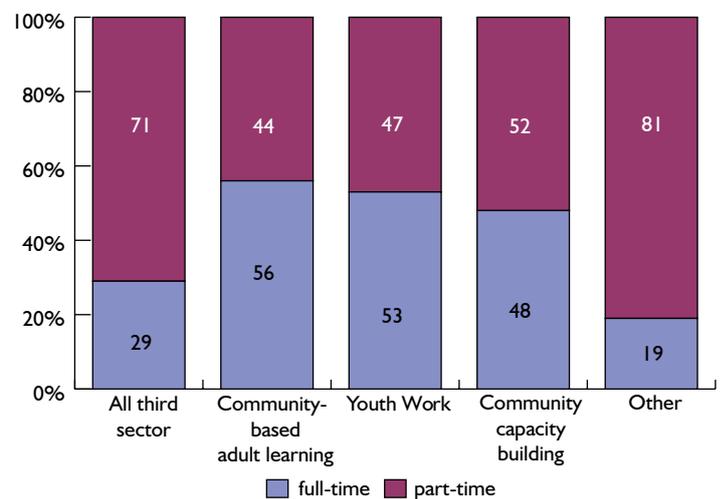
Figure 7-3 Relative proportion of third sector paid staff and volunteers

N=30, n=1,034

Respondents to the third sector survey were asked to provide data about the mode of employment of their paid staff. See Figure 7-4 for a breakdown of the results. In the third sector survey, no distinction was made in the third sector between part-time and sessional modes of employment. The national priority showing the greatest proportion of full-time to part-time paid staff was community-based adult learning (56 per cent to 44 per cent), followed by youth work (53 per cent to 47 per cent). There was a greater proportion of part-time to full-time staff among community capacity building staff and in organisations with more than one main focus.

Figure 7-4 Relative proportion of third sector full and part-time paid staff

N=30, n=526

7.3   Level of Qualifications

Both the public sector and third sector surveys included questions relating to professionally relevant qualifications held by CLD workers, both paid staff and volunteers. Respondents were asked to provide information on qualifications in terms of the Scottish Credit and Qualifications Framework (SCQF). An overview of the framework can be found on the SCQF website.[13]

Responses have been classified in the following way:

- paid staff or volunteers with professionally relevant qualifications at SCQF Level 9 or above (e.g. ordinary degree level and above)

- paid staff or volunteers with professionally relevant qualifications at SCQF Level 8 or below (e.g. SVQ level 3 and below)

- paid staff or volunteers with no professionally relevant qualifications

- paid staff or volunteers whose qualifications are unknown.

7.3.1 Public Sector Level of Qualifications

Respondents to the public sector survey were asked to provide details of qualifications by primary role in terms of the national priorities and by mode of employment; see Table 7-4 for the proportion of levels of qualification of all public sector paid staff and volunteers.

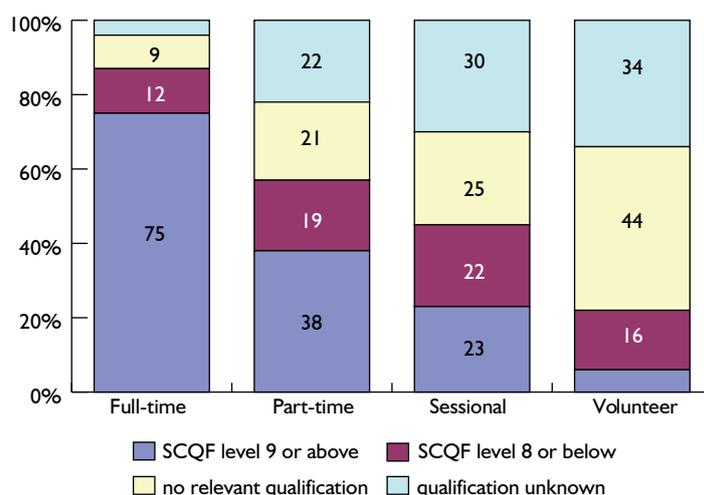### Table 7-4 Level of qualification of all public sector paid staff and volunteers

Public sector paid staff and volunteers with qualifications at SCQF Level 9 and above	31%
Public sector paid staff and volunteers with qualifications at SCQF level 8 and below	17%
Public sector paid staff and volunteers with no qualifications	27%
Public sector paid staff and volunteers whose qualifications are unknown	24%

N=30, n=5,456

7.3.1.1 Public Sector Level of Qualification by mode of employment

As was demonstrated in the 2008 survey, levels of qualification in the public sector are high, with 75 per cent of paid full-time staff and 38 per cent of paid part-time staff holding relevant qualifications at SCQF level 9 and above. Figure 7-5 shows the level of qualification for the public sector workforce by mode of employment, and shows volunteers for the first time.

Figure 7-5 Level of qualification of the public sector CLD workforce

(For clarity, labels are omitted on numbers below 5.)

7.3.1.2 Public Sector Level of Qualification by alignment with national priority
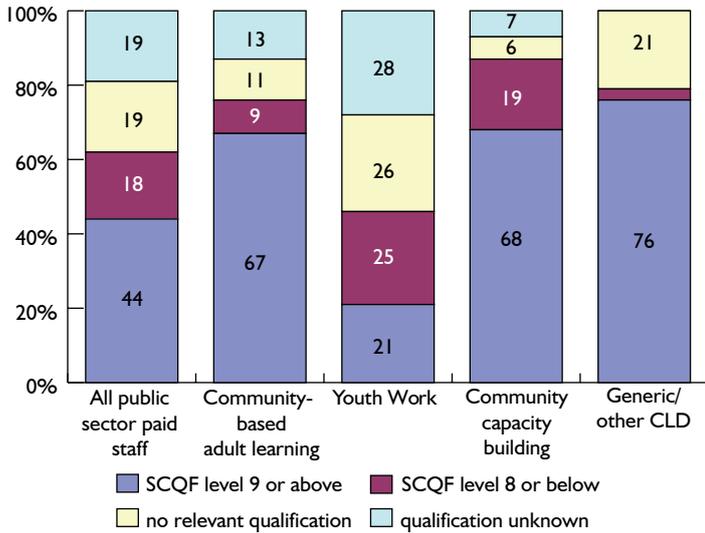
The public sector workforce in 2010 shows a similar pattern in terms of national priorities to the one described in the 2008 survey: generic CLD practitioners and those involved in community capacity building remain the most highly qualified members of workforce, with 76 per cent of generic CLD workers, and 68 per cent of staff delivering community capacity building holding professionally relevant qualifications at SCQF level 9 or above.

However, the 2010 survey shows a fall in the level of highly qualified youth work staff, from 43 per cent of youth work staff holding CeVe endorsed qualifications at level 9 and above, to 21 per cent of youth work staff holding professionally relevant qualifications at level 9 and above in 2010 (see Figure 7-6).

[13] http://www.scqf.org.uk/TheFramework/InteractiveFramework.aspx Accessed 21 December, 2010.
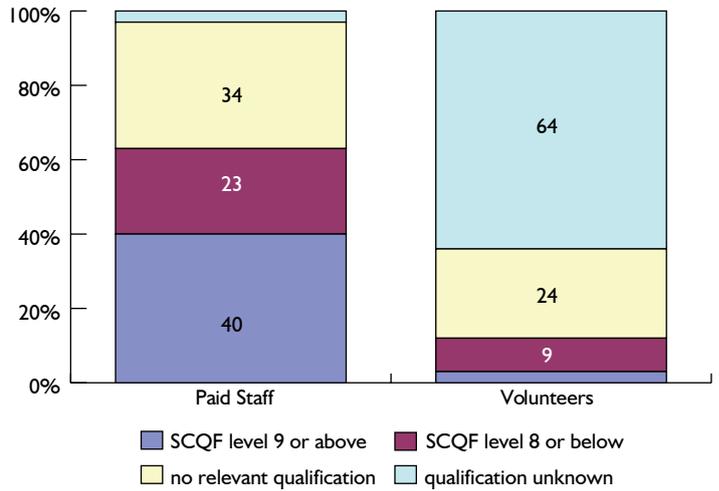
The markedly different levels of qualification among youth work staff may reflect the fact that youth work is frequently an entry point to the CLD profession; volunteer youth workers become paid youth workers, before going on to acquire CLD qualifications and engaging in the delivery of other national priorities. However, this does not explain the fall in highly qualified youth work staff from 2008 to 2010.

Figure 7-6 Level of qualification of the paid public sector workforce by national priority

(For clarity, labels are omitted on numbers below 5.)

7.3.2 Third Sector Level of Qualifications

Information on the level of qualification held by third sector paid staff was provided on 261 individuals by 29 third sector organisations and on the level of qualification held by volunteers on 385 individuals by 18 organisations. The majority of paid staff in the third sector (63 per cent) holds some level of professionally relevant qualifications; 40 per cent at SCQF level 9 or above, and 23 per cent at level 8 or below. See Figure 7-7 for all third sector qualifications. In both the public and third sector, very little information is available on the qualifications held by volunteers.

