

Revised Guidance Note on Community Learning & Development Planning 2018-21

In relation to:

The Requirements for Community Learning
and Development (Scotland) Regulations 2013

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Guidance Note to Support Community Learning & Development Planning 2018-21

CLD Plans 2018-2021

Purpose of Guidance Note

The purpose of this Guidance Note is to support local authorities and their partners to successfully achieve the [Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#). There is an expectation that CLD plans will be informed by this guidance.

In particular, local authorities and their partners should note that:

- The policy goal of ensuring communities across Scotland – particularly those that are disadvantaged – have appropriate access to the CLD support they need is underpinned by the requirement under the Education (Scotland) Act 1980 to “secure adequate and efficient provision” of CLD in their area.
- In referring to community learning and development, the CLD Regulations include “both programmes with an explicit learning focus and other types of activity that are designed with participants and promote their educational and social development”. It includes activities that develop communities as well as promoting the educational and social development of the individuals and groups participating in them.
- Previous [Guidance provided on the Regulations in May 2014](#) continues to apply.
- The [Strategic Guidance for Community Planning Partnerships: Community Learning and Development](#) (2012) continues to underpin national CLD policy. The Strategic Guidance states that “the foundation of CLD delivery is an assessment – in partnership with learners and communities – of needs, strengths and opportunities”.
- In deciding how best to meet the requirements of the CLD Regulations, local authorities and partners (as set out in the CLD Regulations) should take account of policy priorities which relate to the assessed needs of communities, groups and individual learners of all ages. These include, but are not restricted to, the policies and strategies referred to in section 2 of the 2014 Guidance, the Scottish Attainment Challenge, the Community Empowerment (Scotland) Act 2015 and the National Improvement Framework.

How the Guidance was developed

Education Scotland has worked in partnership with the Community Learning and Development Standards Council for Scotland (CLDSC) and Community Learning and Development Managers, Scotland (CLDMS) to develop this Guidance Note. Six consultation events were held across Scotland with approximately 180 stakeholders from both the voluntary and public sectors and their feedback has been incorporated into the Guidance Notes. An online survey was also distributed as a means of gathering feedback. In addition to CLDSC and CLDMS, national partners including Learning Link Scotland, Scottish Community Development Centre, Youthlink Scotland and Youth Scotland were invited to comment on drafts of the Guidance Note.

In recent years the national policy landscape relevant to CLD has been developing rapidly and we expect that process to continue up to and beyond September 2018. Whilst this Guidance takes into account the current policy landscape and encourages CLD partners to plan for the future, we also know that further policy developments will emerge after this guidance has been first issued that will impact on CLD planning 2018-21. These will include the new Education Regional Improvement Collaboratives, the forthcoming Education (Scotland) Bill 2018, and the development of a new Socio-Economic Duty for public bodies.

In the current context, the Scottish Attainment Challenge, the National Improvement Framework, and the Community Empowerment (Scotland) Act 2015 are critical to the development of the CLD Plans. It is important that the CLD Plans reflect the appropriate policy drivers and outcomes for their local area.

An associated paper on the current national policy context is available to be taken into account when developing CLD plans for 2018-21 is currently being prepared.

Background and context

Community Learning and Development (CLD) supports primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, personal development and active citizenship with a focus on bringing about change in their lives and communities. The term refers to a distinctive process of engagement and support, with a learning content that is negotiated with learners. In June 2012 the Scottish Government issued the [Strategic Guidance for Community Planning Partnerships: Community Learning and Development](#) which sets out the core purpose of CLD as follows:

- CLD activity has a strong focus on early intervention, prevention and tackling inequalities.
- Community Learning and Development is widely understood to include:
 - community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
 - youth work, family learning and other early intervention work with children, young people and families
 - community-based adult learning, including adult literacies and English for Speakers of Other Languages (ESOL)
 - learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
 - volunteer development; and
 - learning support and guidance in the community.

CLD's specific focus should be:

1) Improve life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship.

2) Stronger, more resilient, supportive, influential and inclusive communities.

While directed at Community Planning Partnerships (CPPs) and recognising the vital role played by a wide range of organisations and services, the guidance clearly identifies a lead role for local authorities ***'to provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of CLD partners in the reform of public services'***.

