Community Learning and Development

Upskilling Programme

Phase 1 Report

July 2010

Contents

Project Highlights

32 Local Authority CLD Partnerships benefitted from the Programme

Data was collected on 11,000+ members of local authority partnership staff (49% paid vs 51% voluntary)

58,800 + people work in CLD in Scotland

£950,000 - total money awarded to LLUK for Phase 1 of the Programme

£616,888.75 was distributed between 32 partnerships

All partnerships chose at least three types of training activities each

Reported barriers to training such as 'Cost' dropped dramatically from 91% to 6% after Upskilling funding was distributed

National programmes on leadership and outcome-focused practice were delivered by Linked Work Training Trust in partnership with the Scottish Social Enterprise Academy, North Highland College and the Scottish Community Development Centre

232 practitioners received national training commissioned by Lifelong Learning UK

Levels of satisfaction on training rose from 38% to 57% **very satisfied or satisfied** after funding was delivered to partnerships

Partnerships have balanced day-to-day priorities with restructuring, budget cuts and the Upskilling Programme

Executive Summary

Introduction

Lifelong Learning UK in Scotland has been tasked by the Scottish Government to deliver the Community Learning and Development (CLD) Upskilling Programme. The Programme aim is to support continuing professional development within the CLD workforce in Scotland, in order that those who work in the sector have the skills, attitudes, and confidence to work to the highest standards of CLD practice. This report explains what was delivered in Phase 1 of the Upskilling Programme between November 2009 and June 2010. It also provides evidence of the successes and challenges of the programme and makes recommendations for its second Phase.

Progress against Milestones

Phase 1 of the CLD Upskilling Programme has provided new learning and development opportunities to CLD staff and volunteers across Scotland, guided by the Scottish Government's milestones. For each milestone the following information has been provided:

- What was delivered?
- Challenges in delivering the milestone
- Key recommendations for Phase 2 of the Programme

Milestone 1

To have engaged with, funded and supported all 32 CLD partnerships to enable them to:

- Analyse the needs and potential for the development of their CLD Workforce;
- Develop sustainable CLD Workforce development programmes to meet the needs identified through analysis
- Improve opportunities for continuing professional development for their CLD Workforce; and
- Review progress and plan for continuing CLD Workforce development.

What was delivered?

- Grant funding was allocated to the Community Learning Partnerships
- Two Development Officers were recruited. They provided support and guidance to Community Learning Partnerships in developing their Training Needs Analyses (TNAs) and in commissioning learning opportunities.
- Data was collected from partnerships to evaluate progress so far.
- CLD partnerships have carried out a wide range of activities at a local level. Many completed their first Training Needs Analyses, others put funding into a Virtual Learning Environment and some delivered new training sessions.

Training activities prior to the Upskilling Programme

At the start of Phase 1 the partnerships were asked about the training activities they had undertaken recently and what they were planning over the next year.

- 70 per cent of staff had received training in the 12 months prior to the Upskilling Programme commencing. 28 partnerships answered this question.
- There was little variation between the percentage of volunteers and the percentage of paid staff who had received training (69 per cent and 72 per cent respectively).
- 12 partnerships reported that they were satisfied with their current levels of training provision; 10 reported that they were neither satisfied nor dissatisfied and 10 reported that they were dissatisfied. No partnerships reported that they were very satisfied or very dissatisfied.

How many staff and volunteers benefitted from the grants to the Partnerships?

CLD departments were asked how many staff benefitted / were benefitting from the learning opportunities selected by partnerships.

- Out of the 22 partnerships that were able to provide figures - 1537 paid staff, 249 volunteers, and 1500 sessional staff had either started or completed training, and this number is expected to rise as Phase 1 draws to a close.
- The remaining 10 partnerships were unable to give precise figures because they were still planning their training activities or funds were used to conduct training needs analyses. Two partnerships did not return any information or request 2nd payment.

What have the Partnerships spent their grants on?
Activities which the partnerships conducted or are currently conducting include:
- Training needs analyses (20 of the 32 partnerships),
- Increasing the variety of training places (27),
- Developing sustainable CLD workforce development programmes (26),
- Increasing the number of training places (22).
- Eight of the partnerships reported that they had delivered collaborative leadership and management training to 344 people.

What impact have the grants made so far?
There was a marked increase in satisfaction as the Programme progressed, with 57 per cent (18) of the partnerships rating 'satisfied' and 'very satisfied' with the overall level of learning opportunities they were able to provide with the Upskilling grants. The Programme has allowed partnerships to reflect on their training and development activities, and has encouraged more training which is specifically focused on CLD..

Levels of dissatisfaction simultaneously decreased, dropping from 10 to one partnership, and four selecting 'neither/ nor'; three of those partnerships did not change their view throughout, but interestingly, a partnership which previously described themselves as 'dissatisfied' moved to a neutral standpoint.

Who is doing a TNA, and when will they finish?
Twenty partnerships stated on their initial pro forma that they would conduct a training needs analysis, but these partnerships changed as the Programme progressed. The completion pro forma shows that again twenty partnerships would conduct a TNA but this appears to be an increase as the two partnerships who omitted to return the pro forma had previously chosen a TNA as one of their training activities. Aberdeenshire, Aberdeen City, Moray, Highland, Eilean Siar, Orkney and Shetland used their connections as the Northern Alliance to conduct joint TNA for the area. For this reason, some of the Northern Alliance members declined to select this training activity on their pro forma knowing that it was a collaborative operation.

Some partnerships changed their mind about conducting TNAs half-way through the Programme, and by the time the completion pro forma was issued four more partnerships registered their intent. Only one partnership did not specify whether they had completed a TNA or abandoned it - earlier in the Programme they stated they would carry out a TNA, and in subsequent documentation made no reference to it. Ten partnerships responded to requests for information on TNA status.

Initial pro forma	Completion pro forma
1. Angus 2. Clackmannanshire 3. Dumfries and Galloway 4. Dundee 5. East Ayrshire 6. East Dunbartonshire 7. East Lothian 8. Edinburgh 9. Falkirk 10. Fife 11. Glasgow	1. Angus – **completed but not analysed** 2. Argyll and Bute 3. Dumfries and Galloway 4. Dundee 5. East Ayrshire 6. East Dunbartonshire 7. East Lothian - **completed** 8. Edinburgh 9. Comhairle nan Eilean Siar – **completed as part of Northern**

12. Midlothian 13. Moray – **Northern Alliance member** 14. North Ayrshire 15. Orkney – **Northern Alliance member** 16. Perth and Kinross 17. Renfrewshire 18. Scottish Borders 19. Shetland – **Northern Alliance member** 20. West Dunbartonshire	**Alliance** 10. Fife 11. Glasgow 12. Midlothian 13. Moray – **completed as part of Northern Alliance** 14. North Ayrshire 15. Perth and Kinross 16. Scottish Borders - **underway** 17. South Lanarkshire 18. Stirling - **completed** 19. West Dunbartonshire – **completed Youth Workers analysis, Adult learning analysis underway** 20. West Lothian - **completed**

The types of TNAs varied widely – some were carried out internally, others had recently completed TNAs as part of core work, and some partnerships hired consultants to audit their practice. This has meant that audits have ranged from a simple 2 page document up to 25 pages, asking different questions on each. Information from the TNAs will not be presented here, as it is highly individualised in some cases and refers to the development of specific CLD workers.

Issues raised by partnerships in relation to completing TNAs are:

- Problems with audit form returns (from partners and staff)
- Requiring work to complete with partner organisations
- Felt that further work was needed in a particular area and was revisited
- Still analysing data
- Absent staff / redundant staff

However, collaborations like The Northern Alliance consistently provide good examples of best practice, such as pooling resources and sharing tasks for efficiency.

Other general problems raised by partnerships when returning TNA information, included having to wait for permissions or accreditation from outside organisations before continuing with Upskilling work, e.g.

> *"We planned to undertake the building of additional specific modules on to the 'Introduction to Community Work' training pack we have developed using the WALT 3 year grant. However, we have only received approval for the accreditation of this training course from the Standards Council within the last 2 weeks and have no time or funding left that will allows us to complete the activity outlined on the completion form."*

Although not posed as a problem by partnerships, Lifelong Learning UK advised against using grant money to fund posts as this would be unsustainable, but a few partnerships have done so (the full extent of this is unknown as of yet) and stated that there was a pressing need to do so, and the programme would have suffered without contracting temporary staff to help delivery.

How many Partnerships have only done a TNA?
None of the partnerships have only completed a TNA; all chose at least three training activities to complete. The minimum amount of activities reported to be undertaken by a partnership was two, and both related to increasing variety and number of training places. The types of TNA have differed between partnerships; some have been conducted using paid external providers, and some have been conducted in-house, building on previous analysis.

One partnership described their frustration of trying to set up collaborative working with two surrounding partnerships, but after all of this falling through they stated in May that they would now be working by themselves to take forward upskilling plans. The plans themselves were not complete by May, and little money spent.

In the case of one partnership, it was made clear that a training needs analysis could only be conducted after staff restructuring, as they were assessing staff that were likely to be made redundant.

Barriers to training – before and after the Programme
Partnerships were asked to specify what barriers, if any, impeded provision of training and development. Only one partnership stated that there are no barriers. 29 of the 32 partnerships reported that cost was an issue, highlighting the impact that the Upskilling programme grant might potentially have. Five issues that were reported unprompted were around the theme of geographical spread, remoteness and time taken to travel the long distances involved.

When the completion pro forma was submitted a few months later, three partnerships stated there were no barriers (an increase of 2). There was a noticeable decrease in partnerships reporting cost as a barrier, dropping to just two partnerships. As expected, the unprompted issues changed throughout the Programme, instead reflecting on recent structural changes to local authorities; the timescales involved in delivering the project; and the issue of training opportunities such as virtual learning environments still in production and therefore cannot be used at present.

Challenges and issues in delivering Milestone 1

Timescales
The CLD Upskilling Programme was originally forecast to start in April 2009 but actually started in November 2009. The CLD Partnership Lead Officers expressed concern at a Scottish Government meeting in November 2009 about the implications of receiving funding so late in the year but still being expected to deliver what should have been a 12 month programme by the end of the 2009 – 2010 financial year. During the implementation of Phase 1 the Steering Group agreed with LLUK's proposal to allow CLD partnerships to carry forward unspent funds and finish activities by the end of June 2010. 27 partnerships carried forward funds into 2010, and when completion pro formas were issued 12 partnerships had not yet commenced their training activities.

The CLD partnerships required support in order to complete both the Activity and Completion forms. Support included follow up calls from the Programme Manager; advice from Researchers on how to answer the questions; and visits from the Development Officers to help create Upskilling plans.

The start of Phase 2 of the Project has been delayed because the restructure within the Scottish Government meant that the agreement of the Phase 2 Milestones was delayed. This means that Phase 2 activities will not begin until September 2010 at the earliest and there is a growing risk that partnerships will not complete Phase 2 activity by the end of March 2010. Timescales of Phase 2 may also be squeezed by the Scottish Government entering the pre election period before the Holyrood elections in the spring of 2011.

Upskilling Activities
The milestones set for Phase 1 provided scope for a varied programme of activities to be commissioned. This led to the delivery of a range of innovative and successful Continuing Professional Development activities, as detailed above.

There has been a varied approach to who has received training from paid local authority and third sector staff to unpaid voluntary staff. Participant feedback forms indicate that the majority of participants felt they benefitted from these activities.

The Partnerships' capacity to deliver
During Phase 1 some local authorities had limited capacity to deliver the Upskilling Programme.

Since April 2010 structural changes and reductions in staff numbers within local authorities has further impacted on this capacity. The Third Sector is also being impacted by declining funding.

Key recommendations:
- An audit of CLD partnerships capacity is carried out and assessment made in terms of ability to complete Phase 1 and deliver Phase 2.
- If CLD partnerships are identified as having limited capacity a Development Officer is supplied to work with the partnership and funds only paid out once capacity has improved and appropriate plans are in place.
- That the Scottish Government announces the size of the budget for Phase 2 to the CLD partnerships by July 2010.
- That the Scottish Government commences Phase 2 by July 2010.
- Guidelines are produced indicating who Upskilling Activities are aimed at and what type of activities can be included.
- CLD partnerships adopt clustering arrangements to share resources where appropriate.
- Development Officers are hired to work within these clusters and embed processes which will enable these clusters to prosper after the funding period.
- Development Officers are hired to deliver some of the Upskilling activities.

Milestone 2
To engage with and support the CLD Standards Council and in particular to:
- Propose a National Workforce Development Strategy ('NWDS') on the basis of engaging with the CLD sector; and
- Engage with the CLD sector to propose a Continuous Learning Framework ('CLF') which supports both the CLD Workforce and CLD employers.

What was delivered?
- A draft Strategy Statement was received from the CLD Standards Council in January 2010. In June 2010 a revised version was published. The CLD sector and the Standards Council's Committees are now being consulted on the contents of this strategy.

Challenges and issues in delivering Milestone 2

The Standards Council partially completed the National Workforce Development Strategy within Phase One perhaps due to their own restructuring and transferring to a new organisation. However, the final Strategy Statement will inform the planned National Workforce Development Strategy and Continuous Learning Framework. The development of a Strategy and CPD framework for CLD will be a crucial step towards further professionalisation and upskilling of the CLD community.

Key recommendations:
- The implementation plan for both the Strategy and Continuous Learning Framework is communicated to the CLD partnerships and LLUK so that Upskilling activities can be planned within that context.
- Both Frameworks complement the CLD qualifications framework which underpins progression routes.

Milestone 3
To conduct a desk-based mapping exercise which identifies current continuing professional development opportunities for the CLD Workforce, and based on this investigation:
- Identify gaps in provision and areas of good practice in continuing professional development; and
- Illustrate pathways for professional development for CLD practitioners.

What was delivered?