Fgure 7-7 Levels of qualification held by thrid sector paid staff and volunteers

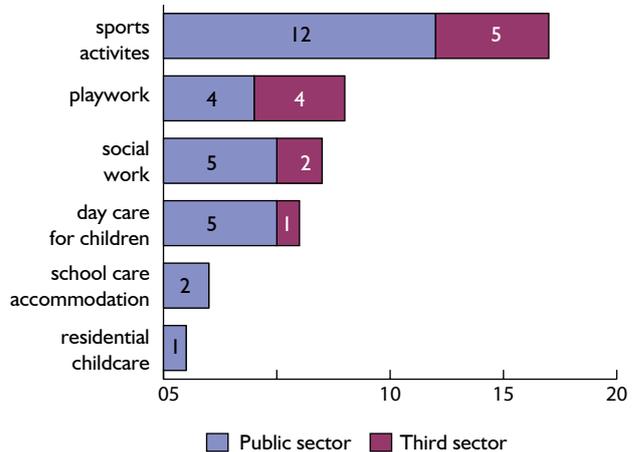(For clarity, labels are omitted on numbers below 5.)

7.4   CLD Staff in multiple roles

In an attempt to map the complexity of the work carried out by the CLD workforce in Scotland, the survey included two questions on other roles played by CLD staff as part of their work with the reporting organisations. Twenty two public sector and 14 third sector organisations responded to these questions. The first question concerned activities such as day care for children, playwork, and sports activities with children and young people, which may figure as part of joined up services for young people. Respondents were asked whether any of their CLD paid staff or volunteers carried out these activities as part of their roles with the organisation, and to indicate the ones that applied. The responses therefore indicate the number of times these activities were selected, not the number of individuals concerned.

> "We welcome the opportunity to work in partnership with our CLD colleagues; it has proved beneficial to both sides and continues to support joint work and training."
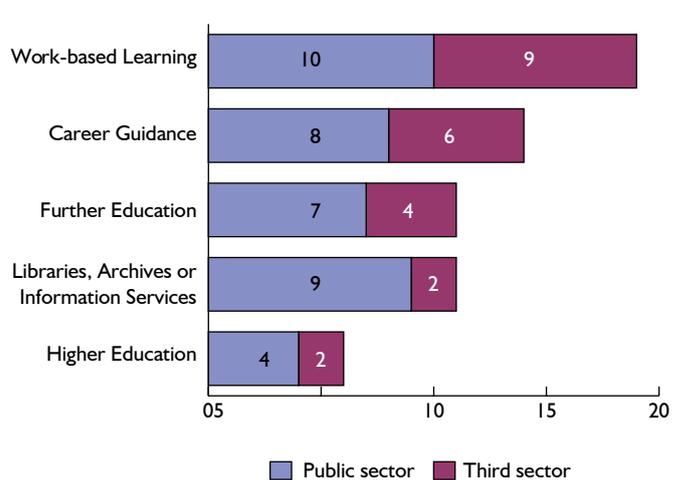> (Third Sector Respondent)

Figures 7-8 shows the frequency with which these activities were identified by public and third sector respondents as being carried out by their paid staff and volunteers as part of their CLD roles. The most frequently identified additional role by both the public and third sector was sports activities with children and young people.

Figure 7-8 Frequency of additional roles (1)

The second question concerned areas of work included in LLUK's footprint. Figure 7-9 shows the responses of the public sector and third sector organisations. The area of work identified most frequently was work-based learning, followed by career guidance.

Figure 7-9 Frequency of additional roles (2)

These figures give a broad sketch of the diversity of the roles CLD staff carry out, and provide an intriguing glimpse into the multi-faceted work they are involved with in their daily activities. They also raise interesting questions about the initial training and CPD of CLD practitioners who may be working in multi-disciplinary environments.

7.5   Gender Profile

This section discusses the gender profile of the CLD workforce as reported by public sector and third sector organisations. There is a greater number of females in both the third and public sector CLD workforce in Scotland, as shown by Table 7-6. This represents a greater gender imbalance in the CLD workforce in Scotland than in the lifelong learning sector in Scotland as a whole, where the proportion of females to males is 62 per cent to 38 per cent.[14]

Table 7-6 Relative proportions of male and female paid staff and volunteers in the CLD workforce in Scotland

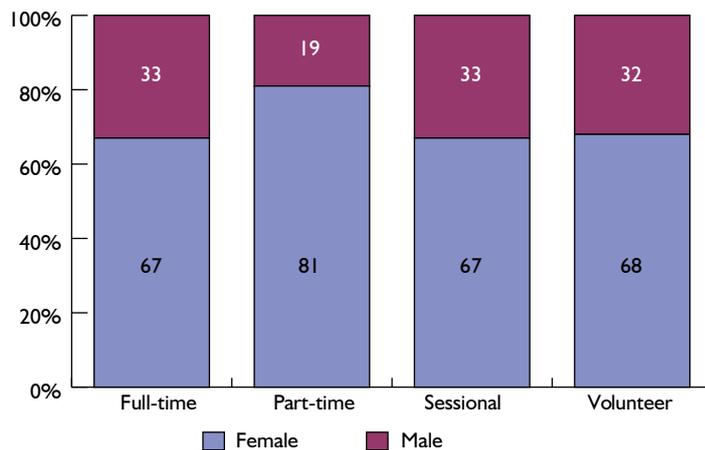|	% Female	% Male
All organisations	69	31
Public sector only	70	30
Third sector only	65	35

N=59, n=4,704

As reported in the 2008 survey, the public sector CLD workforce continues to be predominantly female, showing an increase to 70 per cent, from 63 per cent in 2008.

7.5.1 Public sector gender profile

Respondents to the public sector profile provided gender data on their paid staff and volunteers in terms of their mode of work, allowing the following observations to be made. The vast majority of part-time public sector staff (81 per cent) is female. Otherwise, the proportion of female to male staff is very similar or the same among the other three modes of employment (full-time, sessional and volunteer). See Figure 7-10 for gender by mode of work in the public sector.

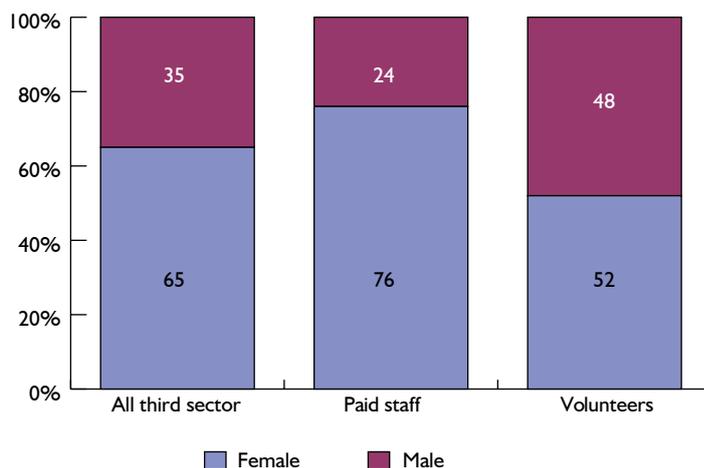Figure 7-10 Proportion of females and males by mode of work in the public sector

7.5.2 Third sector gender profile

In the third sector, 76 per cent of paid staff are female, while only 52 per cent of volunteers are female. See Figure 7-11 for the third sector gender profile.
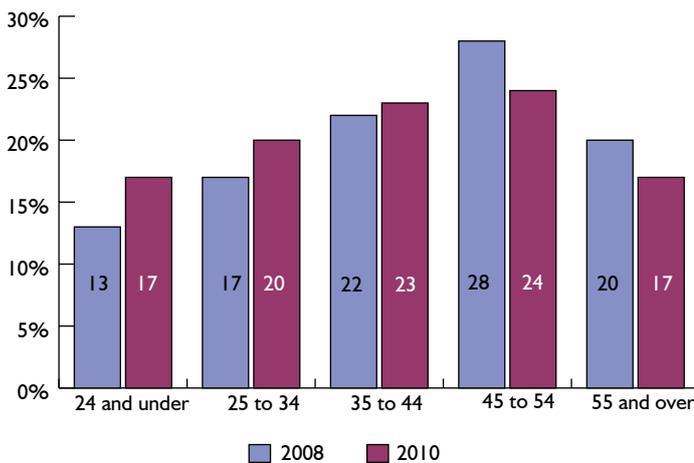
Figure 7-11 Proportion of females and males in the third sector