This expectation was formalised by [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) ('the CLD Regulations'), which place a legal requirement on local authorities to fulfil this role. The *CLD Regulations* support the achievement of the following policy goals:

- to ensure communities across Scotland – particularly those which are disadvantaged – have access to the CLD support they need;
- to strengthen coordination between the full range of CLD providers (see section on Shared CLD Priorities), ensuring that CPPs, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance;
- to reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision; and
- to articulate the important role and contribution of CLD and make it more visible

The CLD Regulations place a duty on local authorities to secure the delivery of community learning and development in their area, working with other CLD providers and communities.

What we've learned since the first round of CLD Plans 2015-18

This section provides the broad context and key recommendations that will assist in the planning and delivery of the next round of CLD Plans. By taking into account the findings and emerging themes, each CLD Plan should reflect the local arrangements and context ensuring the above points are addressed appropriately.

There are several sources of further support now available to local authorities since the first round of plans were published in 2015. These include:

- an analysis of the [CLD Plans](#)
- an [aspect review](#) around the implementation of the CLD Regulations
- findings gathered through the new model for inspecting CLD during 2016-17.

The intelligence from these sources along with the development of this additional guidance will provide local authorities with clear support to fully meet the CLD Regulations in the next round of CLD Plans in 2018-21.

Analysis of the CLD Plans in 2015

Shortly after the publication of the CLD Plans, Education Scotland worked with key national partners to examine the CLD Plans and explore the role and impact of proposed CLD provision. Their report, [Community Learning and Development Plans 2015-18 - Planning for Change in Scotland's Communities](#) considered the distinctive nature of CLD activities and the ways in

which these activities contributed to local and national objectives. The report acknowledged the investment of time and effort by local authorities and partners in producing the Plans.

Some **key features** highlighted in the report were:

- The process had re-invigorated CLD strategic groupings in many areas. Most areas had strategic CLD partnerships in place or in development.
- Plans varied widely in their focus, structure and length, reflecting local processes and priorities.
- Most plans included a focus on the preventative role of CLD and the specific targeting of social or economic disadvantage.
- Most plans highlighted the contribution of CLD to the delivery of local and national outcomes across a variety of public policy areas.
- There was wide variation in the levels of community involvement in the planning process. Many authorities and partners acknowledged that this was an area that they wished to develop further.
- Most plans did not adequately address unmet needs. Many plans did not include any evidence on unmet needs at all.
- Most plans were free standing plans with close links to the Community Planning Partnership decision making structures, but a few chose to integrate the CLD plan fully into strategic Community Planning documents.

HMI Aspect Review, 2016-17

In 2016-17, HM Inspectors carried out [*Community Learning and Development \(CLD\) Planning - An aspect review of progress made in implementing the CLD Regulations*](#) to look at the implementation of the CLD Regulations. In doing so, they also took into account a wide range of evidence from inspection activity including analysis of learning community inspections and other reviews.

The recommendations in the aspect review were the following:

- Build on the development of the plans including, where necessary publishing revised plans prior to 2018. In doing so, each local authority should ensure that it is fully meeting the requirements of the CLD Regulations.
- Provide a succinct summary of what CLD partnerships plan to change and improve in their areas.
- Ensure that regular progress reports are produced by CLD partners to demonstrate progress against specific and measureable objectives.
- Build on informed dialogue with participants and stakeholders in local communities to ensure the relevance of CLD priorities to their needs and aspirations.
- Work with the CLD Standards Council for Scotland and Education Scotland's Policy and Improvement Team to improve the identity, confidence and leadership capacity of the CLD workforce.

Findings from CLD Inspections, 2016-17

Twelve local authorities were inspected during 2016-17.