- Courses and qualifications relevant to CLD available in Scotland's higher and further education institutions were mapped to gain a snapshot of availability, barriers, and areas for development, as well as creating a filtered database resource
- CLD related National Occupational Standards were mapped against the CLD Standards Council CLD Competences; this will enable any future courses created from NOS to be linked with CLD Competences
- A qualification equivalency framework was drafted with the help of the Scottish Qualifications Authority.

Challenges and issues in delivering Milestone 3

Further and Higher Education institutions took many months to respond to requests by the Researcher to check information which created an increased workload because follow up emails and phone calls were required creating a delay to the completion of data checking.

Key Recommendations:
- That Further and Higher educations institutions are encouraged to work with the Upskilling Programme so that the remaining courses are checked by them for accuracy
- Work with non FE and HE training providers in order to extend the database mapping
- Align research with the SDS course search tool currently under development.

Milestone 4
To deliver a learning programme through local and national seminars reflecting the following three key priorities of the Scottish Ministers for training the CLD Workforce:
- Facilitate learner journeys through use of the Scottish Credit and Qualifications Framework (SCQF) and outcome-focused recognition of learning;
- Target and work with the most disadvantaged learners; and
- Lead and manage in collaborative contexts.

What was delivered?
- Three seminars were commissioned on outcome-focused practice for 135 people.
- 32 Futures toolkits were purchased from HMIe. These will be used to enable teams to improve how they work and deliver services to clients, for example, how to lead and manage in collaborative contexts. 12 areas have been selected by HMIe to pilot the use of this tool with a view to expanding this once these pilots are completed and evaluated.

Challenges and issues in delivering Milestone 4

Due to the late start of Phase 1, procurement of the Training Providers was condensed into a number of weeks over Christmas 2009. Some organisations that wished to respond to the tender were unable to do so because of the short timescales involved. However, the process of procuring certain training opportunities nationally whilst delivering them locally enabled Scottish Government objectives to be achieved in an efficient and effective manner.

Suggested national training programmes
The six most frequently suggested national training programmes that the partnerships would like to see delivered in Phase 2 were:

- Leadership
- Self-evaluation - principles and practice
- Management
- A skills 'refresh' on the new CLD competences
- Useful CLD toolkits
- Measuring/evidencing outcomes in relation to the Single Outcome Agreements.

The data gathered in the completion pro forma indicated a continued strong interest in leadership and management programmes.

Key recommendations:
- That the training programmes suggested by the partnerships are considered for the Phase 2 national programmes.
- That further key training priorities identified by the Scottish Government, for example, implementation of Curriculum for Excellence are delivered through national programmes.
- That tenders for future training programmes are advertised on the Scotland e-procurement website with longer lead times for reply.
- That the national training programmes continue to be accessed directly by participants.
- That the national training programmes are advertised across Third Sector networks and also through new channels within CLD partnerships. In addition, this should be embedded in LLUK's Communications Plan for the Programme.

Milestone 5

To ensure delivery of collaborative leadership and management learning opportunities, accessible to key delivery partners within all CLD partnerships across Scotland. A minimum of 100 leadership and management training places on CPD courses (distributed so as to meet local need, and agreed in advance and in writing with the Scottish Ministers), should be available by 31 March 2010.

What was delivered?
- Over 140 places on national Institute of Leadership and Management programmes at levels 3 and 5 were provided through the Programme. This required working closely with a range of training providers to ensure the courses were accessible and attractive to CLD staff.

Challenges and issues in delivering Milestone 5

Uptake for training was greatest among the training providers who planned their communications and marketing to ensure that CLD organisations who are not directly involved in the CLD partnerships were reached. This led to some CLD Managers expressing concerns that they did not have control over who attended from their area and on the fairness of the selection process because some training was over subscribed and not everyone who wanted a place received it.

A small number of Third Sector organisations also raised concerns with LLUK that they were not able to access training opportunities through their CLD Partnership. They therefore welcomed the opportunity to access opportunities directly with training providers.

Some training providers found that people who registered failed to attend and did not cancel in advance and also that some participants were slow to complete their assignments.

Key recommendations:
- That the training programmes suggested by the partnerships are considered for the Phase 2 national programmes. (For the list of suggested programmes see Section 4.)
- That ILM courses continue to be provided to allow over subscription in Phase 1 to be met and those who were successful in Phase 1 to progress their ILM qualification.

Milestone 6

To evaluate the impact of the Project within the CLD Sector and to make recommendations for future sustainable work on continuing professional development in CLD, with particular regards to access, equality and diversity issues.

What was delivered?
- The CLD partnerships were asked to provide details of how they planned to use the funds they were allocated, and several months later were asked how they actually used their funds. 32

responses to the first request have been received, 30 to the second request and these have been analysed and the results presented in this report.

- An interim report for Phase 1 was published and circulated to the CLD Upskilling Programme Steering Group in March 2010.
- A consultation on the plans for Phase 2 of the Programme was undertaken. This included a survey of CLD Managers, CLD practitioners and third sector practitioners and managers. Over 60 responses were received and 11 in-depth interviews were also undertaken. The consultation report was submitted to the Planning Committee of the CLD Upskilling Programme in March 2010.
- Final report on Phase 1 of the CLD Upskilling Programme was completed.
- Planning and preparation for the launch of the 2010 CLD Workforce Profile survey was completed. The study will be completed by the end of 2010 / Spring 2011.

Challenges and issues in delivering Milestone 6

A key challenge has been ensuring a robust response rate from participants and gathering information from partnerships in a timely manner. Pressing work demands and restructuring have impacted on the amount of time partnerships can give to the Upskilling Programme. As previously stated, after submitting their initial pro forma, there has been limited contact with two partnerships: an open flow of communication is essential to measuring ongoing impact and effects of the Programme.

It should be recognised that the full impact of the Upskilling investment in the workforce will be felt in the longer term by managers, practitioners and most importantly, service users. The results of the 2010 CLD Workforce Profile will help to assess the impact on staff and volunteers, as well as being comparable with the 2008 data.

Key recommendations:
- That LLUK integrates requests for information (such as the CLD Workforce Profile Survey) into the Communications Plan for the Programme, to ensure messages are clearly communicated and response rates are maximised.
- That an independent review and evaluation of the impact of the entire Upskilling Programme is undertaken by an independent body, once Phase 2 is complete and training has become embedded.

Phase 2

In November 2009 the Scottish Government announced that the budget for Phase 1 was £950,000 and £3,000,000 would be available for Phase 2. Some partnerships have therefore carried out activities in Phase 1 on the basis that they will receive three times the amount they received in the first year, for example, they have used Phase 1 funds to invest in infrastructure, planning processes, or technology.

The CLD partnerships expected to know how much Phase 2 money they would receive in April 2010 so that they could budget and plan accurately; in the absence of this they have preceded based on estimates.

For the most part, partnerships have indicated that all planning for Phase 2 has been held off until budgets are revealed, and for others, they will just be continuing their plans from Phase 1. Some future projects have been identified on the back of training carried out over Phase 1, but partnerships do not know what funds will potentially be available. Indeed some are hoping to combine their Phase 1 under-spend with Phase 2 for a bigger budget.

.The lack of actual time in which to commission and deliver activities has been a challenge. Partnerships have expressed the desire to carry funding into Phase 2 as a result of this. Most

partnerships have not spent all funding, the exception being those who spent significant amounts on preparation activities such as training needs analysis.

Phase 2 is mostly going to be a continuation of Phase 1 as partnerships try to get back up to speed after restructure and lead officers / managers are appointed. (There are a handful of partnerships who now only have frontline staff, and lead officers and managers have left or been made redundant).

More guidance and support can be given especially through trained development officers who can spend more time helping lead officers with their plans, with timescales and CPD in mind. Completed training needs analyses should guide partnerships and their development officers where to focus Phase 2 of the project.

Foreword

Lifelong Learning UK in Scotland has been tasked by the Scottish Government to deliver the Community Learning and Development (CLD) Upskilling Programme. The Programme aim is to support continuing professional development within the CLD workforce in Scotland, in order that those who work in the sector have the skills, attitudes, and confidence to work to the highest standards of CLD practice. This report explains what was delivered in Phase 1 of the Upskilling Programme between November 2009 and June 2010. It also provides evidence of the successes and challenges of the programme and makes recommendations for the second Phase.

LLUK wishes to thank Gillian Lithgow, who participated in recruitment of the Programme Manager and the procurement panel for the training programmes.

LLUK wishes to thank members of the Steering Group and Planning Committee who provided valuable advice and guidance to the project:

Colin Ross, Learning and Teaching Scotland
Fiona Craig, Linked Work Training Trust
Fiona Garvin, Scottish Community Development Centre
Gillian Lithgow, Youthlink
Graham Hewitson, CLDMS
Jayne Stuart, Learning Link Scotland
Jim Sweeney, Youthlink
John McCann, Scotland's Colleges
Peter Beaumont, Lifelong Learning Directorate
Philip Denning, HMIe
Rory Macleod, CLD Standards Council
Tricia Ryan, Fife Council
John McKnight, CLDMS Chairman
Cath Hamilton, Lifelong Learning Directorate

1. Introduction

1.1 Lifelong Learning UK

Lifelong Learning UK is the independent employer-led sector skills council responsible for the professional development of those working in career guidance, Community Learning and Development, further education, higher education, libraries, archives and information services, and work based learning across the UK. Lifelong Learning UK represents around 1.2 million people working in lifelong learning in England, Northern Ireland, Scotland and Wales and is the voice of employers in this sector on skills issues, of which approximately 132,000 are in Scotland. Of these, approximately 58, 802 people work in Community Learning and Development.

In Scotland, Lifelong Learning UK has been at the forefront of research into the Community Learning and Development (CLD) workforce, providing an evidence base for policy developments. Work in Scotland has included a profile of the CLD workforce, development of a Youth Work Modern Apprenticeship and advising the board of the Interim CLD Standards Council.

1.2 Community Learning and Development (CLD)

Community Learning and Development is an important part of the lifelong learning sector and a significant element of the Scottish educational system. In 2004, the Scottish Executive produced guidance for Community Planning Partnerships in *Working and Learning Together to Build Stronger Communities*[1]. This document identified three national priorities for Community Learning and Development in Scotland:

- Achievement through learning for adults
- Achievement through learning for young people
- Achievement through building community capacity.

It also defined CLD as: "learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants…(CLD's) main aim is to help individuals and communities tackle real issues in their lives through community action and community-based learning."

The CLD workforce is now recognised as a key player in achieving the objectives of *Skills for Scotland: a lifelong skills strategy*[2].

1.3 The Community Planning Partnerships

In 2000 the Scottish Executive asked local authorities to lead on the development of Community Planning Partnerships across Scotland. In this way, community and voluntary organisations, local authorities, police and health boards, further and higher education institutions and enterprise and careers agencies began to work together to achieve positive change in communities, by providing learning and social development opportunities.

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[1]   Available online: http://www.scotland.gov.uk/Publications/2003/01/16208/17068
[2]   Available online: http://www.scotland.gov.uk/Publications/2007/09/06091114/0

1.4   The CLD Upskilling Programme

Set within the context of *Skills for Scotland: a lifelong skills strategy*, the Scottish Government has identified priority areas for personal development and an ongoing need to bolster the skills of the Community Learning and Development workforce for a smarter Scotland.

The three priorities for action are:
- 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

The purpose of the CLD Upskilling Programme is to support continuing professional development within the CLD Workforce in Scotland in accordance with the CLD Values and Competences, and in order that those who work in the CLD Sector have the skills, attitudes, and confidence to work to the highest standards of CLD practice.

The CLD Upskilling Programme is rooted in the fifteen National Outcomes which were introduced by the Scottish Government in 2008, setting objectives for the next ten years. The Outcomes were designed to enable the priorities of the Government to be understood and to provide a clear structure for delivery. The following National Outcomes will have the greatest impact on the skills needs of the CLD sector and most closely match the aims of the Upskilling Programme:

- **National Outcome 3:**   We are better educated, more skilled and more successful, renowned for our research and innovation
- **National Outcome 4:**   Our young people are successful learners, confident individuals, effective contributors and responsible citizens
- **National Outcome 11:**   We have strong, resilient and supportive communities where people take responsibility for their own actions
- **National Outcome 15:**   In Scotland, our public services are high quality, continually improving, efficient and responsive to local people's needs

The Upskilling Programme aims to work with practitioners to:

- Understand the community / environment in which they work
- Build and maintain relationships with individuals and groups
- Provide learning and development opportunities in a range of contexts
- Facilitate and promote community empowerment
- Plan, organise and manage resources
- Develop and support collaborative working
- Evaluate and inform practice

1.5   The CLD Upskilling Programme

Lifelong Learning UK Scotland was chosen to manage delivery of the Programme. A Phase One grant of £950,000 has been awarded by the Scottish Government for Lifelong Learning UK to ensure the appropriate resources, tools and accredited courses are in place for present and future generations of CLD staff.

During the first phase of the Programme, Lifelong Learning UK:

- o Provided National leadership programmes at Institute for Leadership and Management levels 3 and 5

o   Provided National seminars on outcome-focused practice; conducted research on courses relevant to CLD available in Scotland's higher and further education institutions

o   Compared National Occupational Standards to CLD Standards Council competences

o   Drafted a qualification equivalency framework with the Scottish Qualifications Authority,

o   Allocated grant funding to the Community Learning Partnerships

o   Provided Development Officer support to the Partnerships.

This final report of Phase 1 of the Upskilling Programme presents the findings of locally and nationally delivered training, consultation with stakeholders, research on issues and challenges faced by the sector, and examines how Upskilling funding has contributed towards skills development. It also details the proportion of the workforce that has received (or is to receive) learning or development opportunities as a direct result of the grant funding, and how this has impacted on service delivery. Refer to Appendix 1 for more information about the implementation of the Programme.