[14] Office for National Statistics (2009) Labour Force Survey
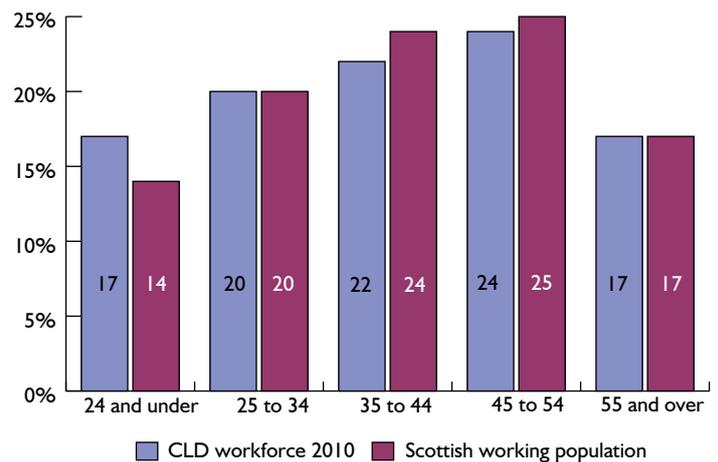
7.6   Age Profile

The 2008 profile showed a workforce that was slightly older than the whole Scottish working population: 48 per cent of paid staff and volunteers were aged 45 and over, compared to 36 per cent in the working population as a whole. In the 2010 survey the proportion of staff aged 45 and over has dropped to 41 per cent, suggesting that older members of the workforce have been leaving the sector over the past two years or that there has been more recruitment of younger people. Figure 7-12 shows the comparison of the 2008 and 2010 age profiles.

Figure 7-12 Age profile for the 2008 and 2010 CLD workforce in Scotland

A comparison of the age profile of the 2010 CLD workforce and the working population of Scotland as a whole shows an almost exact match, in contrast to the 2008 age profile which was clearly older than the general working population; see Figure 7-13. There are three per cent more people aged 24 and under in the CLD workforce than in the general working population, two per cent fewer people aged 35 to 44 and one per cent fewer people aged 45 to 54.

Figure 7-13 Age Profile for the CLD workforce and the Scottish population
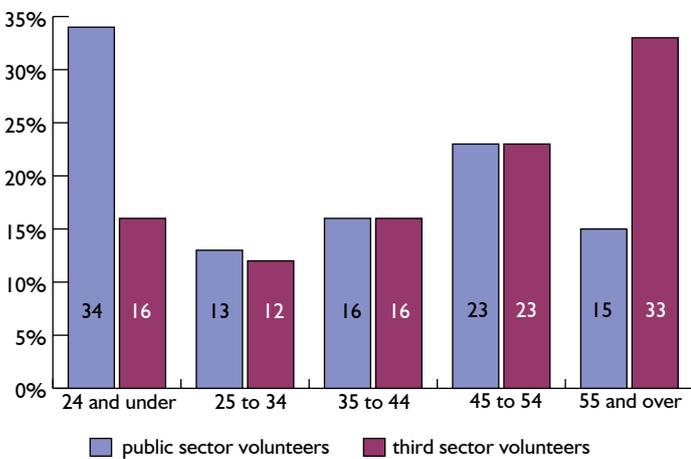

The data collected also allow a contrast to be made between the paid staff in the public and third sector; see Figure 7-14. A higher proportion of third sector paid staff is between the ages of 25 and 44 (54 per cent) than public sector paid staff (47 per cent). See Figure 7-14 for the full comparison.

Figure 7-14 Age profile of public and third sector pid staff

In the same way, a comparison can be made between public and third sector volunteers by age; see Figure 7-15. Thirty four percent of public sector volunteers are under the age of 24 while 33 per cent of third sector volunteers are aged 55 and over.

Figure 7-15 Age profile of public and third sector volunteers

The structure of the paid and volunteer CLD workforce in the public sector is an older paid CLD workforce with younger volunteers, as demonstrated by Figure 7-16.

Figure 7-16 Age profile of public sector paid staff and volunteers

In the third sector, almost exactly the opposite pattern can be observed: a younger paid workforce with older volunteers, as Figure 7-17 shows.

Figure 7-17 Age profile third sector paid staff and volunteers

7.7   Ethnicity

Data on the ethnicity of the CLD workforce in Scotland were collected using the ethnicity categories due to be used in 2011 Scotland census. Some of the numbers reported a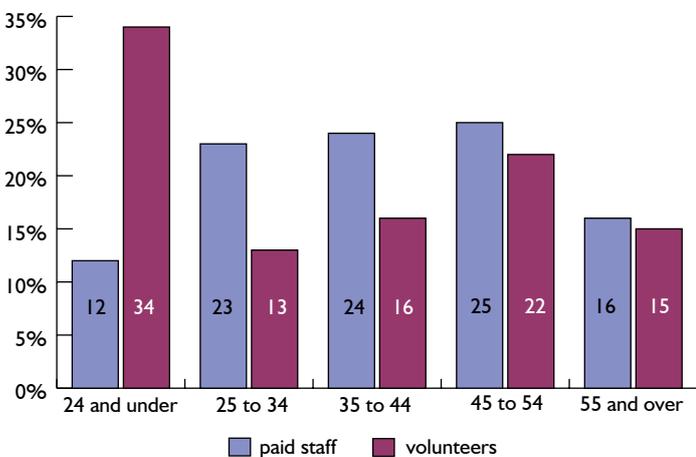re so small that several categories have been aggregated. Appendix 4 shows how this was achieved. Individuals characterised as white Scottish make up the majority of paid staff and volunteers in the public and third sector; minority groups make up a greater proportion of third sector paid staff and volunteers than of public sector paid staff and volunteers. Table 7-7 shows the ethnic diversity of the CLD workforce.

Table 7-7 Ethnic diversity of the CLD workforce

	Total CLD workforce	All public sector	All third sector
White Scottish	67.4%	68.2%	63.2%
White Other British	16.7%	16.8%	16.5%
All other white groups*	1.6%	1.4%	2.3%
Mixed or multiple ethnic groups	0.2%	0%	1%
Pakistani, Indian, Bangladeshi	1.0%	0.3%	4.5%
Chinese, other Asian	0.4%	0.4%	0.8%
African, Caribbean, Black	0.5%	0.3%	1.7%
Arab	0.1%	0.1%	0%
Other	0.3%	0.3%	0.2%
Unknown	11.8%	12.2%	9.9%
	N=54, n=3148	N=25, n=2632	N=29, n=516

*white Irish, white Gypsy/Traveller, white Polish, other white ethnic group

The ethnicity categories used in the 2009 Labour Force Survey are slightly different from the ones used in the CLD survey but allow some comparisons to be made. Table 7-8 shows the comparison between the CLD workforce and the wider working population in Scotland. Individuals from mixed ethnic groups; Asian or Asian British, and Other ethnic groups are slightly under-represented in the CLD workforce in Scotland, while Black or Black British staff shows a slightly higher proportion in the CLD workforce than the working population in Scotland.

Table 7-8 Ethnic diversity of the CLD workforce compared to the Scottish population[15]

	Total CLD workforce	Working Population in Scotland
White	85.7%	96.9%
Mixed or multiple ethnic groups	0.2%	(Mixed) 0.3%
Pakistani, Indian, Bangladeshi	1.0%	(Asian or Asian British)1.5%
Chinese, other Asian	0.4%	(Chinese) 0.4%
African, Caribbean, Black	0.5%	(Black or Black British) 0.4%
Arab	0.1%	---
Other	0.3%	0.5%
Unknown	11.8%	---

7.7.1 Ethnic diversity in the public sector

A small proportion of public sector paid staff (2 per cent) is made up of individuals identifying as white Irish (0.6 per cent); African, Caribbean, Black (0.3 per cent); Bangladeshi, Indian, Pakistani (0.3 per cent); other white ethnic group (0.3 per cent); Chinese, other Asian (0.2 per cent); white Polish (0.2 per cent) and white Gypsy/Traveller (0.1 per cent). Individuals identifying as belonging to these groups make up a larger proportion of public sector volunteers (five per cent).

Among public sector volunteers, the ethnic category with the highest proportion is Other (1.5 per cent), followed by Chinese, other Asian (0.8 per cent); white Gypsy/Traveller (0.8 per cent); white Polish (0.7 per cent); white Irish (0.5 per cent); African, Caribbean, Black (0.2 per cent); Arab (0.2 per cent); Bangladeshi, Indian, Pakistani (0.2 per cent) and other white ethnic group (0.2 per cent).

Figure 7-18 shows the ethnic diversity of public sector paid staff and volunteers, excluding white Scottish, white other British and those whose ethnic background is unknown. For clarity, white Irish, white Gypsy/Traveller, white Polish and other white ethnic group are aggregated; detailed figures for these groups are given above.