Key strengths emerging from the first year of this new revised model of inspecting community learning and development include:

- High quality learning programmes in most inspections
- Strong and effective leadership in a few inspections
- Strong contributions from active and committed community groups and organisations
- Contribution of volunteers
- Life changing impacts for individuals and groups

Main **areas for improvement** include:

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

How to use this guidance

This Guidance Note is intended to support local authorities with their partners to meet the statutory requirements for community learning and development. The guidance takes account of the strengths and areas for improvement in previous CLD plans and feedback from stakeholders. The next section has been structured into themes that illustrate the component parts of the CLD planning process. In order for CLD plans to be as effective as they can be, the following five key themes have been identified as essential:

- Involvement
- Shared CLD Priorities
- Planning
- Governance
- Workforce Development

Each of the themes is interrelated and cannot and should not stand alone. Rather than setting out a prescriptive path; following each theme, there are a set of challenge questions to be used in assessing if the Plans adequately address them. This method is more likely to result in Plans that are responsive to local need. Each theme is followed by further signposting to a number of relevant quality indicators in [How Good is the Learning and Development in our Community?](#) It is anticipated that CLD partners may wish to explore the themes in this Guidance Note further as part of their on-going self-evaluation for self-improvement. An example of what would be expected in a Plan is provided in the box below each theme.

Involvement

Co-producing the plan with learners and communities

Regulations 3 and 4 require the local authority to put in place processes that ensure both partners and communities, including people of all ages, especially young people, are “involved in and consulted on” work to meet the *CLD Regulations*. Inclusive and sustained community involvement and consultation should be a shared responsibility for all partners involved in developing the plan. It must include involvement in both the development and implementation of the three-year plan. [The National Standards for Community Engagement](#) provide an effective framework to inform partners. Partners should also make use of well-established engagement tools such as the [Place Standard](#). Partners should be pro-active in engaging with excluded groups and carry out an Equality Impact Assessment on the plan. They should learn from existing consultation activity in the area and be wary of duplicating community engagement across the authority area. Local data analysis should be used to inform setting priorities with communities.

CLD Plans should be based on a clear focus on supporting community empowerment. The guidance to community planning partnerships on the statutory provisions of the [Community Empowerment \(Scotland\) Act](#) 2015 emphasises that:

‘Community capacity building is especially important to secure the participation of those sections of the community which are otherwise less engaged than other sections in community planning. This includes in particular community bodies which represent the interests of persons who experience inequalities of outcome which result from socio-economic or other disadvantage.’

‘Community planning partners should seek to maximise the impact of community learning and development by focusing activity on the most disadvantaged communities.’

CLD partners’ engagement with communities should aim to:

- Inform an understanding of the local needs and circumstances for community learning and development planning;
- Inform the Local Outcome Improvement Plans, Locality Plans, and other plans including Scottish Attainment Challenge plans, Health and Social Care Integration plans and Children’s Services Plans;
- Inform how the collective resources of public services and communities are best deployed to drive improvement on locally agreed priorities.

Key Challenge Questions:

- To what extent do learners and community groups have ownership of setting CLD priorities in the area? How do you know?
- How will existing community representatives and/or community bodies be involved as partners in developing the plan?
- What do partners know about the priorities of local communities? How do you know? What are the gaps in your knowledge? How will those gaps be addressed?
- What are the key relevant data trends affecting communities in your area? How will these inform your community engagement?
- How will CLD planning be informed by existing community engagement in your area? (*For example, locality planning and local outcome improvement plans.*)
- What do you need to know, and who do you need to reach, that existing community engagement can't tell you or hasn't been in contact with?
- How will key target groups such as: young people; adult learners; community bodies; communities of interest groups; and other stakeholders, be involved meaningfully in identifying need and in setting your CLD priorities? What approaches will you use to engage them?
- How effectively have you used the Standards for Community Engagement in your consultation activities?

Explore this theme further as part of your self-evaluation using the following indicators from *How good is the learning and development in our community?*

- 2.1 Impact on learners
- 4.1 Impact on the local community
- 8.1 Partnership working

The CLD Plan in Practice:

The CLD Plan is well-informed by an analysis of local data and intelligence with communities. This includes information gathered from a variety of sources and partners. The needs of communities are well known and are clearly informing priorities. Effective engagement with communities of place and interest has helped to ensure that learners and groups of all ages have ownership of CLD priorities in the area. Feedback from existing engagement and on-going dialogue with communities is used to inform the CLD plan. Partners are also seeking to engage disadvantaged communities who have not been involved so far. Community capacity building support is securing the involvement of the most disadvantaged communities. Processes are inclusive and clearly in line with the National Standards for Community Engagement. An Equality Impact Assessment has been carried out to identify how a CLD Plan will affect equalities groups. Community engagement by CLD partners is also helping to inform the on-going development of Local Outcome Improvement Plans, Locality Plans, and other plans and there is increasing evidence of shared priorities between public services and communities.