2.   Demographic profile

2.1   The CLD workforce in Scotland

The CLD workforce in Scotland accounts for 45 per cent (approx 58,802 people) of the lifelong learning workforce[3]. 63 per cent of the public sector CLD workforce are women, and 75 per cent are employed part time. For paid staff in the third sector these figures are slightly lower (46 per cent female and 59 per cent part time).

53 per cent of public sector CLD staff who work more than 10 hours per week hold a CLD Standards Council approved qualification at SCQF level 9 equivalent or above.

Partnerships were asked to complete two 'pro formas' or short questionnaires to enable instalments of payments to be made with prior evidence. These were issued in December 2009 and again in February 2010.

2.2   Response to the Upskilling Programme pro forma

Initial pro forma
There were 32 responses to the initial pro forma questionnaire (see Appendix 1) to be completed by the partnerships, one from each local authority area.

Data was collected on a total of 11,259 staff across Scotland, emphasising the size and importance of this workforce. Of this total 5,522 (49 per cent) were paid staff and the remaining 5,737 (51 per cent) were voluntary staff.

The smallest partnership in terms of workforce numbers have just 35 paid and voluntary staff. The largest have 1,686 paid and voluntary staff. Figure 1 shows that half of the partnerships have 200 to 499 total staff (paid and voluntary staff). Four have less than 100 and two have 1000 or more.

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[3]   All statistics are from the Lifelong Learning UK factsheet for Scotland. Available online:
http://www.lluk.org/the-lifelong-learning-workforce.htm

Figure 1: Partnership workforce size
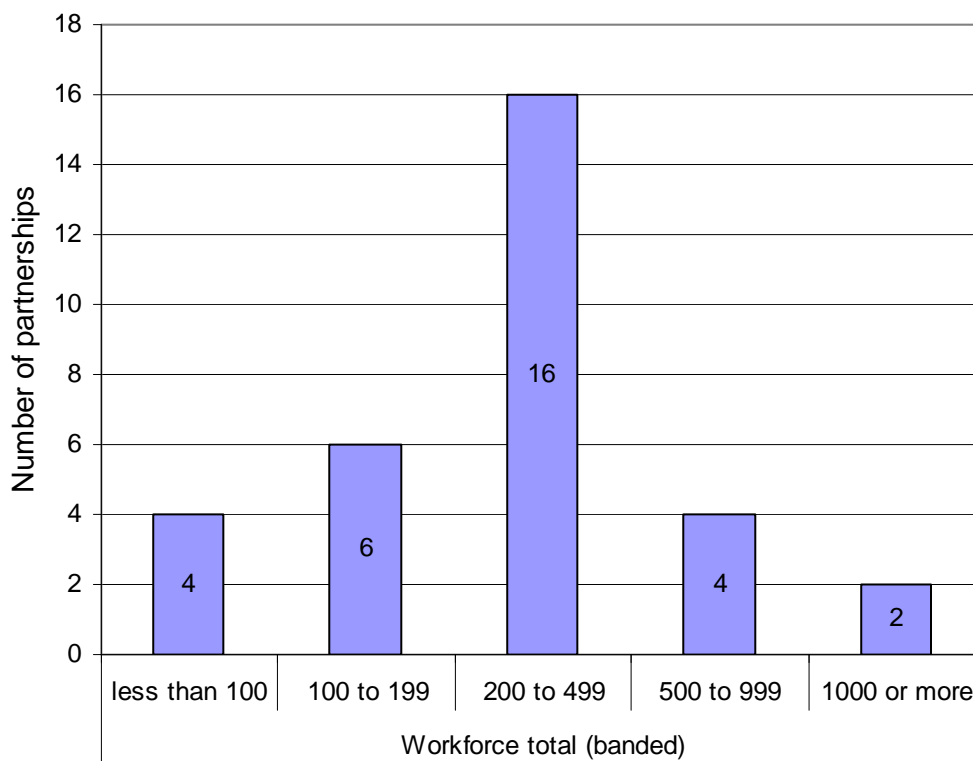
There was considerable variation in what proportion of the workforce comprised voluntary staff across the partnerships, ranging from 87 per cent to 6 per cent. It is possible that inconsistency in the way partnerships collect workforce data accounts for much of this variation.

Figure 2 shows that 20 out of 32 partnerships reported that voluntary staff accounted for 50 per cent or less of their workforce.

Figure 2: Proportion of workforce that is voluntary staff
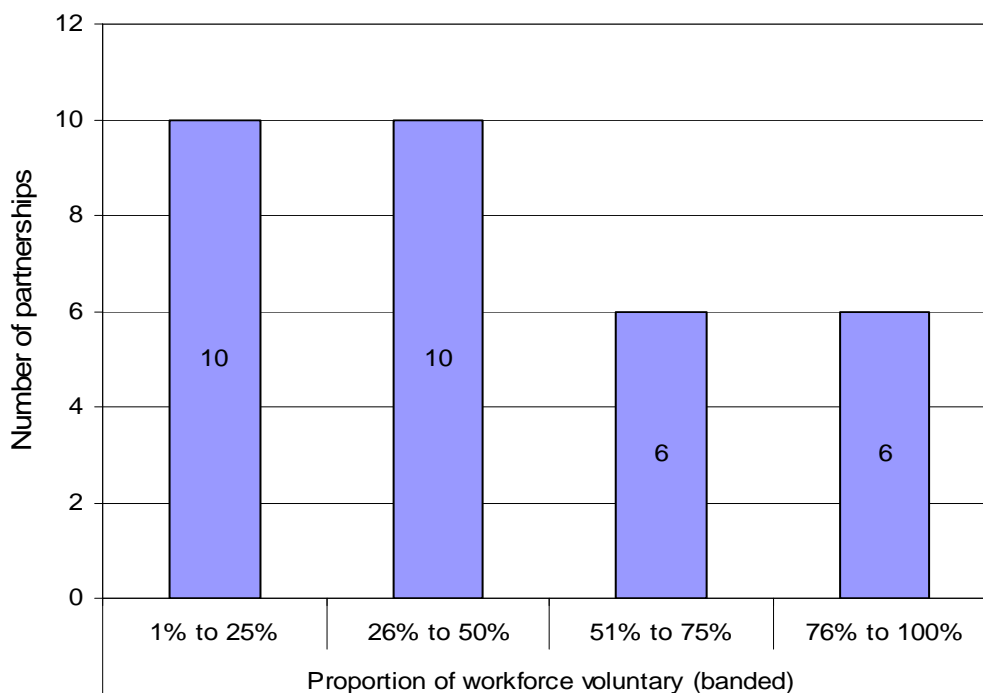
Completion Pro forma
There were 30 responses to the completion pro forma (see Appendix 2). This did not cover the same demographic criteria such as staff size and differences between paid and voluntary practitioners. Instead it concentrated on how many of the staff had benefitted (or were currently benefitting) from the learning opportunities provided. Please see Section 3.2 for more information.

2.3   Third sector engagement

Partnerships were asked to estimate how many third sector organisations they engaged with. The total number of organisations reported was 4,210 (although it is very likely that this figure includes some double counting, as some larger third sector organisations will engage with multiple partnerships).

The lowest reported number of third sector organisations that any one partnership engaged with was 10. The highest was 930. Figure 3 shows that 12 of the 32 partnerships engage with fewer than 25 third sector organisations and only eight engage with 100 or more. Feedback from partnerships suggested that there are many levels of *"engagement with third sector organisations"* and that the definition was unclear. This needs to be addressed in future data collections.

Figure 3: Engagement with third sector organisations
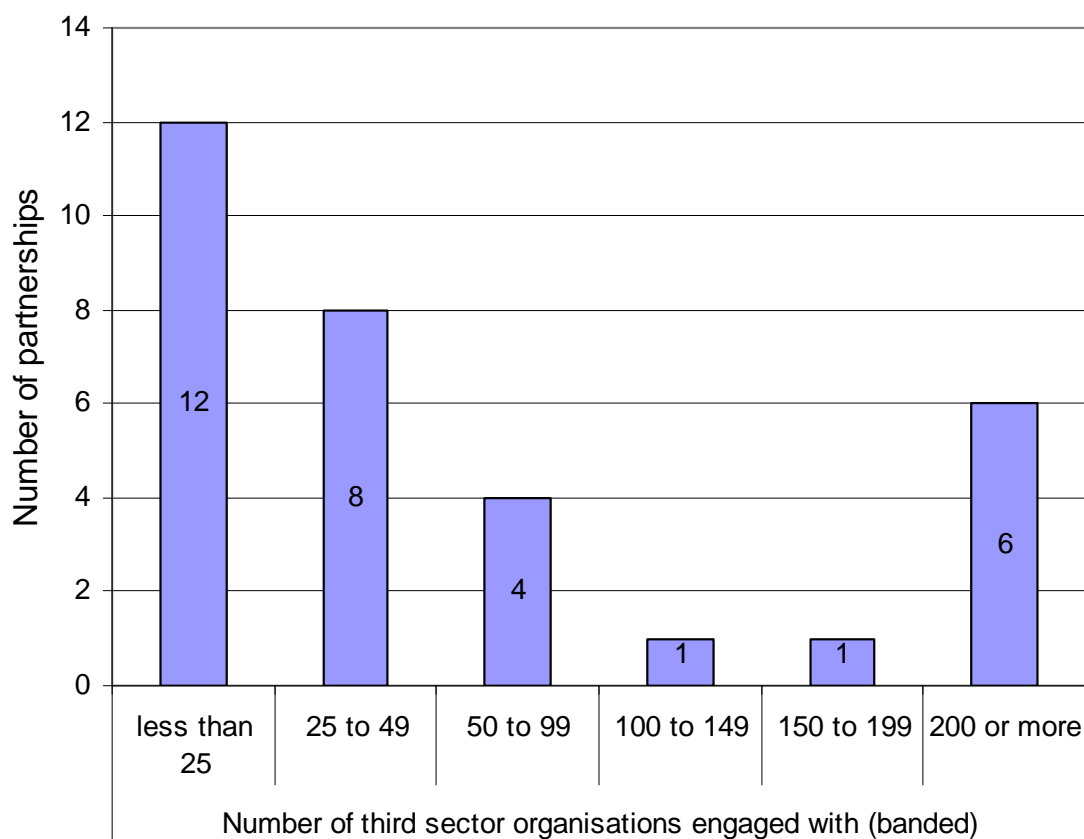
3.   Training activities

3.1   Types of training currently delivered

On or off the job training:

Initial pro forma
27 of the 32 partnerships reported that training was provided both on and off the job (these 27 partnerships comprise 9,188 staff and volunteers, or 82 per cent of the total workforce). Two reported that training was on the job and one reported that training was off the job. Two did not select either response.

Completion pro forma
24 of the 32 partnerships reported on the job training, while 26 selected off the job; as previously stated two partnerships did not complete the pro forma, and of the two partnerships who did not select either response on the initial pro forma, one opted for both types of training as the project progressed. Data is displayed in Table 1.

Table 1: On or off the job training

Initial pro forma	Completion pro forma	Change	Analysis
On the job = 91 per cent (29 of the partnerships)	75 per cent (24 of the partnerships)	Decreased	This slight change of 5 partnerships could be attributed to a number of reasons such as a reflection of staff reduction i.e. losing the skills of an in-house trainer or conversely a rise in the opportunities for external learning – further research into the reasons behind these changes is recommended
Off the job = 88 per cent (28 of the partnerships)	81 per cent (26 of the partnerships)	Static	The two partnerships who omitted to answer the completion pro forma selected 'off the job' training on the initial pro forma; it is reasonable to expect that if they repeat the same answers, the number of partnerships choosing this method remains unchanged

NB two partnerships omitted an answer

Statutory or non-statutory training:

Initial pro forma
25 of the 32 partnerships reported that training both statutory and non-statutory training was provided (these partnerships comprise 9,620 staff and volunteers or 85 per cent of the total workforce). One reported that training provision was statutory and three selected that training provision was non-statutory only. Three did not select either response.

Completion pro forma
16 of the partnerships (50 per cent) provided statutory training, which is a marked decrease of 31 per cent on previous findings. 25 of the partnerships reported non-statutory training, with 10 of these solely providing this type of training, indicating a shift away from statutory training since Phase 1 commenced. Six partnerships did not select any response. Data is displayed in the table below:

Table 2: Statutory or non-statutory training

Initial pro forma	Completion pro forma	Change	Analysis
Statutory training = 81 per cent (26 of the partnerships)	50 per cent (16 of the partnerships)	31 per cent decrease	This is encouraging as Partnerships should focus upskilling activities on Continuing Professional Development rather than, for example, first aid training.
Non-statutory training = 88 per cent (28 of the partnerships)	78 per cent (25 of the partnerships)	10 per cent decrease	Although there is a slight decrease, this is represented by just three partnerships, which includes the two partnerships who omitted answers in the second pro forma.

NB two partnerships omitted an answer

Training for managers, practitioners or support staff:

Initial Pro forma
25 of 32 partnerships stated that they provide training for managers; all 32 stated that they provide training for practitioners and 30 of the 32 stated that they provide training for support staff.

Completion Pro forma
The number of partnerships stating that they provide training for managers decreased in the completion pro forma to 18, but this can be attributed to the management training delivered nationally through Linked Work Training Trust, SCDC and North Highland College. Training for practitioners remained at similar levels (29 partnerships), while training for support staff decreased to 20. A new category was added to the completion pro forma to account for 'other' types of training previously mentioned by partnerships on the initial pro forma; provision for trainees was taken into consideration and accounted for six of the partnerships' training schemes.

Just four partnerships selected all four types of training to deliver (managerial, for practitioners, support staff and trainees).

Only 15 of the 23 partnerships who stated their preference for training for managers, support staff and practitioners on the initial pro forma again selected these options on the completion pro forma. The difference between answers to the initial and completion pro formas is analysed in Table 3.