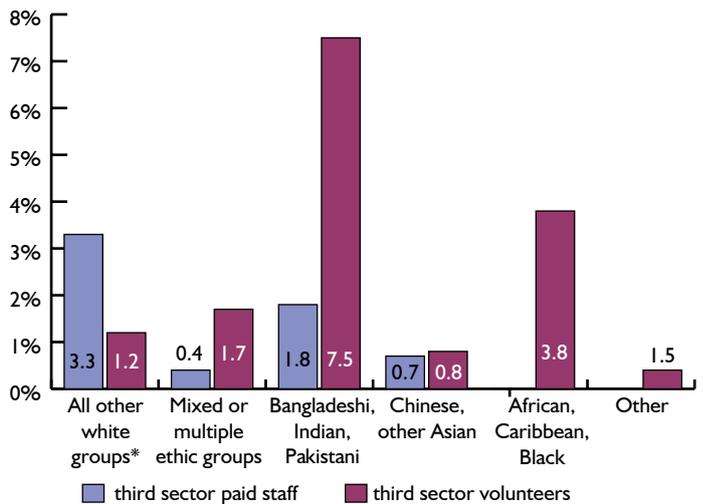Figure 7-18 Ethnicity in the public sector excluding white Scottish, white other British and unknown

*white Irish, white Gypsy/Traveller, white Polish, other white ethnic group

(Ethnic groups showing a very small number of people have not been reported to prevent the identification of individuals).

7.7.2 Ethnic diversity in the third sector

The reported ethnic diversity of the third sector was greater than that of the public sector, particularly among volunteers. See Figure 7-19 for an overview of ethnic diversity among third sector paid staff and volunteers. Please note the greater values of the third sector data, reflecting the greater diversity in the third sector. For clarity, white Irish, white Gypsy/Traveller, white Polish and other white ethnic group are aggregated; detailed figures for these groups are given below.

Figure 7-19 Ethnicity in the third sector excluding white Scottish, white other British and unknown

*white Irish, white Gypsy/Traveller, white Polish, other white ethnic group

Individuals identifying as belonging to Other white ethnic group (2.2 per cent); Bangladeshi, Indian, Pakistani (1.8 per cent); Chinese, Other Asian (0.7 per cent); white Polish (0.7 per cent); white Irish (0.4 per cent) and mixed or multiple ethnic groups (0.4 per cent) make up 6.2 per cent of third sector paid staff.

People from Bangladeshi, Indian and Pakistani backgrounds make up 7.5 per cent of third sector volunteers. Other groups represented among third sector volunteers are African, Caribbean, Black (3.8 per cent); mixed or multiple ethnic groups (1.7 per cent); Chinese, Other Asian (0.8 per cent); white Irish (0.8 per cent); Other (0.4 per cent) and white Polish (0.4 per cent).

7.8   Disability and Learning Difficulty

Respondents to both surveys were asked how many of their paid staff and volunteers had declared themselves to have a disability or learning difficulty. In response to this question, 24 out of 31 public sector organisations provided information about paid staff, and 18 out of 31 provided information about volunteers. In the third sector survey, all 30 respondents provided information on paid staff who had declared themselves to have a disability or learning difficulty, and 23 out of 30 provided information about their volunteers.

The percentages shown in Table 7-9 represent the total number of paid staff with a declared disability or learning difficulty as a percentage of the total number of paid staff in the respondent organisations, and the total number of volunteers with a declared disability or learning difficulty as a percentage of the total number of volunteers in the respondent organisations.

As in the 2008 survey the numbers reported are very small, just 3 per cent, but there is higher proportion among third sector volunteers than among any other group (10.6 per cent).

The percentage of staff with a disability or learning difficulty reported in this survey is much smaller than the 20 per cent of people of working age in Scotland with a disability.[16] Of these, 47 per cent are in employment, giving a Scottish disabled workforce of 9.4 per cent,[17] well above the figures reported in the survey, except among third sector volunteers. As noted in the 2008 survey, under-reporting of disability or learning difficulty may be the greatest contributing factor to this discrepancy.

Table 7-9 Proportion of paid CLD staff and CLD volunteers who have declared themselves to have a disability or learning difficulty

Public sector paid staff	Public sector volunteers	Total public sector	Third sector paid staff	Third sector volunteers	Total third sector
2.6%	1.8%	2.3%	1.5%	10.6%	5.8%
N=24, n=2,678	N=19, n=1,139		N=30, n=526	N=23, n=462	

[16] http://www.disabilityagendascotland.org.uk/docs/DAS_manifesto_2010_Final.pdf Accessed 16 December, 2010.
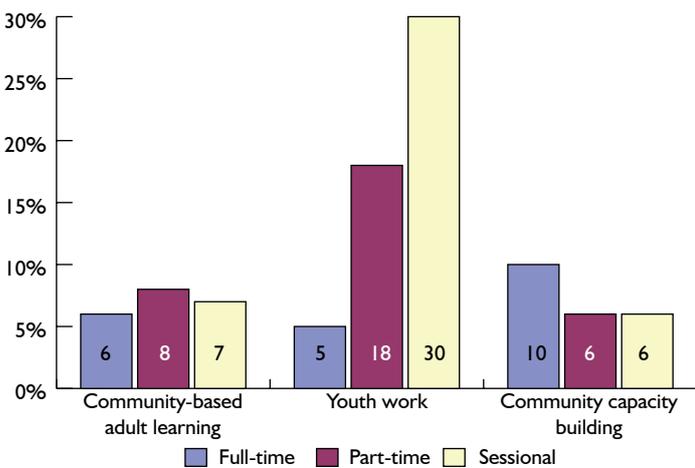[17] Human Rights Commission (2010) *How Fair is Britain?*

8. Recruitment and Retention

8.1   Hard-to-fill vacancies

The public sector survey included a question about hard-to-fill vacancies asking how many hard-to-fill vacancies organisations had experienced in the previous 12 months for full-time, part-time and sessional staff in the three priority areas, and for generic CLD staff, and the main reason for the difficulty in recruitment. Hard-to-fill vacancies for community-based adult learning staff were reported by four organisations, for youth work staff by six organisations and for community capacity building by one organisation. There were no hard-to-fill vacancies reported for generic or other CLD posts. All the organisations reporting hard-to-fill vacancies were local authorities. See Figure 8-1 for a summary of the number of hard-to-fill vacancies reported.

> *"Due to cuts in the CLD budgets very few CLD posts have been advertised over the past 18 months."*
>
> Public Sector Respondent

Figure 8-1 Numbers of hard-to-fill vacancies by national priority and mode of employment

Respondents were asked to identify the main reason for the hard-to-fill vacancies. Three identified the reason there were no/too few applicants with appropriate skills and three, there were no/too few applicants with appropriate work experience. Other reasons provided were freeze on recruitment/vacancies (3), public sector efficiencies – internal advertising (1) and internal redesign across services (1).

8.2   Recruitment

In addition to the question about hard-to-fill vacancies, respondents to the public sector survey were asked about the way they recruit their staff. All 31 public sector organisations responded to the question.

Figure 8-2 Frequency of methods of recuitment in the public sector

Two organisations indicated that they were not currently recruiting. Other methods mentioned were community networks *(1), internal council recruitment/internal council bulletin (3) and word of mouth/personal recommendation (1).*

8.3 Staff turnover and succession plans

To gauge the impact of current budgetary pressures on staff turnover, both third and public sector respondents were asked to provide information on numbers of paid staff and volunteers who had left their organisations in the previous 12 months and how many had started with them. Respondents were not asked for the cause of the changes but one public sector respondent noted that the staff recorded as leaving their organisation had left because of a cut in their service, rather than through natural turnover.

Twenty six public sector organisations provided information on paid staff who had joined and left their organisation in the previous twelve months. Twenty three public sector organisations provided information on volunteers who had started with their organisation and 19 on volunteers who had left. In the participating organisations, there were 148 new paid members of staff, while 113 paid members of staff left, a small net gain of 35. Two hundred and seventy nine volunteers started with public sector organisations and 51 left, an increase of 228. These small numbers suggest that at least some of the attrition in the paid CLD workforce identified in the public sector survey took place in 2009, outside the scope of this question.

All 30 respondents to the third sector survey provided information on new paid staff, and 27 on paid members of staff who had left. Eighteen third sector organisations reported on new volunteers and volunteers who had left. Fifty nine paid members of staff started with the respondent organisations and 37 left, a net increase of 22, and 44 volunteers started and 39 left, an increase of five.

Public sector respondents were also asked whether they had a succession plan in place for their CLD workforce. Seven local authorities reported that they had a succession plan in place.

9. Training

9.1 Training Needs Analyses and Training Plans

Both third sector and public sector surveys included questions about training needs analyses and training plans. Respondents were also asked to indicate whether the CLD Competences were used in their needs analysis and training plans (see Appendix 5 for the CLD Competences).

9.1.1 Training Needs Analyses

Of the 31 public sector organisations that responded to this question, 21 reported that they had carried out training needs analysis in the previous 12 months. The CLD Competences were referred to in the training needs analyses by 14 public sector organisations, all local authorities.