Shared CLD Priorities

Assessing need and setting priorities for community learning and development with partners

Partnerships

While the duty to meet the requirements of the *CLD Regulations* is placed solely upon the local authority, Regulations 3 and 4 require the local authority to put in place processes that ensure that partners are involved to meet the statutory obligations.

Local Authorities should involve a broad range of relevant partners in CLD planning. Relevant partners are likely to include many of the following:	
Colleges	NHS Boards
Community-led groups, organisations and trusts	Other national public bodies (eg Skills Development Scotland, Scottish Natural Heritage etc)
Faith-based organisations	Relevant private sector organisations or consultancies
Health and Social Care Partnerships	Schools
Housing Associations	Social Enterprises
Local Authority Services (eg Education, Regeneration, Community Planning, Culture and Sport etc)	Third sector interfaces
Locally-based voluntary organisations	Trade Unions
National or regional voluntary organisations	Trusts or arm's length organisations established by a Local Authority
National intermediary organisations	Universities

Assessing need and setting priorities

The CLD Strategic Guidance states that **“the foundation of CLD delivery is an assessment – in partnership with learners and communities – of needs, strengths and opportunities”**. This is underpinned by the national CLD competencies, one of which is to *Know and Understand the Community in which we work*.

Partners should clearly identify CLD needs and priorities and consider their collective capacity and resources to address them adequately and efficiently. CLD needs and priorities should be informed by analysis of relevant local data and sustained involvement with communities of all ages, especially young people.

CLD Plans should focus on locally identified priorities where collective action can have most benefit to the community

There is a clear expectation in the guidance to Community Planning Partnerships on the statutory provisions of the Community Empowerment (Scotland) Act that ‘Community planning partners should seek to maximise the impact of community learning and development by focusing activity on the most disadvantaged communities.’

CLD partners and communities should work together to regularly assess whether CLD provision in the area is ‘adequate and efficient.’

CLD needs that will not be met

Furthermore, the CLD Regulations say that “The plan must specify . . . any needs for community learning and development that will not be met within the period of the plan”. They should clearly acknowledge any needs which they cannot address in the short term in order to meet fully the requirements of the legislation. The plan should be regularly reviewed over its life span to ensure that the needs and resources remain relevant to the changing environment. The identification of unmet need is not a deficit but rather an understanding that there continue to be needs within communities and that a collective approach will be required to address them over the 3 year period. CLD partnerships should use the challenge questions below to consider how priorities will be met.

Key Challenge Questions:

- How well are you working together with partners and communities to identify need, strengths and opportunities and agree your local CLD priorities?
- How have relevant local priorities informed your CLD priorities? For example, Local Outcome Improvement and Locality Plans; local Attainment planning; the Health and Social Care Partnership; and Education Regional Improvement Collaboratives.
- How have relevant national priorities informed your CLD priorities? For example, the National Improvement Outcomes, the Scottish Attainment Challenge and the Community Empowerment (Scotland) Act 2015,
- What mechanisms will you put in place to refine or adapt shared CLD priorities as you review progress throughout 2018-21?
- Is your CLD partnership confident that these priorities will support ‘adequate and efficient’ CLD provision in your area? How do you know? How will you continue to review this?
- What unmet needs, if any, did you identify when developing the previous CLD Plan? Are these needs still relevant? To what extent do you plan to address these now? Have you clearly illustrated this in the next Plan?
- Have you identified needs that will not be met by partners within the CLD Plan? Have these been agreed by all partners and are they clearly stated in the Plan?
- Are you clear why you are not prioritising these needs in 2018-21? For example: targeting services on other priorities, target areas or groups; limited resources or capacity. Have you considered the potential risks of not prioritising these needs in 2018-21?
- What flexibility will there be for partners to reassess unmet needs in the lifetime of the CLD Plan 2018-21? For example, through securing additional resources or responding to changing priorities.