Table 3: Training for managers, practitioners or support staff

Initial pro forma	Completion pro forma	Change	Analysis
Training for managers = 78 per cent (25 of the partnerships)	56 per cent (18 of the partnerships)	Decreased	The slight decrease can be attributed to management training delivered outside the partnerships and the omission by two partnerships. Further research exploring exact reasons why there has been a decrease is recommended
Training for practitioners = 100 per cent (32 of the partnerships)	91 per cent (29 of the partnerships)	Decreased	Again, the omissions by two partnerships, who had previously stated training for practitioners, slightly affects these figures, but there is largely no change in this type of training

Training for support staff = 94 per cent (30 of the partnerships)	63 per cent (20 of the partnerships)	Decreased	The decreases in training for managers, practitioners and support staff can partially be accounted for by the rise in training for trainees, but it will be important to assess how many support staff remain after authority restructures, and if any funding is being directed away from them
Provision for trainees = Not asked for in Phase 1	19 per cent (6 of the partnerships)	-	There is an obvious increase in trainee provision, and whereas partnerships classified this as 'other' in the previous pro forma, six now selected this option

NB two partnerships omitted an answer

'Other' training:

Initial pro forma
Six partnerships specified other training activities. These specified activities were training for volunteers and casual staff (five partnerships reported this, with one of these also reporting training for local authority staff), and one partnership reported staff development days.

Completion pro forma
In comparison, only two partnerships selected 'other' types of training later in the project, and specified partners' conferences and 'multi-agency seminars promoting knowledge and understanding that allows us to work more effectively in partnership'.

3.2   Numbers currently receiving training

Initial pro forma
Partnerships were asked to estimate how many paid staff and volunteers had received training (on or off the job), paid for by the partnership prior to the Upskilling Programme.

Feedback from partnerships suggested that many figures provided were based on estimates and that the quality and robustness of this data would improve as the project progressed.

28 of the 32 partnerships returned data on 7672 paid and voluntary staff, of whom 5386 (70 per cent) had received training. The percentage of paid staff and voluntary staff who had received training was not very different (69 per cent and 72 per cent respectively).

Completion pro forma
30 of the partnerships provided data on staff members who benefited from the Upskilling Programme grant, while the remaining two did not complete a pro forma. Due to inaccuracies in original staff numbers and fluctuating staff numbers due to restructure, a precise percentage of numbers of staff who have received training as a result of the programme cannot be established. This will be re-addressed in Phase 2 when more data on total staff numbers versus trained staff becomes available.

10 of the partnerships who provided data indicated that no staff numbers were available as of yet, either because of grant money being spent on training needs analysis or activities still underway / due to start. Combined with the two non-responses, this accounts for 38 per cent of the partnerships, and so all figures given relate to the remaining 20 partnerships. Figure 4 shows numbers of staff labelled with numbers of partnerships.

Figure 4: Numbers currently receiving training

Trained staff numbers by no. of partnerships
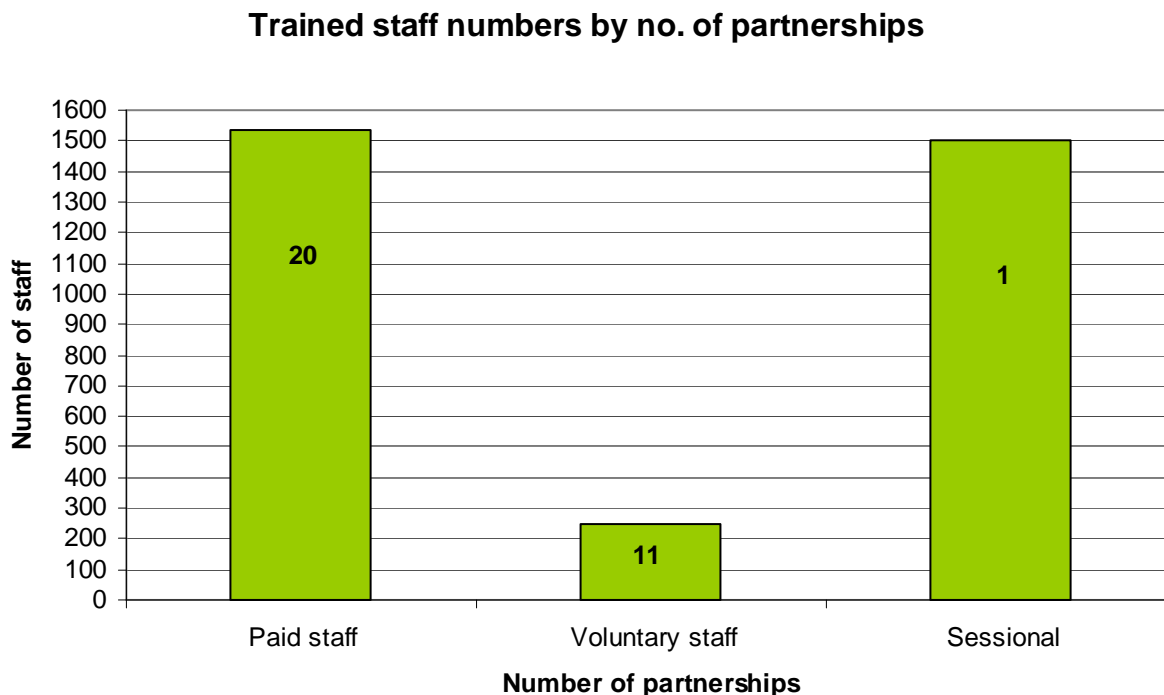
Base: 3286

One partnership stated that funds were benefitting 1500 sessional staff, and the remaining 19 stated totals of 1537 paid staff and 249 volunteers. The minimum number of paid staff trained by a partnership was three, and the maximum was 250. The minimum of volunteers was 2, and the maximum was 50. In total 3286 were identified, but given that only one partnership stated that 1500 sessional staff were benefitting we have produced Figure 4 and Figure 5 showing how this affects data. Figure 5 shows paid and voluntary staff figures, minus the unknowns and sessional staff.

Figure 5: Paid vs. Voluntary staff

Percentage of paid vs voluntary trained staff
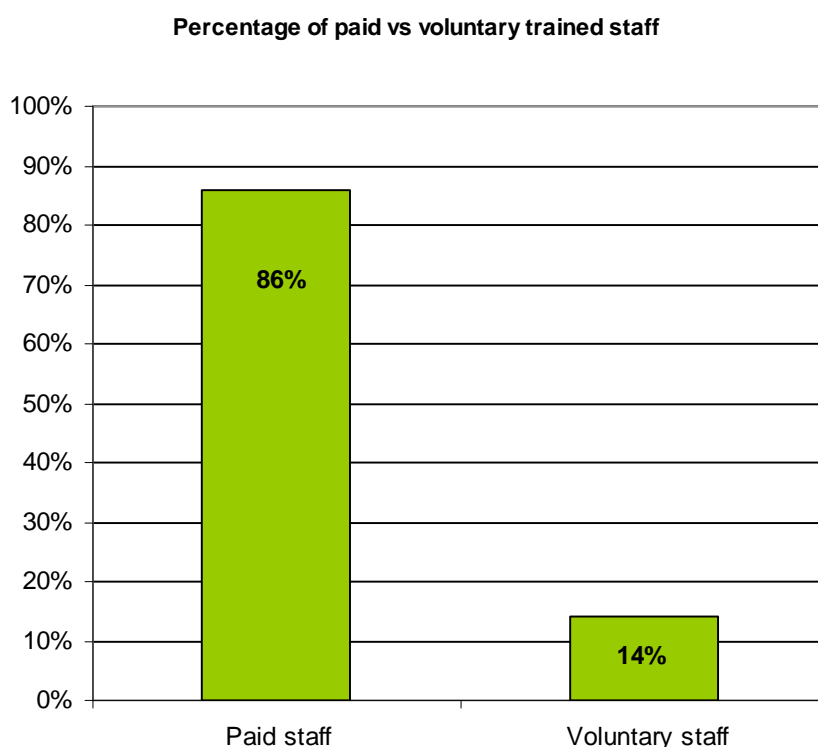
Base: 1786

Figure 5 shows a more accurate picture of the current Scottish landscape, and reflects the emphasis on focusing funding on paid members of the staff during Phase 1 of the programme. It should be noted that major restructuring has taken place across Scottish local authorities in the past few months, and some partnerships have expressed their difficulty in re-organising the programme with fewer staff and resources. Combined with a tight timescale, it has been unrealistic to gather a solid figure on newly trained staff, and we expect numbers to rise as training continues and Phase 2 begins.

3.3   Satisfaction with currently delivered training

Initial pro forma
Partnerships were asked to state their levels of satisfaction with the training they were currently able to provide. No partnerships reported that they were very satisfied or very dissatisfied with the current provision.

12 partnerships reported that they were satisfied with the current provision; 10 reported that they were neither satisfied nor dissatisfied and 10 reported that they were dissatisfied.

Figure 6 shows how the workforce is distributed among these partnerships. 3,070 individuals (of whom 1,780 are paid staff) work in the partnerships that are dissatisfied with the current level of training that they provide.

Interestingly, the partnerships that are satisfied with the training that they currently provide employ a markedly greater proportion of volunteers in their workforces (69 per cent, compared to 42 per cent and 29 per cent for dissatisfied and neither satisfied or dissatisfied, respectively).

Figure 6: Workforce totals of partnerships by satisfaction with current training
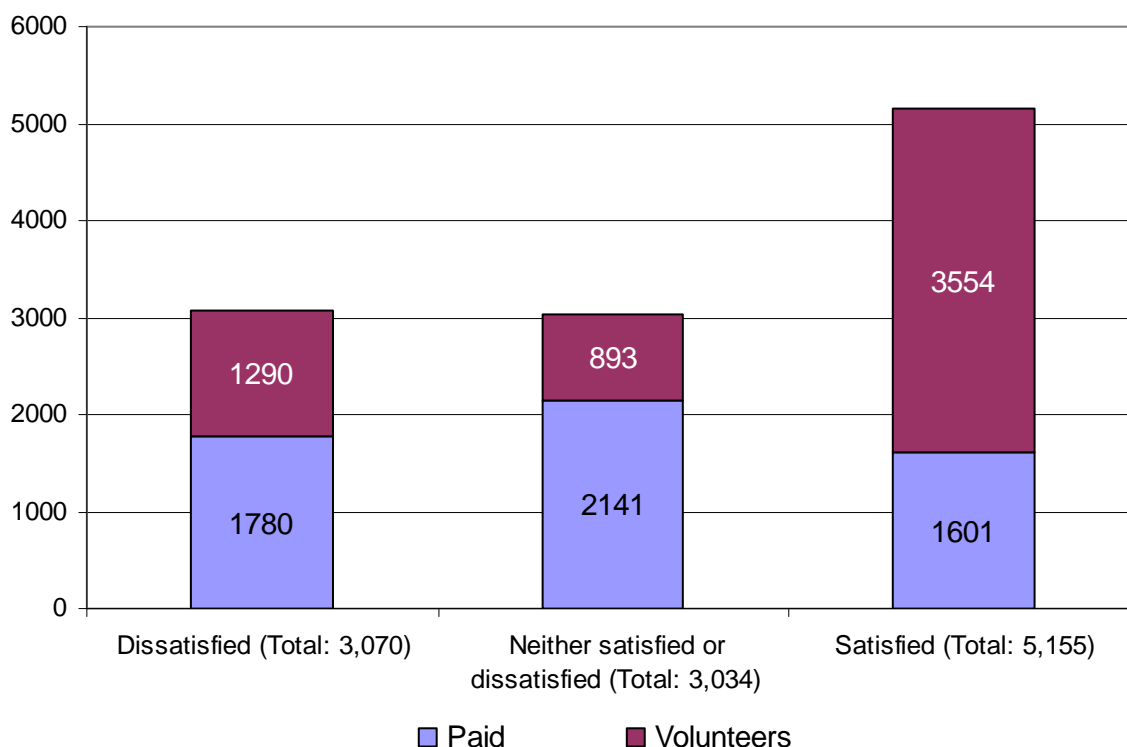
Completion pro forma

There was a marked increase in satisfaction as the Programme progressed, with 57 per cent (18) of the partnerships rating 'satisfied' and 'very satisfied' with the overall level of learning opportunities they were able to provide with the Upskilling grants. Levels of dissatisfaction simultaneously decreased, dropping from 10 to 1 partnership, and four selecting 'neither/ nor'; three of those partnerships did not change their view throughout, but interestingly, a partnership which previously described themselves as 'dissatisfied' moved to a neutral standpoint. It should be noted that 22 per cent (7) of partnerships did not answer the question. Two have yet to submit the pro forma, and the remaining five asked to rate their satisfaction once training activities are complete.