Of the 29 third sector organisations that answered this question, 16 had carried out training needs analyses. The CLD Competences were referred to in the training needs analyses by two third sector organisations.

9.1.2 Training Plans

Training plans were reported to have been developed by 22 of the 31 public sector organisations who responded to this question and by 18 of the 30 third sector organisations. The CLD Competences have been used in the design of training plans in 11 organisations in the public sector, and in three in the third sector.
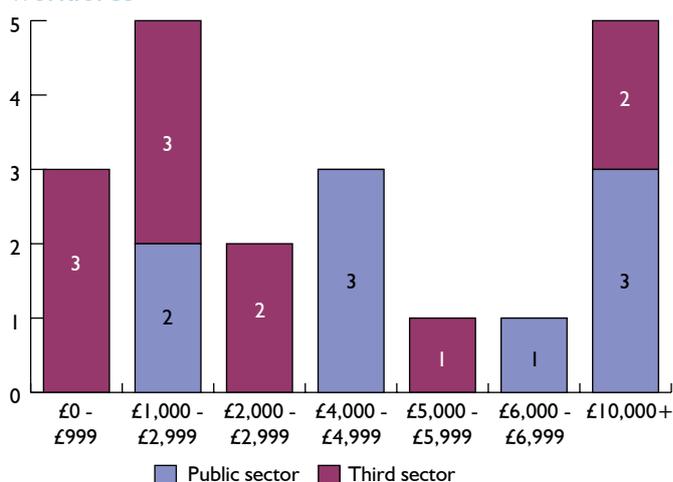
9.2 Training Budgets

Both surveys included questions about whether organisations have ring-fenced training budgets for the professional development of their CLD staff. Ten of the 31 public sector respondents reported that they had a ring-fenced training budget and 12 of the 30 third sector respondents reported that their organisations had a ring-fenced training budget.

In addition to the question about budgets, respondents were asked to state the amount of money set aside for training of their CLD staff. Nine public sector and 11 third sector organisations provided information on their training budgets. The amounts range from £400 to £28,000. One respondent indicated that their organisation's training

budget of £50 per person was currently frozen. Figure 9-1 shows the spread of responses to this question.

Figure 9-1 Size of ring-fenced traing budgets for CLD workforce

9.3 The Upskilling Programme

Both public sector and third sector respondents were asked about the uptake of training opportunities provided as part of Phase 1 of the Upskilling Programme. Twenty five public sector and 10 third sector organisations reported that their paid staff or volunteers had taken part in an event organised as part of the Upskilling programme. The numbers of paid staff or volunteers reported as having participated in the Upskilling Programme are shown in Table 9-1.

Table 9-1 Numbers of paid staff and volunteers attending an Upskilling Event

	Public Sector	Third Sector
Number of organisations whose paid staff or volunteers attended an Upskilling Programme event during Phase 1	25	10
Numbers attending an Upskilling Programme event during Phase 1	903	27
Percentage of total workforce reported in this survey reported to have attended an Upskilling Programme event	11%	3%

10. Key findings and conclusions

10.1 Key findings

10.1.1 Survey response

- Responses to the public sector survey were received from 24 local authorities, one charitable trust and five colleges.

- Responses to the third sector survey were received from 30 third sector organisations.

- Information was gathered on 9,460 individuals involved in CLD in Scotland, 4,328 paid staff, and 5,132 volunteers.

10.1.2 Employment

- 36 per cent of public sector paid staff work full-time, 17 per cent work part-time, and 47 per cent work on a sessional basis.

- 51 per cent of people involved in CLD in the third sector are paid staff.

- Of the paid third sector CLD workforce, 29 per cent work full-time and 71 per cent work part-time or on a sessional basis.

10.1.3 Qualifications

- 75 per cent of full-time paid staff in the public sector are qualified at SCQF level 9 or above.

- The highest qualified members of the paid public sector workforce are staff involved in generic/other CLD; 76 per cent of these members of staff are qualified at SCQF level 9 or above.

- The least qualified sector of the paid public sector workforce is represented by staff involved in youth work: 21 per cent of paid public sector youth work staff are qualified to SCQF level 9 or above.

- 63 per cent of paid third sector CLD staff hold professionally relevant qualifications at any SCQF level.

10.1.4 Diversity

- 69 per cent of the Scottish CLD workforce are female.

- 81 per cent of public sector paid part-time staff are female.

- 41 per cent of the Scottish CLD workforce are aged 45 and over, down from 48 per cent in 2008.

- The total percentage of people in the CLD workforce in Scotland who have declared themselves to have a disability or learning difficulty is 3 per cent.

10.1.5 Recruitment

- The greatest number of hard-to-fill vacancies identified by the public sector is in the category of sessional youth workers.

10.1.6 Training and the Upskilling Programme

- Training needs analyses were conducted by 21 public sector organisations, of which 11 used the CLD Competences in their analysis.

- 11 per cent of the surveyed public sector paid staff and volunteers have attended a training event organised as part of Phase 1 of the CLD Upskilling Programme.

- 3 per cent of the surveyed third sector paid staff and volunteers have attended a training event organised as part of Phase 1 of the CLD Upskilling Programme.

10.2 Conclusions

- Due to budgetary pressures, the number of public sector paid CLD staff is falling

- Phase 1 of the Upskilling Programme was an effective resource for the public sector, but less so for the third sector.

- The public sector paid workforce is older than the third sector paid workforce.

- The public sector has been successful in engaging young people as volunteers.

- The CLD workforce remains highly qualified, particularly full-time paid staff in the public sector.

10.3 Recommendations for future action

1. That a survey of the CLD workforce in Scotland be carried out in 2012.

2. That the impact of the CLD Upskilling Programme, especially among third sector organisations, continue to be monitored.

3. That the CLD Standards Council be encouraged to carry out an awareness-raising exercise about the CLD Competences among third sector organisations.

4. That concerns be raised about the impact of cuts in staff and services on the Scottish Government's social inclusion agenda and refreshed skills strategy ambitions for CLD.

5. That the diversification of the workforce, particularly youth work, into a range of settings be monitored.

6. That links with the Common Skills Working Group be maintained to explore the implications of multi-disciplinary working and its impact on initial and continuing training and development of the CLD workforce.

References

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Scottish Government (2007) *Same Difference: Guidance on community learning & development activity with equalities groups.*
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Scottish Government (2007) *Skills for Scotland: A Lifelong Skills Strategy.*
Available at: http://www.scotland.gov.uk/Publications/2007/09/06091114/0

Scottish Government (2010) *Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth.*
Available at: http://www.scotland.gov.uk/Publications/2010/10/04125111/0

Appendix 1:
Survey Tools: Public Sector Survey

Community Learning and Development Workforce Survey, 2010:
Public Sector Organisations

About your organisation

Q1   Which of the following best describes your organisation?* Please select one option only

☐   Local Authority

☐   Further Education College

☐   Other public sector organisation

☐   Other, please specify below:

Q2   Does your organisation work*:

☐   nationally (i.e. Scotland-wide)? – Go to Q4

☐   in one or more local authority area(s)? – Go to Q3

Q3   In which local authority area(s) does your organisation work?* Please select all that apply.

☐ Aberdeen City	☐ East Lothian	☐ Orkney Islands
☐ Aberdeenshire	☐ East Renfrewshire	☐ Perth and Kinross
☐ Angus	☐ Falkirk	☐ Renfrewshire
☐ Argyll and Bute	☐ Fife	☐ Scottish Borders
☐ City of Edinburgh	☐ Glasgow City	☐ Shetland Islands
☐ Clackmannanshire	☐ Highland	☐ South Ayrshire
☐ Comhairle nan Eilean Siar	☐ Inverclyde	☐ South Lanarkshire
☐ Dumfries and Galloway	☐ Midlothian	☐ Stirling
☐ Dundee City	☐ Moray	☐ West Dunbartonshire
☐ East Ayrshire	☐ North Ayrshire	☐ West Lothian
☐ East Dunbartonshire	☐ North Lanarkshire	

The next part of the survey is divided into sections relating to staff whose work primarily involves the three national CLD priorities: community-based adult learning, youth work and community capacity building. More information about the national CLD priorities can be found at http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/ LearningConnections/samedifference/sd2s3.

Please complete the survey for members of staff primarily involved in each of the national priorities. You will then have the opportunity to provide information on staff involved in generic or other CLD. Please help us to avoid double-counting by only including each individual once.

* indicates a compulsory question

About staff primarily involved in community-based adult learning

Q4   Are some of your paid staff or volunteers primarily involved in community-based adult learning?*

⬜   yes – go to Q5

⬜   no – Q12

Q5   How many of your paid staff are primarily involved in community-based adult learning? If none, please type 0.

Q6   How many volunteers do you have who are primarily involved in community-based adult learning? If none, please type 0.