Explore this theme further as part of your **self-evaluation** using the following indicators from *How good is the learning and development in our community?*:

- 1.1 Improvements in performance
- 8.1 Partnership working
- 8.2 Financial, resource, knowledge and information management

The CLD Plan in Practice:

Steps have been taken to ensure that an inclusive range of local CLD partners, including local authority services, public and third sector organisations are involved in setting shared CLD priorities.

The priorities agreed in the CLD plan are based on a full understanding of local need. These priorities have been identified through the joint analysis of appropriate data and intelligence drawn from the work and engagement with individuals and the community. CLD partners have considered what resources are available and the capacity of CLD partners to meet local needs. The CLD Plan clearly states any identified needs that will not be met by CLD partners within the period of the plan. These may be priorities that can be addressed by others or that will be considered again in future CLD plans. They may also be priorities where additional resources may be sought during the lifetime of the current plan. In order to assist with the setting of priorities and the allocation of resource, CLD Plans should be reviewed on an on-going basis. Timescales for review should be clearly set out in the Plan.

Planning

Integrating the CLD Plan within the current and evolving national policy context

The CLD Regulations stipulate that each CLD planning process must identify the following information:

- How the local authority will co-ordinate its provision of CLD with other CLD providers within the area of the local authority;
- What action the local authority will take to provide CLD over the period of the plan;
- What action other partners intend to take to provide CLD within the area of the local authority over the period of the plan;
- Any needs for CLD that will not be met within the period of the plan.

CLD plans should reflect locally identified need through joint planning and data analysis across partnerships. The CLD Plans should also be informed by relevant national outcomes, although there will be more emphasis on particular national policy areas which reflects those local needs.

Successful delivery of CLD outcomes will be dependent on effective partnerships and robust integrated local planning arrangements. There is a need to ensure that CLD plans reflect the full range of relevant local priorities as agreed through joint planning arrangements.

Over the past few years community learning and development has witnessed a growth in national profile and an increased understanding and awareness from a range of stakeholders and policy makers in the role it plays in education and civic life. In developing the future CLD Plans 2018-2021, it is important to recognise the national outcomes that CLD contributes to. The Scottish Attainment Challenge, the National Improvement Framework, and the Community Empowerment (Scotland) Act 2015 are critical to the development of the CLD Plans. Locally, it is important that the CLD Plans reflect the appropriate policy drivers and outcomes.

An associated paper is available which sets out national policy priorities that should be reflected in CLD plans to deliver agreed outcomes.

Consideration needs to be given to the agreed outcomes in the Local Outcomes Improvement Plan (LOIP) and Locality Plans in the area and the outcomes of the CLD plan. Duplication should be avoided. For example, it is likely that CLD will make a major contribution to LOIP outcomes in supporting communities to take full advantage of new powers such as community ownership of assets and participation requests.

Community planning should focus on improving outcomes and reducing inequalities on locally identified priorities where collective action by partners can be most useful. In other words, community planning is not about doing everything that might be important in an area – it's focused on where partners can make the biggest difference by working together.

In each local authority, the degree of emphasis on particular policy areas will reflect local priorities. It is important however that the CLD Plans reflect the range of national policies that CLD contributes to, and are not unduly influenced by the particular way in which CLD provision is configured across local authority services and partners agencies.

Key Challenge Questions:

- Have you clearly defined a distinct role for CLD within the context of community planning and public service reform in your area?
- How clear are the relationships between priorities set by CLD partners and wider community planning, education and children's services priorities?
- Are there clear planning mechanisms in place to avoid unnecessary duplication across plans?
- How will the CLD plan inform decisions CPP partners make about how they plan and provide resources to address locally identified priorities, particularly in terms of reducing inequalities of outcome and helping to secure the longer-term sustainability of public services?
- How will CLD priorities contribute to:
 - the Local Outcome Improvement Plans and the implementation of the Community Empowerment Act 2015 locally?
 - closing the poverty-related educational attainment gap in your area?
 - Developing the Young Workforce in your area?
 - and the Learner Journey?
- How will the CLD Plan be approved and scrutinised locally? (For example, Local Authority Committees; Community Planning Partnership; Local Area Network (LAN) of Scrutiny Bodies)
- How will the CLD Plan be taken into account in the Regional Improvement Collaboratives? Will this be through school improvement plans?