Figure 7: Satisfaction of pre-funding versus after funding

Levels of satisfaction prior to funds vs funding delivered
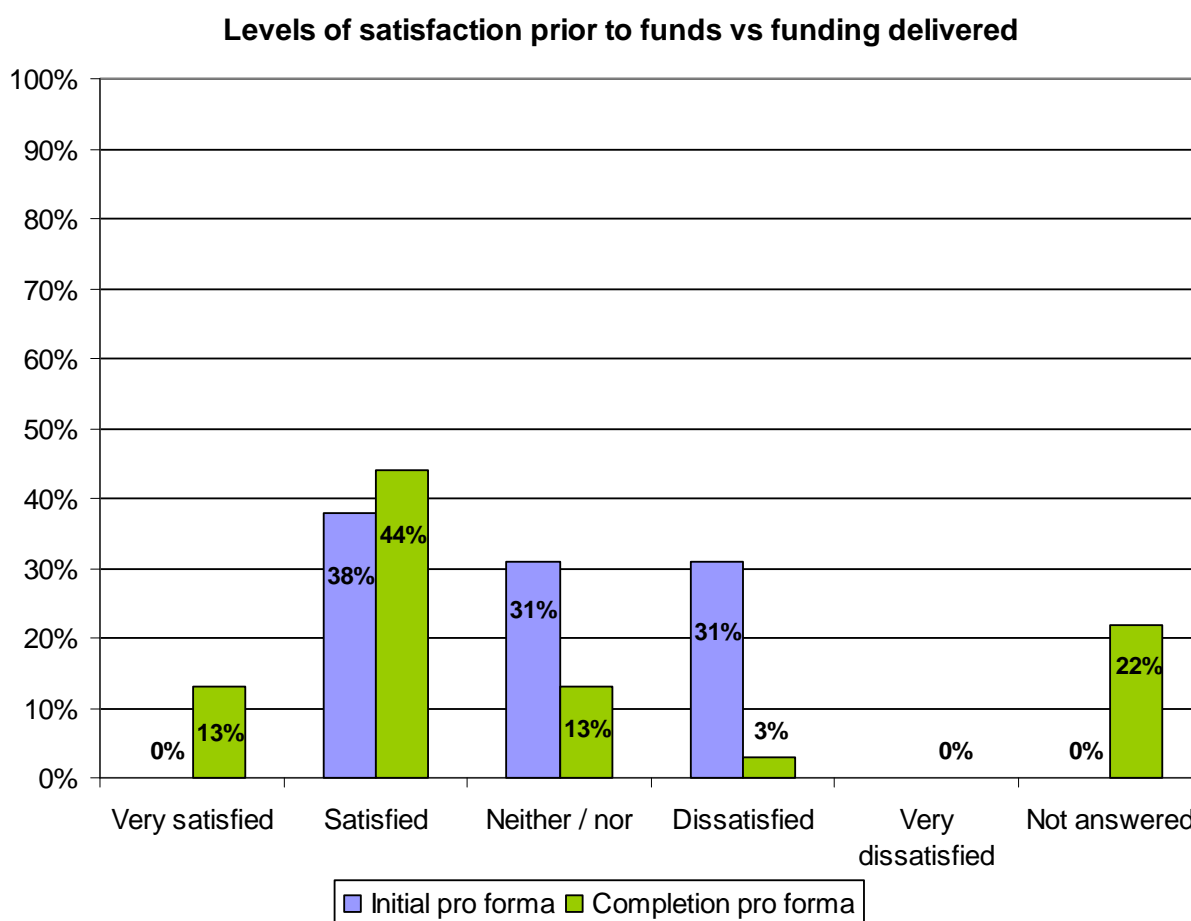
Figure 7 shows that the Programme has allowed partnerships to obtain a more concise view of their training schemes, as well as the implications of focused training in CLD.

3.4   Planned training activity

Initial pro forma
Figure 8 shows the reported activities that the partnerships planned to undertake using the Upskilling Programme grant money. 29 of the 32 partnerships reported that they planned to develop sustainable CLD workforce development programmes.

Two partnerships provided *"at least"* estimates of how many staff would be targeted by the planned training activities. These estimates are included, and the final total is therefore also an *"at least"* estimate. Two further partnerships provided estimates of how many staff would be targeted that were greater than the estimates of their total workforce. When data from these two partnerships are excluded, the estimate of number of staff to benefit is at least 5,502 (or 51 per cent of the total workforce).

15 partnerships reported that they plan to deliver collaborative leadership and management training opportunities. The total number of places to be made available on this training was at least 309 (three partnerships had yet to confirm the numbers).

Figure 8: Planned grant funded training activity

Number of partnerships

Activity	Number of partnerships
Training needs analysis of CLD workforce	20
Develop sustainable CLD workforce development programmes	29
Develop sustainable CLD workforce development products	18
Increase number of training places available to the CLD workforce	25
Increase variety of training places available to the CLD workforce	26
Review progress and plans for continuing CLD development	22
Strategic leadership	18
Use of assessment so participants identify and build own learning experience	24
Widening of content of training to reflect growing diversity	25
Deliver collaborative leadership and management training opportunities	15
Other	11

11 of the 32 partnerships selected other activities. Other activities reported included use of information technology (three partnerships) and e-learning (two partnerships). The rest can be broadly categorised as *"continuing to gather data"* or *"general improvement of service provision via staff development"*.

Completion pro forma
Activities which the partnerships conducted or are currently conducting, include training needs analyses (20 of the 32 partnerships), increasing the variety of training places (27), developing sustainable CLD workforce development programmes (26), and increasing the number of training places (22 of the partnerships), as shown on Figure 9, overleaf.

Figure 9: Grant-funded training activity

Number of partnerships

Category	Value
Training needs analysis of CLD workforce	20
Develop sustainable CLD workforce development programmes	26
Develop sustainable CLD workforce development products	16
Increase number of training places available to the CLD workforce	22
Increase variety of training places available to the CLD workforce	27
Review progress and plans for continuing CLD development	14
Strategic leadership	10
Use of assessment so particiapnts identify and build own learning experience	15
Widening of content of training to reflect growing diversity	13
Deliver collaborative leadership and management training opportunities	8
Other	3

Eight of the partnerships reported that they had delivered collaborative leadership and management training to 344 people. This could suggest that half the partnerships chose to focus on a different type of training or took advantage of the free national opportunities delivered through Lifelong Learning UK and external training providers. However, there is an increase from 309 to 344 places despite the decreasing number of partnerships supplying these, suggesting that more emphasis has been placed on collaborative training as time has gone on. Mini in-depth interviews could be used in the future to explore why these decisions were taken by partnerships, and how this has affected the project. Figure 10 shows how the results compare.

Figure 10: Activities pre-funding vs. after funding

Planned activities: Pre-funding vs after funding
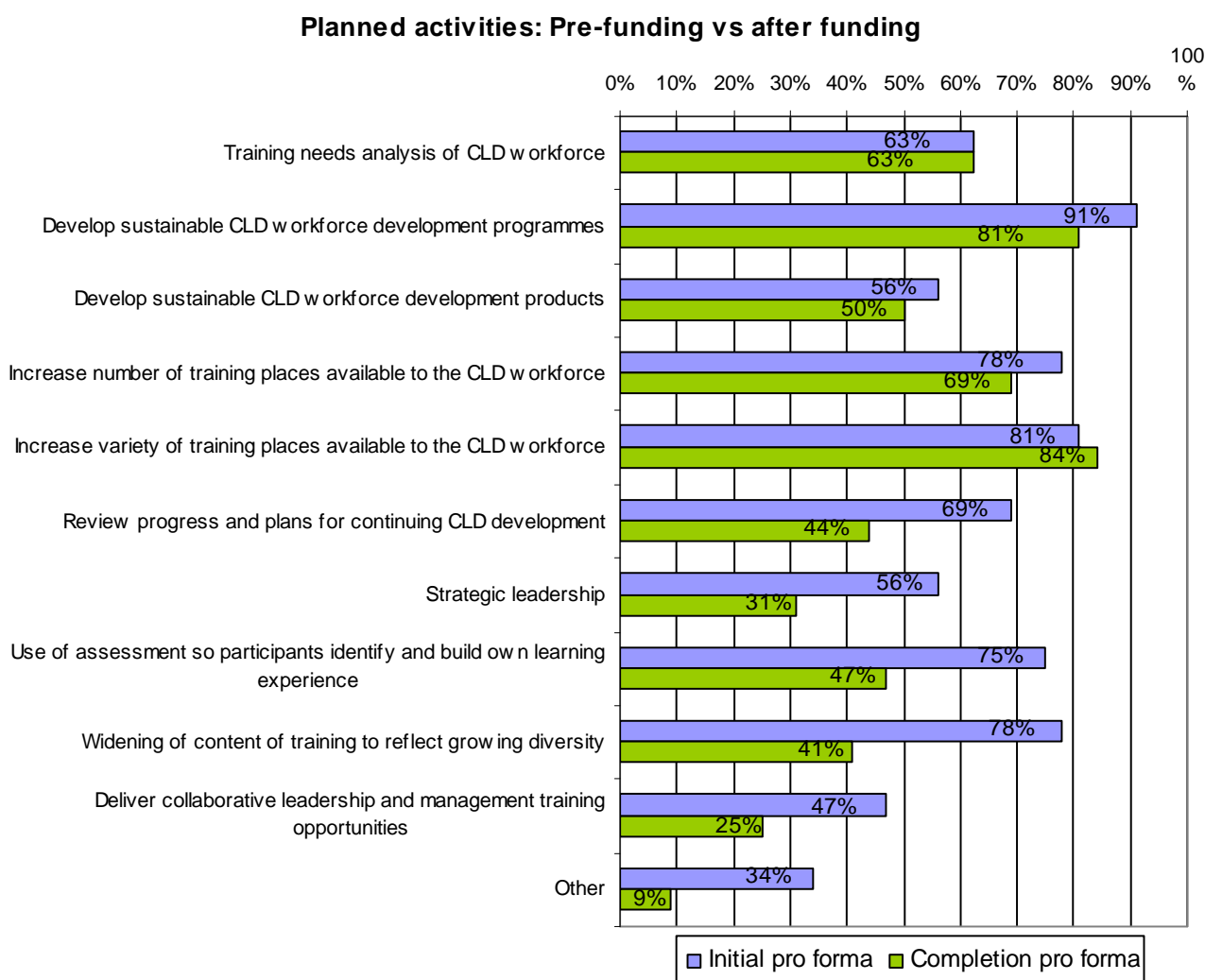
(Figures based on 32 partnerships, and includes the two partnerships who did not give answers)

Data has been affected by the omission of partnership completion pro formas, but also because partnerships have made a decision to hone down their activities after initial training needs analysis findings. The initial pro forma prompted 233 mentions of planned activity, while the completion pro forma mentioned 174 planned activities. There is no actual decrease in the amount of activity, rather that partnerships appear to have refocused their priorities as the Programme progresses.

4. Training solutions

4.1 Barriers to overcome

Initial pro forma
Partnerships were asked to specify what barriers, if any, impeded provision of training and development. Only one partnership stated that there are no barriers. 29 of the 32 partnerships reported that cost was an issue, highlighting the impact that the Upskilling Programme grant might potentially have.

23 of the 32 partnerships reported that staff cover for individuals who were away for training was a problem.

Figure 11: Original reported barriers to training

Number of partnerships

Barrier	Number of partnerships
Cost	29
Lack of suitable training in the local area	18
Lack of suitable training available at all	10
Staff cover for individuals away for training	23
Staff too busy to take the time for training	18
Other	6
There are no barriers	1
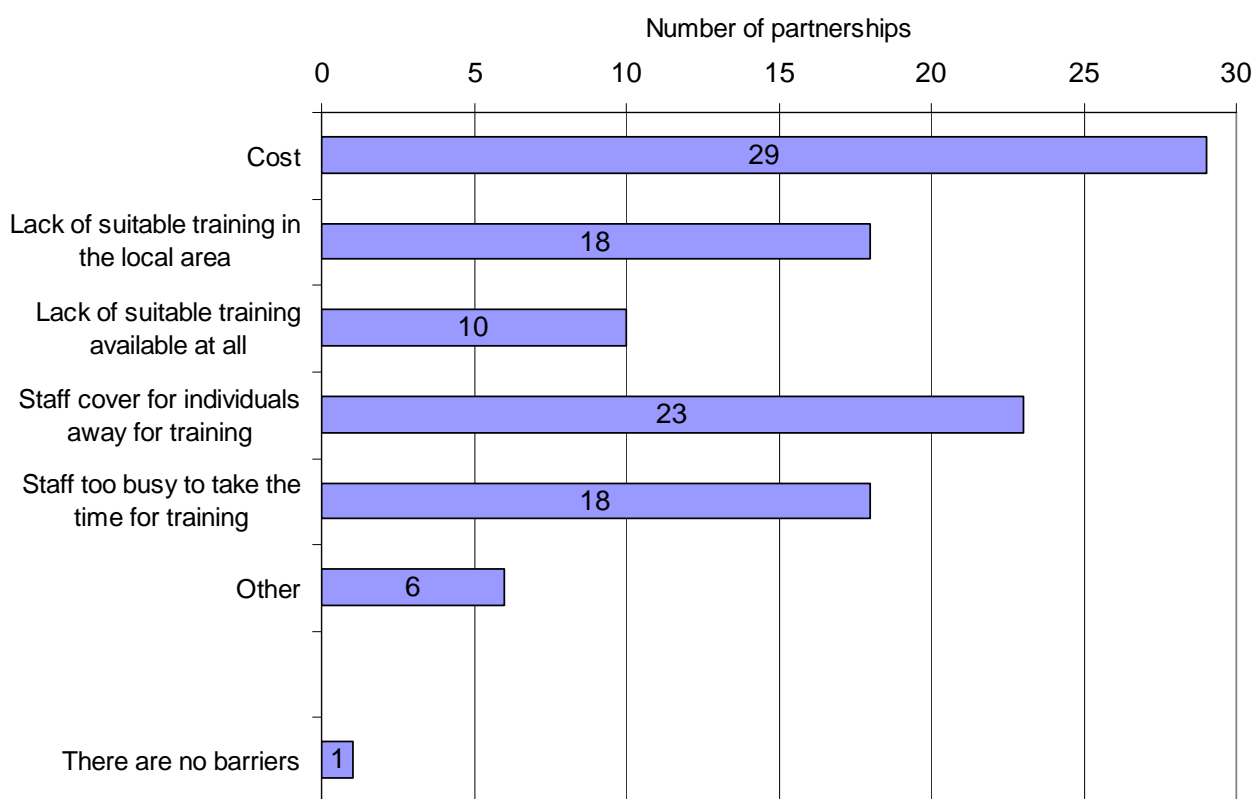
Six partnerships specified other barriers. Five specified a variation on the issue of geographical spread, remoteness and time taken to travel the long distances involved.