We are interested in occupationally relevant qualifications held by your staff. This year, we are using the Scottish Credit and Qualifications Framework (SCQF) to gain a clearer idea of qualifications held by the Scottish CLD workforce. An overview of the framework can be found at http://www.scqf.org.uk/TheFramework/InteractiveFramework.aspx. Please also count paid staff and volunteers who hold CLD qualifications equivalent to those covered by the Scottish Credit and Qualifications Framework.

Q7   Please tell us the number of paid staff and volunteers you have who are primarily involved in community-based adult learning in the following categories:

highest CLD qualification at SCQF level 9 and above (e.g. Ordinary Degree)	highest CLD qualification at SCQF level 6, 7 or 8 (e.g. SVQ3)	highest CLD qualification at SCQF level 5 or below (e.g. SVQ2)	no CLD qualifications	CLD qualifications unknown

Number of full-time staff

Number of part-time* staff

Number of sessional** staff

Number of volunteers

*Part-time = working more than 10 hours per week

**Sessional = working fewer than 10 hours per week

Q8   Have you had any hard-to-fill vacancies for community-based adult learning staff in the past 12 months?*

⬜   yes – go to Q13

⬜   no – go to Q15

Q9   How many hard-to-fill vacancies have you had for community-based adult learning staff in the past 12 months?

Full-time staff

Part-time staff (working more than 10 hours per week)

Sessional staff (working fewer than 10 hours per week)

Q10   What was the main reason for these hard-to-fill vacancies? Please select one option only.

⬜   There were no/too few applicants with appropriate qualifications.

⬜   There were no/too few applicants with appropriate skills.

⬜   There were no/too few applicants with appropriate work experience.

⬜   Other, please specify below:

About staff primarily involved in youth work

Q11   Are some of your paid staff or volunteers primarily involved in youth work?*

    ☐   yes – go to Q16

    ☐   no – go to Q24

Q12   How many of your paid staff are primarily involved in youth work? If none, please type 0.

Q13   How many of your volunteers are primarily involved in youth work? If none, please type 0.

Q14   Please tell us the number of paid staff and volunteers you have who are primarily involved in youth work in the following categories:

highest CLD qualification at SCQF level 9 and above (e.g. Ordinary Degree)	highest CLD qualification at SCQF level 6, 7 or 8 (e.g. SVQ3)	highest CLD qualification at SCQF level 5 or below (e.g. SVQ2)	no CLD qualifications	CLD qualifications unknown

Number of full-time staff

Number of part-time* staff

Number of sessional** staff

Number of volunteers

*Part-time = working more than 10 hours per week

**Sessional = working fewer than 10 hours per week

Q15   Have you had any hard-to-fill vacancies for youth work staff in the past 12 months?*

    ☐   yes – go to Q24

    ☐   no – go to Q26

Q16   How many hard-to-fill vacancies have you had for youth work staff in the past 12 months?

Full-time staff

Part-time staff (working more than 10 hours per week)

Sessional staff (working fewer than 10 hours per week)

Q17   What was the main reason for these hard-to-fill vacancies? Please select one option only.

    ☐   There were no/too few applicants with appropriate qualifications.

    ☐   There were no/too few applicants with appropriate skills.

    ☐   There were no/too few applicants with appropriate work experience.

    ☐   Other, please specify below:

About staff primarily involved in community capacity building

Q18   Are any of your paid staff or volunteers primarily involved in community capacity building?*

    ☐   yes – go to Q27

    ☐   no – go to Q34

Q19   How many of your paid staff are primarily involved in community capacity building? If none, please type 0.

Q20   How many of your volunteers are primarily involved in community capacity building? If none, please type 0.

Q21   Please tell us the number of paid staff and volunteers you have who are primarily involved in community capacity building in the following categories:

highest CLD qualification at SCQF level 9 and above (e.g. Ordinary Degree)	highest CLD qualification at SCQF level 6, 7 or 8 (e.g. SVQ3)	highest CLD qualification at SCQF level 5 or below (e.g. SVQ2)	no CLD qualifications	CLD qualifications unknown

Number of full-time staff

Number of part-time* staff

Number of sessional** staff

Number of volunteers

*Part-time = working more than 10 hours per week

**Sessional = working fewer than 10 hours per week

Q22   Have you had any hard-to-fill vacancies for community capacity building staff in the past 12 months?*

    ☐   yes – go to Q35

    ☐   no – go to Q37

Q23   How many hard-to-fill vacancies have you had for community capacity building staff in the past 12 months?

Full-time staff

Part-time staff (working more than 10 hours per week)

Sessional staff (working fewer than 10 hours per week)

Q24   What was the main reason for these hard-to-fill vacancies? Please select one option only.

    ☐   There were no/too few applicants with appropriate qualifications.

    ☐   There were no/too few applicants with appropriate skills.

    ☐   There were no/too few applicants with appropriate work experience.

    ☐   Other, please specify below:

Staff primarily involved in generic or other community learning and development

Q25   Are any of your paid staff or volunteers primarily involved in generic or other community learning and development?*

    ☐   yes – go to Q38

    ☐   no – go to Q45

Q26   How many of your paid staff are primarily involved in generic or other community learning and development? If none, please type 0.

Q27   How many of your volunteers are primarily involved in generic or other community learning and development? If none, please type 0.

Q28   Please tell us the number of paid staff and volunteers you have who are primarily involved in generic or other community learning and development in the following categories:

highest CLD qualification at SCQF level 9 and above (e.g. Ordinary Degree)	highest CLD qualification at SCQF level 6, 7 or 8 (e.g. SVQ3)	highest CLD qualification at SCQF level 5 or below (e.g. SVQ2)	no CLD qualifications	CLD qualifications unknown

Number of full-time staff

Number of part-time* staff

Number of sessional** staff

Number of volunteers

*Part-time = working more than 10 hours per week

**Sessional = working fewer than 10 hours per week

Q29   Have you had any hard-to-fill vacancies for generic or other community learning and development staff in the past 12 months?*

    ☐   yes – go to Q46

    ☐   no – go to Q48

Q30   How many hard-to-fill vacancies have you had for generic or other community learning and development staff in the past 12 months?

Full-time staff

Part-time staff (working more than 10 hours per week)

Sessional staff (working fewer than 10 hours per week)

Q31   What was the main reason for these hard-to-fill vacancies? Please select one option only.

    ☐   There were no/too few applicants with appropriate qualifications.

    ☐   There were no/too few applicants with appropriate skills.

    ☐   There were no/too few applicants with appropriate work experience.

    ☐   Other, please specify below:

About the diversity of your CLD workforce

Q32   How many of your full-time paid CLD staff are men and how many are women?

Men

Women

Q33   How many of your part-time paid CLD staff (working more than 10 hours per week) are men and how many are women?

Men

Women

Q34   How many of your sessional paid CLD staff (working fewer than 10 hours per week) are men and how many are women?

Men

Women

Q35   How many of your CLD volunteers are men and how many are women?

Men

Women

Q36   Please tell us how many of your paid CLD staff - full-time, part-time (working more than 10 hours per week) and sessional (working fewer than 10 hours per week) - are aged:

18 and under

19 to 24

25 to 34

35 to 44

45 to 54

55 to 64

65 and over

Q37   Please tell us how many of your CLD volunteers are aged:

18 and under

19 to 24

25 to 34

35 to 44

45 to 54

55 to 64

65 and over

Q38   Please tell us how many of your paid CLD staff - full-time, part-time (working more than 10 hours per week) and sessional (working fewer than 10 hours per week) - are from the ethnic backgrounds shown below:

White Scottish

White Other British

White Irish

White Gypsy/Traveller

White Polish

Other white ethnic group

Mixed or multiple ethnic groups

Pakistani, Pakistani Scottish or Pakistani British

Indian, Indian Scottish or Indian British

Bangladeshi, Bangladeshi Scottish or Bangladeshi British

Chinese, Chinese Scottish or Chinese British

Other Asian

African, African Scottish or African British

Other African

Caribbean, Caribbean Scottish or Caribbean British

Black, Black Scottish or Black British

Other Caribbean or Black

Arab, Arab Scottish or Arab British

Other ethnic group

Unknown

Q39   Please tell us how many of your CLD volunteers are from the ethnic backgrounds shown below:

White Scottish

White Other British

White Irish

White Gypsy/Traveller

White Polish

Other white ethnic group

Mixed or multiple ethnic groups

Pakistani, Pakistani Scottish or Pakistani British

Indian, Indian Scottish or Indian British

Bangladeshi, Bangladeshi Scottish or Bangladeshi British

Chinese, Chinese Scottish or Chinese British

Other Asian

African, African Scottish or African British

Other African

Caribbean, Caribbean Scottish or Caribbean British

Black, Black Scottish or Black British

Other Caribbean or Black

Arab, Arab Scottish or Arab British

Other ethnic group

Unknown

Q40   How many of your paid CLD staff - full-time, part-time (working more than 10 hours per week) and sessional (working fewer than 10 hours per week) - have declared themselves to have a disability or learning difficulty?