Explore this theme further as part of your **self-evaluation** using the following indicators from *How good is the learning and development in our community?*:

- 1.1 Improvements in performance
- 8.1 Partnership working
- 9.2 Leadership and direction

The CLD Plan in Practice:

The CLD Plan shows clearly the contribution towards local and national policy priorities. The work of CLD partners and the distinctive contribution of CLD is understood, recognised and valued by the Community Planning Partnership and other relevant Partnerships at all levels. Where CLD is not within the Education Department, clear steps have been taken to share and agree the outcomes of the Plan as part of a joint planning approach. There are clear and distinctive links between CLD Plans and other plans such as the LOIP. Where appropriate, there are clear links to the work of the Regional Improvement Collaboratives.

Governance

Reviewing, monitoring and reporting on progress and impact

The CLD Regulations stipulate that each CLD planning process must identify how the local authority will co-ordinate its provision of CLD with other CLD providers within the local authority area. Some local authorities, but not all, have a strategic CLD partnership or equivalent, although these strategic groupings have differing roles. Whatever governance structures a local authority puts in place it is important that there is clear strategic oversight of the CLD Plan. This should include regular monitoring and reporting of progress to stakeholders and arrangements to ensure that any barriers to progress are identified and addressed at the appropriate level.

The CLD Plan should be reviewed at regular intervals throughout its lifespan.

In order to maintain its effectiveness, the CLD Plan, like any other plan including the LOIP, requires to be reviewed on an on-going basis. The review process and the reporting on progress and impact should be clearly evidenced.

Key Challenge Questions:

- Are the local governance arrangements for CLD clear, robust and effective?
- Do you have effective systems in place to regularly monitor and report progress and impact?
- How are you evaluating the impact of the CLD Plan (2015-18)? What strengths and areas for improvement have you identified? Have these been taken into account for the new plan?
- What have you learned from inspections/aspect reviews/discussions with other CLD partnerships since the last plan was agreed? How does this inform your planning and reporting?
- To what extent do local communities consider CLD provision in your area to be “adequate and efficient”? How do you know?
- What more have you learned about local community needs since the last plan was agreed and how will this influence CLD priorities for 2018-21 and beyond?
- How will CLD priorities inform: Local Outcome Improvement and Locality Plans; local Attainment planning; the Health and Social Care Partnership; and Education Regional Improvement Collaboratives?
- What arrangements will you put in place to regularly review CLD priorities in the context of these other relevant plans?
- How and when will you report on progress of the CLD plan?

Explore this theme further as part of your **self-evaluation** using the following indicators from *How good is the learning and development in our community?*:

- 1.1 Improvements in performance
- 9.2 Leadership and direction
- 9.4 Securing improvement of the quality and impact of services

The CLD Plan in Practice:

The governance arrangements for CLD and the CLD plan are strong and effective. These arrangements are clearly understood by all stakeholders and at all levels of scrutiny. Effective monitoring and reporting arrangements show what progress has been made in implementing the CLD Plan 2015-18. This progress and impact has been shared regularly with stakeholders. As a result of ongoing self-evaluation for self-improvement processes, CLD partners know their current strengths and areas for improvement. This includes an up-to-date analysis of community needs and trends in performance. Taken together, all of this information and intelligence clearly informs the priorities in the CLD Plan 2018-21 including an understanding and acknowledgement of unmet need and a re-assessment of priorities as required. Links to other key plans that have an impact on CLD should be clearly identified and reported through the local arrangements. Arrangements for reviewing the plan are clearly evidenced and reports on progress and impact are widely shared.

Workforce Development

CLD plans should include consideration of how partners will develop the CLD workforce in their area.

The importance of investing in workforce development to support skills development and adapt to a changing world is a key element of the Scottish approach to public services as outlined in [Renewing Scotland's Public Services – Priorities for reform in response to the Christie Commission](#). The Strategic Guidance for Community Planning Partnerships on CLD (2012) states that workforce development should be informed by the changing needs of learners and communities and keep pace with and support the implementation of CLD policy.