Other reported issues were finding suitable venues for training (three partnerships) and the time involved in planning for training (two partnerships).

Completion pro forma
When the completion pro forma was submitted a few months later, three partnerships stated there were no barriers (an increase of 2). There was a noticeable decrease in partnerships reporting cost as a barrier, dropping to just two partnerships. As expected, the issues unprompted by categories changed throughout the Programme, instead reflecting on recent structural changes to local authorities, the timescales involved in delivering the project and the issue of training opportunities such as virtual learning environments still in production.

Nine partnerships selected 'Other' and indicated a continued strong interest in leadership and management programmes. In total seven partnerships indicated that satisfaction levels will only be known once training is delivered and impact measured. Figure 12 shows completion pro forma results and Figure 13 provides a comparison of Figures 11 and 12.

Figure 12: Barriers to training (after funding delivered)

Number of Partnerships

Barrier	Value
Cost	2
Lack of suitable training in local area	4
Lack of suitable training at all	3
Staff cover for individuals away for training	10
Staff too busy to take the time for training	6
Other	9
There are no barriers	3
Not answered	7
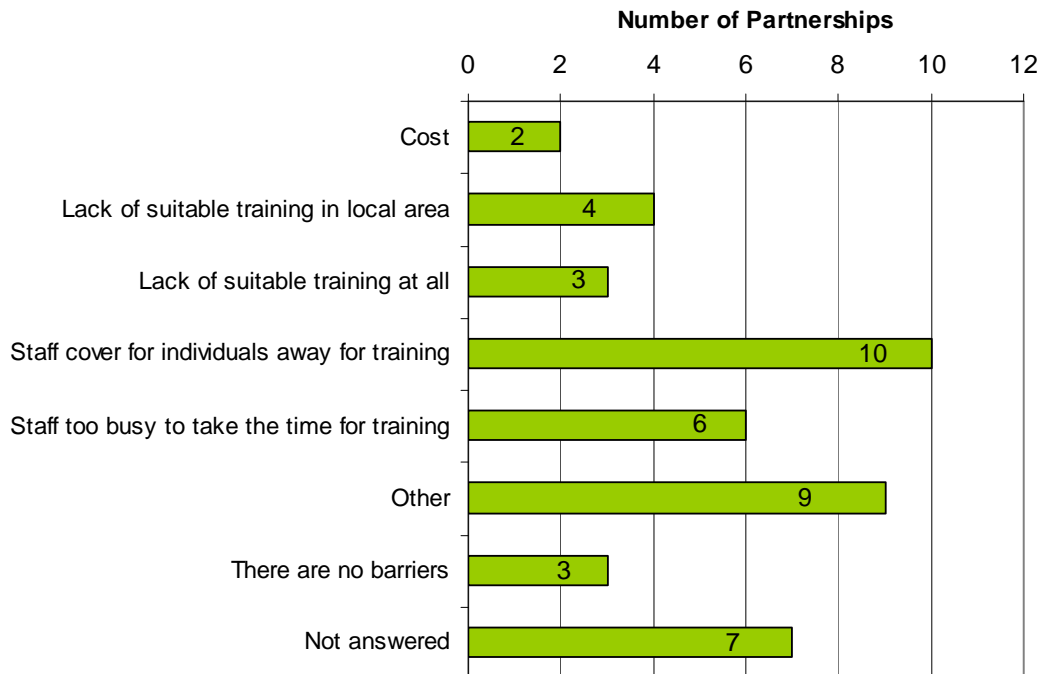
Figure 13: Barriers comparison

Barrier	Initial pro forma	Completion pro forma
Cost	91%	6%
Lack of suitable training in local area	56%	13%
Lack of suitable training at all	31%	9%
Staff cover for individuals away for training	72%	31%
Staff too busy to take the time for training	56%	19%
Other	19%	28%
There are no barriers	3%	9%
Not answered	0%	22%

Legend:
- Initial pro forma
- Completion pro forma
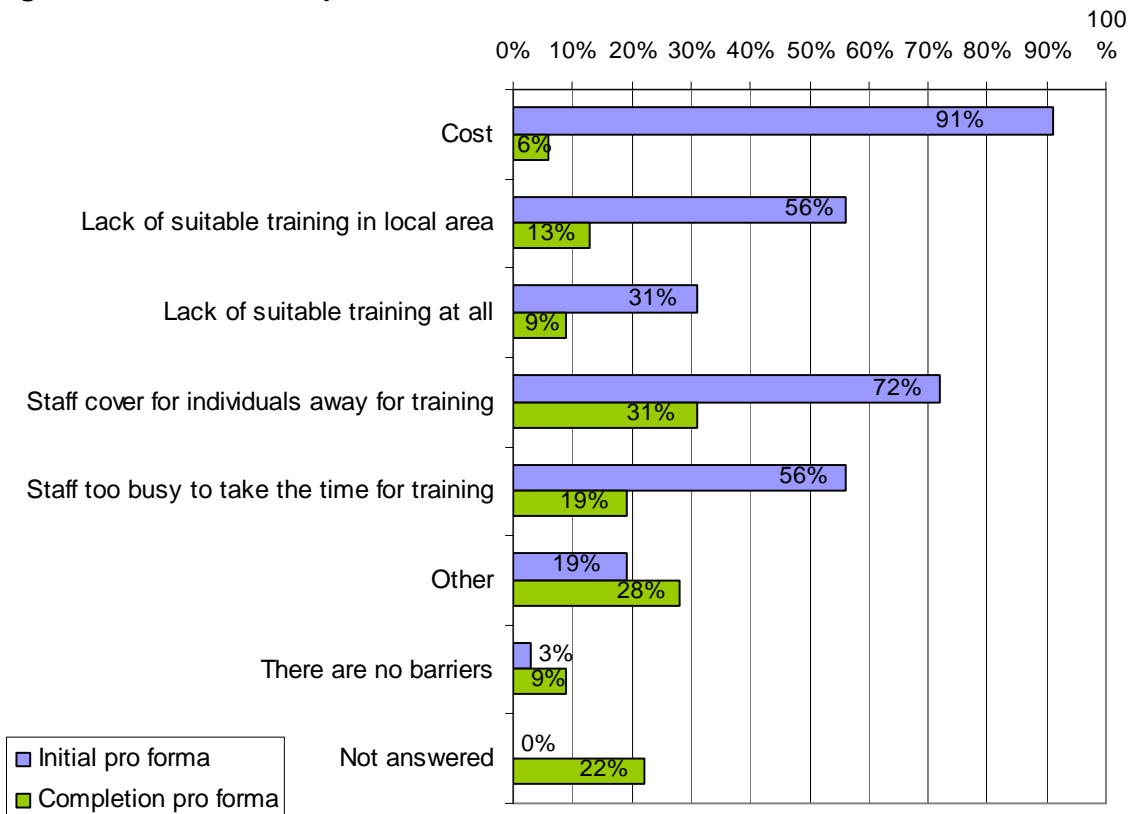
4.2   Suggestions for training or learning programmes

Initial pro forma
Partnerships were asked to suggest any training or learning programmes that they would like to see delivered nationally by the Upskilling Programme at venues across Scotland. The most frequently cited responses are shown in Figure 14, below.

Figure 14: Suggestions for nationally delivered programmes

Number of partnerships

Category	Value
Leadership	12
Self-evaluation; principles and practice	4
Management	2
Skills 'refresh' for new CLD competences	2
Useful CLD toolkits	2
Measuring outcomes in relation to Single Outcome Agreements	2
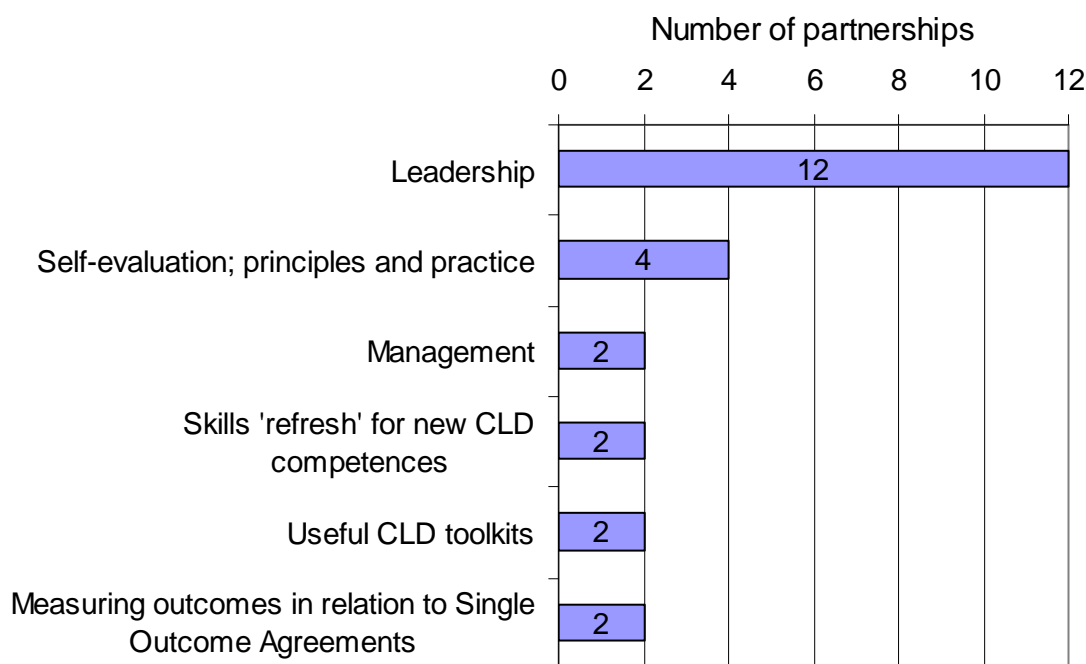
The CLD Upskilling Programme has already offered initial programmes that address the top two answers. For leadership, the Programme offered 140 leadership training places at ILM levels 3 and 5. For self-evaluation, the Programme offered 135 places on an outcome-focused practice seminar.

Individual partnerships also provided a wealth of other suggestions, which are listed below:

- Capacity building
- Certificate in English Language Teaching to Adults (CELTA)
- Certificate in English Language Teaching to Young Learners (CELTYL)
- Coaching
- Community engagement skills
- Effective partnership working
- Emerging priorities
- Gathering evidence on soft outcomes
- Institution of Occupational Safety and Health (IOSH) Health and Safety / First Aid courses
- Management information system training
- Motivating young people
- National direction for CLD
- Political awareness
- SQA Assessor Training
- SQA Professional Development Award in Literacies/Dyslexia
- Teaching Qualification for Adult Literacies

Completion pro forma

The completion pro forma (Figure 15) indicated a continued strong interest in leadership and management programmes, but 17 of the partnerships left the question unanswered, in contrast to the 11 who chose not to answer on the original pro forma.

Figure 15: Suggestions for national delivery in Phase 2

Number of partnerships

Category	Value
Leadership; Management	8
Coaching and co-coaching	3
Standards Council / altnerative Guidance sessions on progression routes for part time and unqualified staff	3
No clear view on this yet	2
Not answered	17
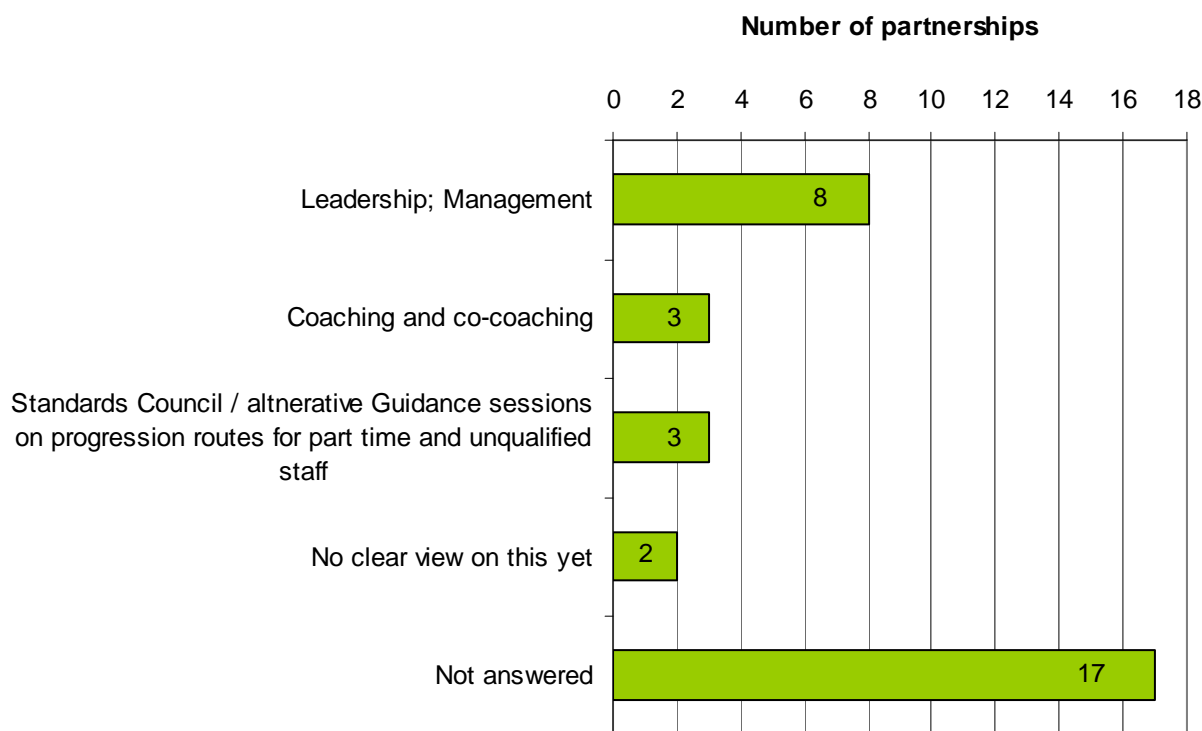
Individual suggestions are:

- Analysis and use of data in a performance reporting context
- National co-ordination of Training Needs Analysis
- 'Something' around SCQF and accreditation
- Practitioner events where partnerships can share good practice
- Evidencing how work delivered by CLD partners impacts on national outcomes
- Reflective practitioner
- Outcome training
- Self-evaluation / improvement planning with partners

4.3   Planned activities in 2010 / 2011 paid for with Upskilling funds

The completion pro forma also asked partnerships about their intended activities to be paid for with the Upskilling grant, and as expected each answer was individual to the specific needs of the partnership and largely separate from the national strategies proposed for all. Below is a selection of planned activities, with the omission of those which would make local authorities identifiable:

- Youth Workers Skills Assessment Event (at costing stage)
- Costs to build on additional specific modules to the WALT funded Introduction to Community Work training pack
- Virtual Learning Environment / live learning sets
- Practitioner gatherings
- HNC Working with Communities course

- Employer survey to scope the CLD workforce
- Development event with CLD employers
- Develop a CLD assessment resource
- Development work for related CPD activity on an achievement award for adult learners
- Community development skills
- Community engagement strategies
- Social enterprise skills
- Dealing with challenging behaviour / addressing gang culture
- Social Return On Investment for third sector organisations and public agencies
- ASDAN qualification
- Group facilitation skills
- Child protection
- Youth Achievement Awards
- Child Exploitation and Online Protection training
- Assessors / Verifiers training
- LEAP training
- Training the Trainers
- High Scope Implementation Programme for those working with young people
- Community action research
- CLD undergraduate module / modular master
- Joint self-evaluation work with partners
- Thematic partner development opportunities to share learning and enhance local delivery
- STEPS Programme – Pacific Institute
- TESOL
- Post-graduate diploma
- SVQ / PDA Youth Work
- TQAL / literacy training / PDA ITALL
- Levelling existing CLD training packs against the SCQF
- Building capacity for recording of management information
- Accreditation training
- Project management training
- Effective use of ICT in CLD
- Good practice sessions
- Sessions on CLD competences set by Standards Council
- Lunch-time seminar CPD Strategy for CPD with Standards Council
- Open Space Technology
- Community Learning and Development Approaches – originally developed with the University of Dundee, and undergoing a refresh for delivery in late 2010
- PDA in Assessment Process (SCQF 7)
- PDA in Verifying the Assessment Process (SCQF 8)
- Management and Leadership Strategies for the Public Sector – offered through University of Dundee CPD programme
- Community Activist Training
- Digital tools for community engagement

5.   Participant Feedback

Lifelong Learning UK sent all CLD Lead officers and training providers a participant feedback form, for gathering general evaluative information on learning events paid for by Upskilling funds. These events were commissioned by partnerships. The following data represents all feedback received to date. In total, 232 forms were returned, including 87 from the three training providers commissioned by Lifelong Learning UK. The evaluation of these national programmes (Outcome-focused Practice Seminar, ILM Level 5 and ILM Level 3) are discussed from Section 7.

5.1   Demographics

Table 4: Age

16-24 years	7 per cent (16 people)
25-34 years	20 per cent (47)
35-44 years	31 per cent (72)
45-54 years	29 per cent (67)
55-64 years	13 per cent (30)

There was a higher level of participants in their middle age (45-54 years) / nearing retirement age (55-64 years), accounting for 42 per cent (97) of learners. The younger age groups of 16-34 years only made up 27 per cent (63 people) of the total attendees.

Table 5: Gender

Female	73 per cent (170)
Male	26 per cent (61)
Not answered	0 per cent (1)

The latest statistics on the Scottish CLD workforce indicate that 63 per cent are female, and this is slightly higher here with 10 per cent more female participants.

The reason why fewer men took part in the Programme is unclear, but more light may be shed on this once the 2010 CLD Workforce Profile is complete. The past two years have been a period of organisational and financial change. How this has affected age and gender statistics will be clearer after the next period of fieldwork. Only one participant did not answer the question on gender, accounting for less than 0.5 per cent of the total.

Table 6: Levels of Satisfaction

Very Satisfied	44 per cent (103 people)
Satisfied	47 per cent (108)
Neither / nor	7 per cent (16)
Dissatisfied	1 per cent (2)
Very Dissatisfied	0 per cent (0)
Not answered	1 per cent (3)

There were very low levels of dissatisfaction, with just two participants stating that they were unhappy with elements of the training – the majority of participants (91 per cent) expressed positive satisfaction with the opportunities. The highest proportion of 'very satisfied' age group was 35-44 years, representing 31 per cent (32 participants), closely followed by 45-54 years – 26 per cent (27 participants).

The findings suggest that older participants were more likely to take up training opportunities, and were more likely to be satisfied with the training delivered.

Figure 16: Collated participant feedback

Participant feedback: Overall course comments
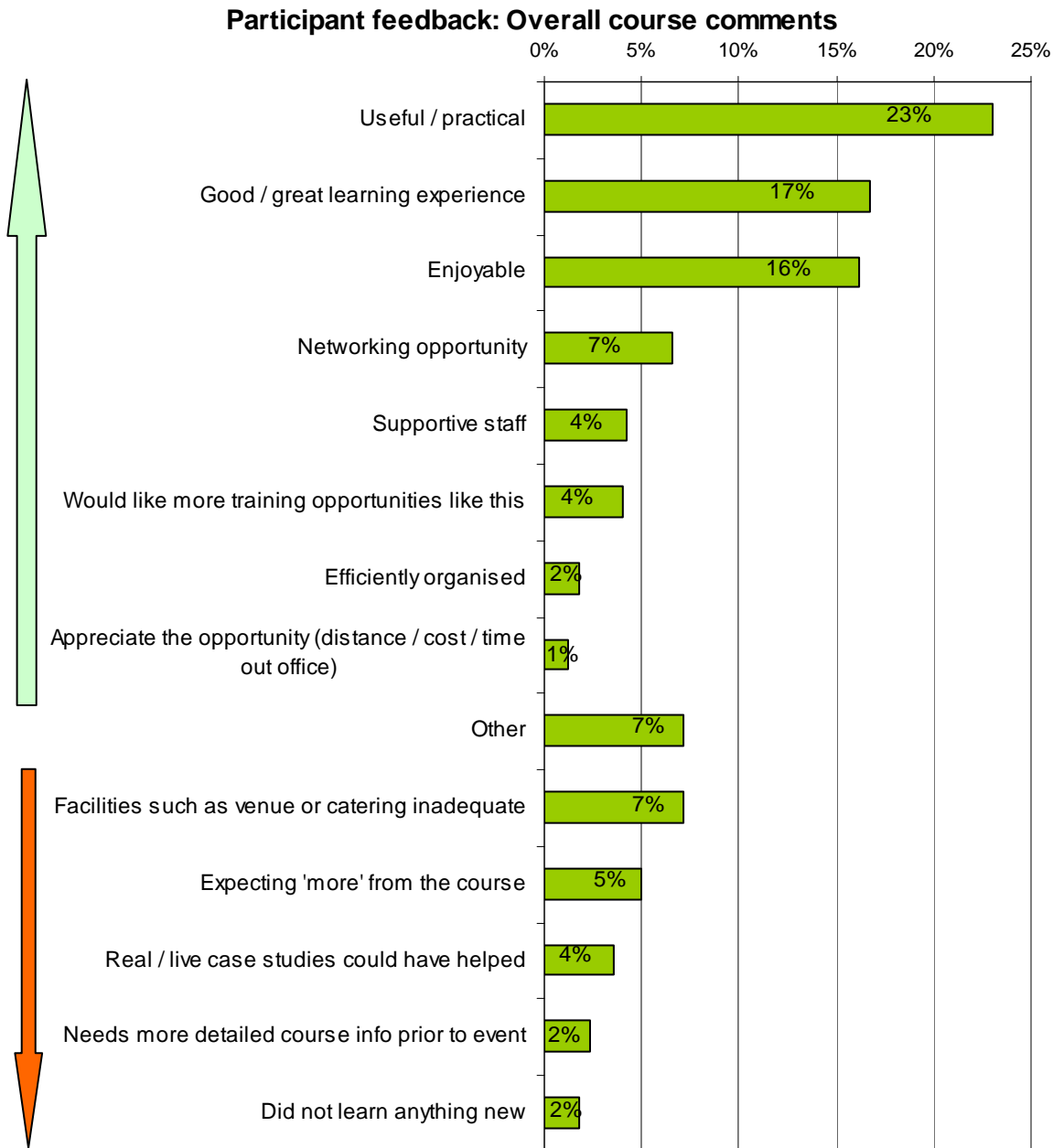
Feedback was broken into phrases and grouped as respondents tended to mention two or three attributes of the training, such as a useful and enjoyable experience which was appreciated in a time of reduced budgets. Positive statements are represented by the green arrow, and negative statements are represented by the red arrow. These categories on Figure 16 represent the broad themes picked out by participants, and the numerous times they were referred to in relation to training.

Participants were asked to indicate the postcode of their workplace (Table 7), and these were amalgamated into broad regions to anonymise data. More training was undertaken by CLD workers in the Lothians area, followed by Dumfries & Galloway (19 per cent), Strathclyde (17 per cent), the Borders (16 per cent) and the Grampian area (13 per cent). The lowest uptake of training was in Tayside, Fife (both 3 per cent), the Central belt (2 per cent), and the Highlands and Islands (1 per cent). In comparison to council population spreads, the Lothians (27 per cent vs. 16 per cent), Dumfries and Galloway (19 per cent vs. 3 per cent) and Borders (16 per cent vs. 2 per cent) regions

are over-emphasised. This reflects the fact that some Partnerships are at the Training Needs Analysis stage rather than delivery stage.

Table 7: Geographical spread

Area	Percentage	Number of participants
Lothians	27 per cent	63
Dumfries and Galloway	19 per cent	44
Strathclyde	17 per cent	39
Borders	16 per cent	36
Grampian	13 per cent	30
Tayside	3 per cent	7
Fife	3 per cent	6
Central	2 per cent	4
Highlands and Islands	1 per cent	2
Not answered	0 per cent	1

Lifelong Learning UK commissioned three courses to be delivered in the Grampian, Strathclyde, Highland and Lothian areas, which is reflected in the geographical spread. There were fewer uptakes in the Highlands for one of these courses, which are also reflected in the results. This is because a course originally to be provided in the Highlands was switched to meet demand expressed predominantly in the Aberdeen area. Dumfries and Galloway commissioned further training sessions after a member of staff attended a Lifelong Learning UK opportunity and recommended that it be delivered to all CLD staff, which is again demonstrated by the higher level of 'independently-commissioned' training in Dumfries and Galloway.

This section examines the training initiated by the partnerships.

5.2 HNC Working With Communities

This Higher National Certificate (SCQF 8) was taken by 15 participants who reported 80 per cent 'very satisfied' with training received so far.

Table 8: Age and gender

Age groups	HNC Working with Communities Feedback	Overall Feedback
16-24 years	13 per cent (2 people)	7 per cent (16 people)
25-34 years	47 per cent (7)	20 per cent (47)
35-44 years	27 per cent (4)	31 per cent (72)
45-54 years	13 per cent (2)	29 per cent (67)
55-64 years	-	13 per cent (30)
Gender	**HNC Working with Communities Feedback**	**Overall Feedback**
Female	67 per cent (10)	73 per cent (170)
Male	33 per cent (5)	26 per cent (61)
Not answered	-	0 per cent (1)

Table 9: Satisfaction levels

Satisfaction levels	HNC Working with Communities Feedback	Overall Feedback
Very Satisfied	80 per cent (12 people)	44 per cent (103 people)
Satisfied	13 per cent (2)	47 per cent (108)
Neither / nor	7 per cent (1)	7 per cent (16)
Dissatisfied	-	1 per cent (2)
Very Dissatisfied	-	0 per cent (0)
Not answered	-	1 per cent (3)

Males and younger age groups have been less prevalent in results so far, so it is interesting that 100 per cent of males on the HNC course were aged 16-34 years. In comparison, 80 per cent of females were aged 25-44 years. When comparing satisfaction results with overall results, the amount of people who are 'very satisfied' (80 per cent) on the HNC is almost double the overall levels reported (44 per cent).

Only four comments were left by HNC participants, stating that they enjoyed the course and networking opportunities, and learned new processes as well as refreshing competences. The overall feeling was that it would benefit their practice (see Figure 17).