Q41   How many of your CLD volunteers have declared themselves to have a disability or learning difficulty?

About working conditions, recruitment and retention in your CLD workforce

Q42   Do you have a succession plan in place for your CLD staff?

☐   yes

☐   no

☐   don't know

Q43   How many new CLD paid staff and volunteers have started with your organisation in the past 12 months? If none, please type 0.

Paid staff

Volunteers

Q44   How many paid CLD staff and volunteers have left your organisation in the past 12 months? If none, please type 0.

Paid staff

Volunteers

Q45   How do you recruit new staff? Please tick all that apply.

☐   Advertise in local media

☐   Advertise in national media

☐   Online

☐   Recruitment agency

☐   Other method, please specify below:

Q46   Do any of your paid CLD staff or volunteers also work in the following areas as part of their jobs with your organisation? Please tick all that apply.

day care for children   ☐

playwork   ☐

residential childcare   ☐

school care accommodation   ☐

social work with children or young people   ☐

sports activities with children or young people   ☐

Q47   Do any of your paid CLD staff or volunteers also work in the following areas as part of their jobs with your organisation? Please tick all that apply.

Careers Guidance   ☐

Further Education Colleges   ☐

Libraries, archives or information services   ☐

Higher Education/Universities   ☐

Work-based learning (as a trainer/tutor)   ☐

About the professional development of your CLD workforce

Q48   During the past 12 months, have you undertaken a Training Needs Analysis with your paid staff and/or volunteers to identify their training needs?

    ☐   yes – go to Q65

    ☐   no – go to Q66

    ☐   don't know – go to Q66

Q49   Did the Training Needs Analysis refer to the Competence Framework for CLD? The Competence Framework can be found at http://www.cldstandardscouncil.org.uk/the_competences/Competences_for_Community_Learning_and_Development.

    ☐   yes

    ☐   no

    ☐   don't know

Q50   Do you have a training plan in place for your paid staff and/or volunteers?

    ☐   yes – go to Q67

    ☐   no – go to Q68

    ☐   don't know – go to Q68

Q51   Does your training plan refer to the Competence Framework for CLD?

    ☐   yes

    ☐   no

    ☐   don't know

Q52   Do you have a ring-fenced training budget for the professional development of your CLD workforce?

    ☐   yes – go to Q69

    ☐   no – go to Q70

    ☐   don't know – go to Q70

Q53   How much was allocated this year?

    £

Q54   Have any of your paid staff or volunteers attended a learning opportunity funded by the CLD Upskilling Programme? Information about the CLD Upskilling Programme can be found at http://www.lluk.org/4731.htm.

    ☐   yes – go to Q71

    ☐   no – go to Q72

    ☐   don't know – go to Q72

Q55   How many paid staff or volunteers attended?

And finally...

Q56   Please tell us in which department(s) of your organisation the individuals you have included in this research are based. It is useful to know the contexts in which CLD staff are operating.

Q57   Please tell us the name of your department/organisation. You or your employer will NOT be identified in any research reports.

If you would like to be entered into the prize draw, please provide your name and email address in the spaces below. Please note, all information you provide will be stored securely and confidentially, in accordance with the Data Protection Act.

Q58   Name:

Q59   Email address:

Q60   Please provide any additional information you feel will help us with this study.

Appendix 2: Survey Tools: Third Sector Survey

Community Learning and Development Workforce Survey, 2010: Third Sector Organisations

About your organisation

Q1   In which areas of CLD does your group or organisation work?* Please select all that apply.

 ☐   Community-based adult learning

 ☐   Youth work

 ☐   Community capacity building

 ☐   Other Community Learning and Development related work. Please specify below.

Q2   Does your group or organisation work*:

 ☐   nationally (i.e. Scotland-wide)? – Go to Q4

 ☐   in one or more local authority area(s)? – Go to Q3

Q3   In which local authority area(s) does your organisation work?* Please select all that apply

☐	Aberdeen City	☐	East Lothian	☐	Orkney Islands
☐	Aberdeenshire	☐	East Renfrewshire	☐	Perth and Kinross
☐	Angus	☐	Falkirk	☐	Renfrewshire
☐	Argyll and Bute	☐	Fife	☐	Scottish Borders
☐	City of Edinburgh	☐	Glasgow City	☐	Shetland Islands
☐	Clackmannanshire	☐	Highland	☐	South Ayrshire
☐	Comhairle nan Eilean Siar	☐	Inverclyde	☐	South Lanarkshire
☐	Dumfries and Galloway	☐	Midlothian	☐	Stirling
☐	Dundee City	☐	Moray	☐	West Dunbartonshire
☐	East Ayrshire	☐	North Ayrshire	☐	West Lothian
☐	East Dunbartonshire	☐	North Lanarkshire		

About your staff

Who should you include in this survey? Please read the two scenarios and answer the question that follows.

Scenario 1

The aim of your whole group or organisation is the provision of Community Learning and Development. This might include provision of one or more of the three national priorities (community-based adult learning, youth work or

* indicates a compulsory question

community capacity building), or other forms of the Community Learning and Development. In this case, please include everybody in your organisation or group in the survey: paid staff and volunteers, support staff and management committees, as well as practitioners.

Scenario 2

In your group or organisation, there are only certain individuals whose primary role is the provision of Community Learning and Development. In this case, please only include these staff and those who support them in their work.

Q4   Which scenario more closely fits your organisation's situation?*

☐   Scenario 1 more closely fits my group or organisation's situation.

☐   Scenario 2 more closely fits my group or organisation's situation.

[Question 4 triggered one of two routes through the online survey. For Scenario 1, the scope of the questions was every paid member of staff and every volunteer. For Scenario 2, questions were targeted to paid CLD staff and CLD volunteers. For clarity, only the questions for Scenario 1 are included in this appendix.]

Q5   Which of the national priorities is the main focus of your group or organisation's CLD work?* Please select one option only.

☐   Community-based adult learning

☐   Youth work

☐   Community capacity building

☐   More than one of the above

Q6   How many paid staff and volunteers work for your group or organisation?

Paid staff

Volunteers

Q8   Of your paid staff, how many work:

Full-time

Part-time/sessional

We are interested in relevant qualifications held by your staff. This year, we are using the Scottish Credit and Qualifications Framework (SCQF) to gain a clearer idea of qualifications held by the Scottish CLD workforce. An overview of the framework can be found at http://www.scqf.org.uk/TheFramework/InteractiveFramework.aspx. Please also count paid staff and volunteers who hold CLD qualifications equivalent to those covered by the Scottish Credit and Qualifications Framework.

Q9   Please tell us the number of your paid staff and volunteers in the following categories:

highest CLD qualification at SCQF level 9 and above (e.g. Ordinary Degree)	highest CLD qualification at SCQF level 6, 7 or 8 (e.g. SVQ3)	highest CLD qualification at SCQF level 5 or below (e.g. SVQ2)	no CLD qualifications	CLD qualifications unknown

Number of paid staff

Number of volunteers

About the diversity of your workforce

Q10   How many of your paid workforce are:

Men

Women _____

Q11   How many of your volunteers are:

Men

Women

Q12   Please tell us how many of your paid workforce are from the ethnic backgrounds shown below:

White Scottish

White Other British

White Irish

White Gypsy/Traveller

White Polish

Other white ethnic group

Mixed or multiple ethnic groups

Pakistani, Pakistani Scottish or Pakistani British

Indian, Indian Scottish or Indian British

Bangladeshi, Bangladeshi Scottish or Bangladeshi British

Chinese, Chinese Scottish or Chinese British

Other Asian

African, African Scottish or African British

Other African

Caribbean, Caribbean Scottish or Caribbean British

Black, Black Scottish or Black British

Other Caribbean or Black

Arab, Arab Scottish or Arab British

Other ethnic group

Unknown

Q13   Please tell us how many of your volunteers are from the ethnic backgrounds shown below:

White Scottish

White Irish

White Other British

White Gypsy/Traveller

White Polish

Other white ethnic group

Mixed or multiple ethnic groups

Pakistani, Pakistani Scottish or Pakistani British

Indian, Indian Scottish or Indian British

Bangladeshi, Bangladeshi Scottish or Bangladeshi British

Chinese, Chinese Scottish or Chinese British

Other Asian

African, African Scottish or African British

Other African

Caribbean, Caribbean Scottish or Caribbean British

Other Caribbean or Black

Black, Black Scottish or Black British

Arab, Arab Scottish or Arab British

Other ethnic group

Unknown

Q14   How many of your paid staff have declared themselves to have a disability or learning difficulty?

Q15   How many of your volunteers have declared themselves to have a disability or learning difficulty?