CLD partners shared workforce development priorities should be informed by an assessment of:

- The workforce capacity required to implement the CLD Plan 2018-21
- The professional learning required to equip CLD practitioners with the knowledge, skills and attitudes to meet the changing needs of learners of all ages and communities
- The knowledge, skills and attitudes required by CLD practitioners to contribute fully to national policies such as the Scottish Attainment Challenge and the Community Empowerment (Scotland) Act
- The needs of the whole CLD workforce in the area – including public and third sector, paid and unpaid workers.
- The capacity and workforce requirements of CLD employers in the public and third sectors.

As well as considering CLD partners' current capacity to implement the CLD Plan 2018-21, partners also need to plan how to further build capacity across the partnership. This may include skill development, networking, practice sharing and building leadership capacity. As well as looking inwards, CLD partners should also look outwards and forwards in considering workforce capacity.

[Growing the Learning Culture in CLD](#) sets out the professional learning strategy for CLD and provides a framework for action by all partners. In this context, local authorities and their partners should:

- Ensure that they embed workforce and professional development as an integral part of their CLD plans and of the work of their partnerships.
- Ensure that practitioners are supported to take responsibility for their own professional development.
- Promote a stronger professional identity for CLD, encouraging registration with the CLD Standards Council.
- Work to enhance the quality of professional learning, and consider applying for the Standards Council Standards Mark if they have not already done so.

The [CLD Competences](#), underpinned by the CLD code of ethics, continue to provide a common framework for CLD practice. Partners should make use of the [Framework for Action](#) in *Growing the Learning Culture* to plan for the professional learning of the CLD workforce, identifying the actions needed by practitioners, employers, support agencies and learning providers.

Workforce development implications for CLD partners in national policy

- The National Youth Work Strategy outlines the need for well-motivated, well-trained, and supported practitioners while the Statement of Ambition on Adult Learning recommends the need for a framework of professional development learning opportunities available for practitioners involved in delivering adult learning.
- The guidance to CPPs on the statutory provisions of the Community Empowerment (Scotland) Act sets out the need for community development support which strengthens the capacity of community bodies, wherever this is needed, and builds effective community involvement in decision-making, policy development and service provision.
- The OECD report, *Improving Schools in Scotland: An OECD Perspective 2015*, called for a strengthened ‘middle’ operating through networks and collaboratives among schools, and in and across local authorities to allow Curriculum for Excellence to reach its full potential.
- The *Education Governance: Next Steps* publication recognises CLD as part of a wider education workforce. It sets out plans to develop Regional Educational Improvement Collaboratives with responsibilities to support professional learning and leadership across the education sector. Regional CLD professional learning alliances/consortia have played an important part in developing the CLD workforce and provide a working example of the strengthened “middle” advocated by the OECD. CLD workforce development plans should therefore clearly outline how to collaborate effectively through the relevant CLD professional learning alliances and incorporate regional professional learning support.

Key Challenge Questions:

- Who is the CLD workforce in your area?
- Does that workforce have the right mix of skills and experience to meet the needs and priorities identified in the CLD plan?
- Are you clear what the learning and development needs are of staff and volunteers across the CLD partnership?
- What is your capacity as a CLD partnership to support professional learning, including practice sharing and joint training with other sectors?
- How well is the workforce supported to reflect on practice, take responsibility for their own professional learning and share professional learning with colleagues?
- How effectively do the professional learning opportunities that you provide or facilitate grow the capacity of the workforce? How do you know?
- To what extent are you recruiting staff with appropriate CLD skills and experience and qualifications to achieve the outcomes in the CLD plan?
- How might you further build the capacity of the workforce in the lifetime of the three-year plan?
- How are you developing leadership capacity across the CLD partnership?

Explore this theme further as part of your **self-evaluation** using the following indicators from *How good is the learning and development in our community?*:

- 3.1 Impact on staff and volunteers
- 8.2 Financial, resource, knowledge and information management
- 9.3 Leading people and developing partnerships

The CLD Plan in Practice

The local CLD workforce has the skills and the capacity to support and implement the priorities in the CLD plan. Workforce forward planning takes account of the needs and priorities identified as part of the CLD plan. The learning and development needs of staff and volunteers are identified and addressed through robust training needs analysis, ongoing professional development and appraisal systems. There are regular opportunities for joint training and practice sharing within and beyond the CLD partnership. Leadership programmes are accessed and available.

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