Q16   How many of your paid workforce are:

18 and under

19 to 24

25 to 34

35 to 44

45 to 54

55 to 64

65 and over

Q17   How many of your volunteers are:

18 and under

19 to 24

25 to 34

35 to 44

45 to 54

55 to 64

65 and over

About working conditions and retention in your workforce

Q18   How many new people have started with your group or organisation in the past 12 months? If none, please type 0.

Paid staff

Volunteers

Q19   How many people have left your group or organisation in the past 12 months? If none, please type 0.

Paid staff

Volunteers

Q20   Do any of your paid staff or volunteers also work in the following areas as part of their jobs with your organisation? Please tick all that apply.

day care for children	☐
playwork	☐
residential childcare	☐
school care accommodation	☐
social work with children or young people	☐
sports activities with children or young people	☐

Q21   Do any of your paid staff or volunteers also work in the following areas as part of their jobs with your organisation? Please tick all that apply.

Careers Guidance	☐
Further Education Colleges	☐
Libraries, archives or information services	☐
Higher Education/Universities	☐
Work-based learning (as a trainer/tutor)	☐

About the professional development of your staff

Q22 During the last 12 months, have you undertaken a Training Needs Analysis with your paid staff and/or volunteers to identify their training needs?

☐ yes

☐ no

☐ don't know

Q23 Did the Training Needs Analysis refer to the Competence Framework for CLD? An overview of the framework can be found here: http://www.cldstandardscouncil.org.uk/the_competences/Competences_for_Community_ Learning_and_Development.

☐ yes

☐ no

☐ don't know

Q24 Do you have a training plan in place for your paid staff and/or volunteers?

☐ yes

☐ no

☐ don't know

Q25 Does your training plan refer to the Competence Framework for CLD?

☐ yes

☐ no

☐ don't know

Q26 Do you have a ring-fenced budget for professional development of your paid CLD staff and/or volunteers?

☐ yes

☐ no

☐ don't know

Q27 How much was allocated this year?

£

Q28 Have any of your paid staff or volunteers attended a learning opportunity funded by the CLD Upskilling Programme?

☐ yes

☐ no

☐ don't know

Q29 How many paid staff or volunteers attended?

And finally...

Q30   Please tell us the name of your group or organisation. You or your employer will NOT be identified in any research reports.

If you would like to be entered into the prize draw, please provide your name and email address in the spaces below. Please note, all information you provide will be stored securely and confidentially, in accordance with the Data Protection Act.

Q31   Name:

Q32   Email address:

Q33   Please provide any additional information you feel will help us with this study.
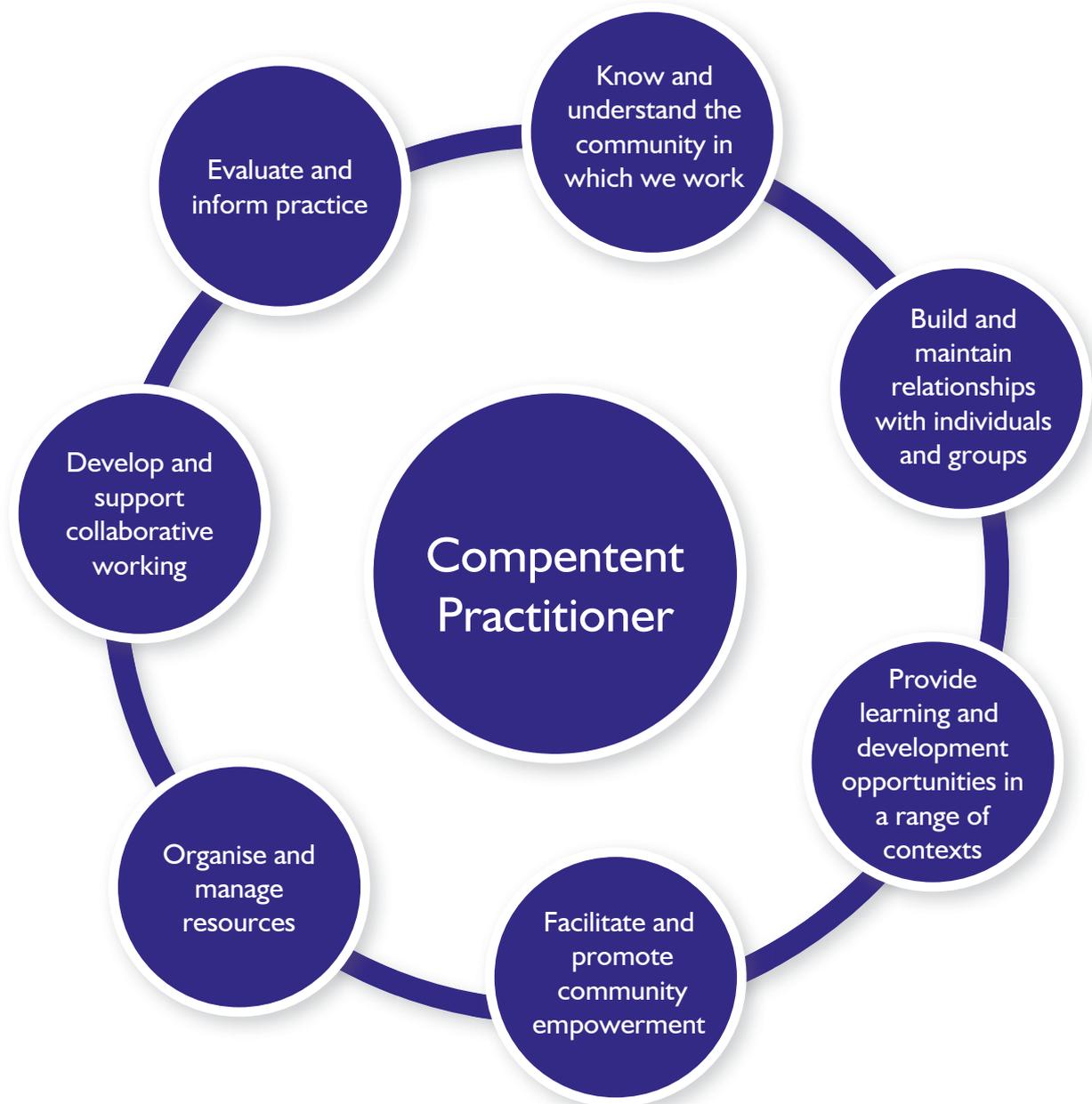
Appendix 3: Members of the LLUK CLD Workforce Employer Forum

Name	Organisation
Joyce Connon	Workers' Educational Association
Phil Denning	Her Majesty's Inspectorate of Education
Timothy Frew	YouthLink Scotland
Shirley Grieve	Learning Link Scotland
Grahame Hewitson	Angus Council
Marjorie Hutton	Scottish Borders Council
Rory MacLeod	CLD Standards Council for Scotland
Michele Meehan	Youth Scotland
Barry Northedge	The Highland Council
Tanveer Parnez	Black and Ethnic Minority Infrastructure in Scotland
Sue Robertson	One Parent Families Scotland
Colin Ross	Learning and Teaching Scotland
Clare Simpson	Parenting across Scotland
Duncan Simpson	Fife Council
Jayne Stuart	Learning Link Scotland
Peter Taylor	Community Development Alliance Scotland
Tracy Waddell	Scotland's Learning Partnership

Appendix 4: Ethnicity categories

Category used in 2010 CLD Survey	Collated category used for purposes of reporting data
White Scottish	White Scottish
White Other British	White Other British
White Irish White Gypsy/Traveller White Polish Other white ethnic group	All other White
Mixed or multiple ethnic groups	Mixed or multiple ethnic groups
Bangladeshi, Bangladeshi Scottish or Bangladeshi British Pakistani, Pakistani Scottish or Pakistani British Indian, Indian Scottish or Indian British	Pakistani, Indian, Bangladeshi
Chinese, Chinese Scottish or Chinese British Other Asian	Chinese, other Asian
Black, Black Scottish or Black British Other Caribbean or Black African, African Scottish or African British Other African Caribbean, Caribbean Scottish or Caribbean British	African, Caribbean, Black
Arab, Arab Scottish or Arab British	Arab
Other ethnic group	Other
Unknown	Unknown

Appendix 5: CLD competences[18]

Compentent Practitioner

- Know and understand the community in which we work
- Build and maintain relationships with individuals and groups
- Provide learning and development opportunities in a range of contexts
- Facilitate and promote community empowerment
- Organise and manage resources
- Develop and support collaborative working
- Evaluate and inform practice

[18] CLD Standards Council for Scotland (2009) The Competences for Community Learning and Development.

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LIFELONG LEARNING UK

Skills for Learning Professionals

Lifelong Learning UK

BELFAST
2nd Floor, Midtown Centre, 25 Talbot Street, Cathedral Quarter,
Belfast, BT1 2LD
Tel: 0870 050 2570 Fax: 02890 247 675

CARDIFF
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