Figure 17: HNC Working with Communities Comments

HNC Working with Communities: Course comments
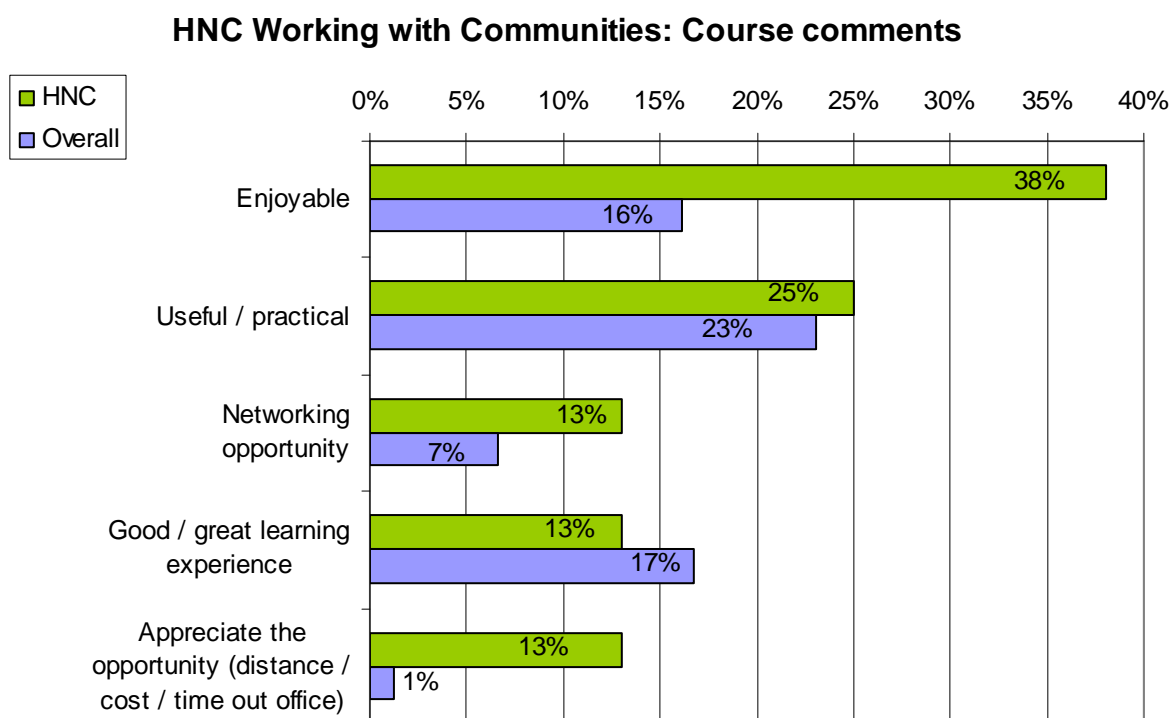
Only positive attributes were mentioned by participants, emphasising how the HNC engages interest, as well as being practical for their work. Of the four comments left, one participant mentioned three attributes, and another two mentioned two attributes each.

5.3   Introduction to Social Return On Investment (SROI)

Table 10: Age and gender

Age groups	Intro to SROI feedback	Overall feedback
16-24 years	-	7 per cent (16 people)
25-34 years	-	20 per cent (47)
35-44 years	30 per cent (3 people)	31 per cent (72)
45-54 years	20 per cent (2)	29 per cent (67)
55-64 years	50 per cent (5)	13 per cent (30)
Gender	**Intro to SROI feedback**	**Overall feedback**
Female	60 per cent (6)	73 per cent (170)
Male	40 per cent (4)	26 per cent (61)
Not answered	-	0 per cent (1)

Table 11: Satisfaction levels

Satisfaction levels	Intro to SROI feedback	Overall Feedback
Very Satisfied	-	44 per cent (103 people)
Satisfied	100 per cent (10 people)	47 per cent (108)
Neither / nor	-	7 per cent (16)
Dissatisfied	-	1 per cent (2)
Very Dissatisfied	-	0 per cent (0)
Not answered	-	1 per cent (3)

Training on the Introduction to Social Return on Investment was undertaken by 10 people, largely by workers aged 55-64 years, representing 50 per cent of the group compared to the overall feedback of 13 per cent. No one who attended the course was under the age of 35 years, and all respondents were satisfied with the event.

Comments left by participants suggest that more people will need to be trained in the topic for it to be truly effective and real examples and barriers could have been a useful interactive element of the course. As this was only an introduction, some made reference to it being an *"excellent starter"*, and others commented that it was *"thought-provoking"* and had a *"significant input on [their] CPD"*. Only one participant was unsure whether it would be of practical value to use the process in their role, but another expressed interest in carrying out SROI as a local activity.

Figure 18: Intro to SROI comments

Intro to SROI: Course comments
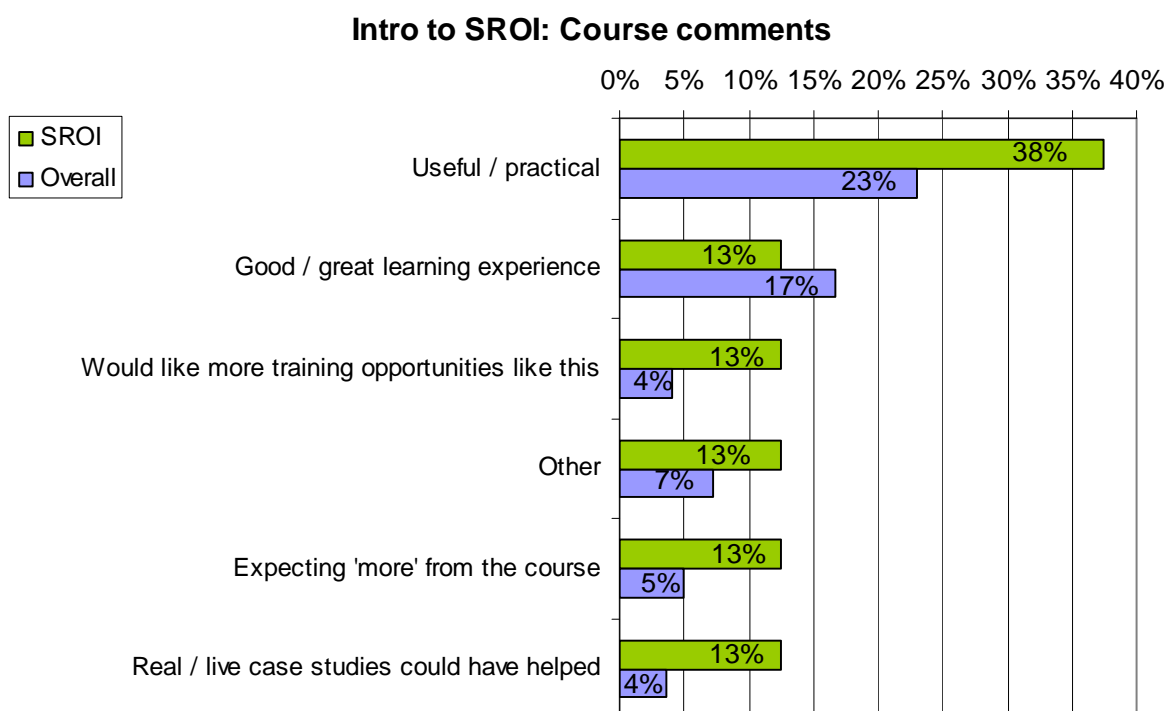
The introduction to SROI was largely welcomed – see Figure 18 - but did not fulfil its potential for a handful of participants, who were looking for ways in which to link learning to their current roles.

5.4   Using LEAP

Table 12: Age and gender

Age groups	Using LEAP feedback	Overall feedback
16-24 years	-	7 per cent (16 people)
25-34 years	14 per cent (2 people)	20 per cent (47)
35-44 years	50 per cent (7)	31 per cent (72)
45-54 years	29 per cent (4)	29 per cent (67)
55-64 years	7 per cent (1)	13 per cent (30)
Gender	**Using LEAP feedback**	**Overall feedback**
Female	79 per cent (11)	73 per cent (170)
Male	21 per cent (3)	26 per cent (61)
Not answered	-	0 per cent (1)

Table 13: Satisfaction levels

Satisfaction levels	Using LEAP feedback	Overall feedback
Very Satisfied	21 per cent (3 people)	44 per cent (103 people)
Satisfied	57 per cent (8)	47 per cent (108)
Neither / nor	21 per cent (3)	7 per cent (16)
Dissatisfied	-	1 per cent (2)
Very Dissatisfied	-	0 per cent (0)
Not answered	-	1 per cent (3)

Training on how to use the 'LEAP' tool was also undertaken, and feedback comments were left by 14 of the participants.

The tendency towards older females undertaking training continues, with 100 per cent of 'Using LEAP' participant females aged 35+ years; seven aged 35-44, and the remaining four were 45+ years.

The only noticeable difference between satisfaction scores was the slightly larger proportion of participants according a 'neither / nor' decision (21 per cent) in comparison to the overall's rating of 7 per cent. Looking at the comments associated with Figure 19, it appears that a large number of participants were unhappy with the catering provided and venue choice (10 out of 11 comments), rather than the actual course, with very little comment on how they perceived the course delivery and content. Three participants commented that the course was *"useful", "very good",* refreshed competences and was aided by a *"good facilitator".* One participant found that the training was *"unnecessarily long, drawn out",* and one suggested that it would have been helpful for them to work on a project with the model.

Figure 19: Using LEAP comments

Using LEAP: Course comments
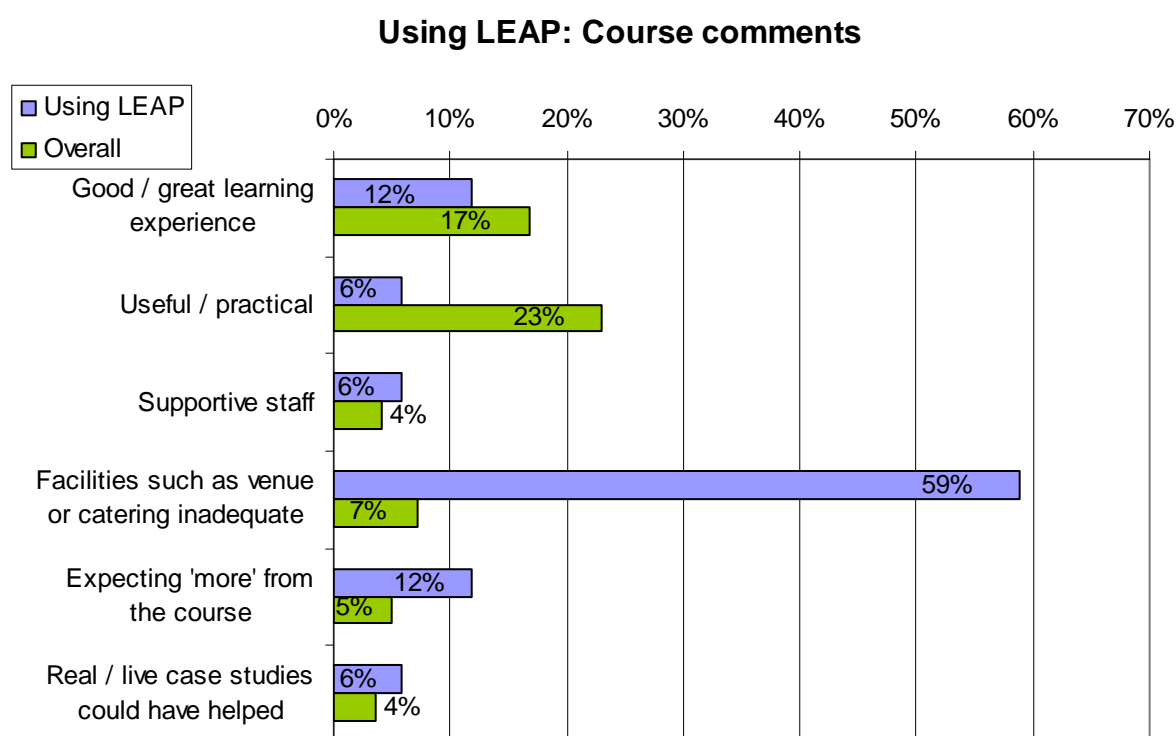
5.5 Outcome-focused practice (non Lifelong Learning UK commissioned)

Table 14: Age and gender

Age groups	Outcome focused practice feedback	Overall feedback
16-24 years	7 per cent (1 people)	7 per cent (16 people)
25-34 years	13 per cent (2)	20 per cent (47)
35-44 years	20 per cent (3)	31 per cent (72)
45-54 years	47 per cent (7)	29 per cent (67)
55-64 years	13 per cent (2)	13 per cent (30)

Gender	Outcome focused practice feedback	Overall feedback
Female	80 per cent (12)	73 per cent (170)
Male	20 per cent (3)	26 per cent (61)
Not answered	-	0 per cent (1)

Table 15: Satisfaction levels

Satisfaction levels	Outcome focused practice feedback	Overall feedback
Very Satisfied	33 per cent (5 people)	44 per cent (103 people)
Satisfied	60 per cent (9)	47 per cent (108)
Neither / nor	7 per cent (1)	7 per cent (16)
Dissatisfied	-	1 per cent (2)
Very Dissatisfied	-	0 per cent (0)
Not answered	-	1 per cent (3)

Satisfaction levels and demographics for 15 of the Outcome-focused Practice participants (separate to the SCDC-commissioned course) reflects the overall findings of training, maintaining similar age band spreads and satisfaction groupings. One participant left a comment, stating that the presentation on the LEAP tool as part of the seminar's joined-up learning was *"very useful"*.

5.6   Youth Workers Gathering – Various Events

Table 16: Age and gender

Age groups	Youth Workers Gathering feedback	Overall feedback
16-24 years	18 per cent (6 people)	7 per cent (16 people)
25-34 years	18 per cent (6)	20 per cent (47)
35-44 years	29 per cent (10)	31 per cent (72)
45-54 years	24 per cent (8)	29 per cent (67)
55-64 years	12 per cent (4)	13 per cent (30)

Gender	Youth Workers Gathering feedback	Overall feedback
Female	68 per cent (23)	73 per cent (170)
Male	32 per cent (11)	26 per cent (61)
Not answered	-	0 per cent (1)

Table 17: Satisfaction levels

Satisfaction levels	Youth Workers Gathering feedback	Overall feedback
Very Satisfied	41 per cent (14 people)	44 per cent (103 people)
Satisfied	59 per cent (20)	47 per cent (108)
Neither / nor	-	7 per cent (16)
Dissatisfied	-	1 per cent (2)

Very Dissatisfied	-	0 per cent (0)
Not answered	-	1 per cent (3)

The Youth Workers' Gathering was organised as an umbrella event for CLD youth worker courses, and of the 34 people who took part, four attended 'Digital Safety', two attended 'Curriculum for Excellence', three attended 'Healthy Respect', and only one person attended two events; everyone else who completed a participant feedback form attended just one event at the Gathering. Results are shown on Figure 20.

Figure 20: Youth Workers Gathering comments

Youth Workers Gathering: Course comments
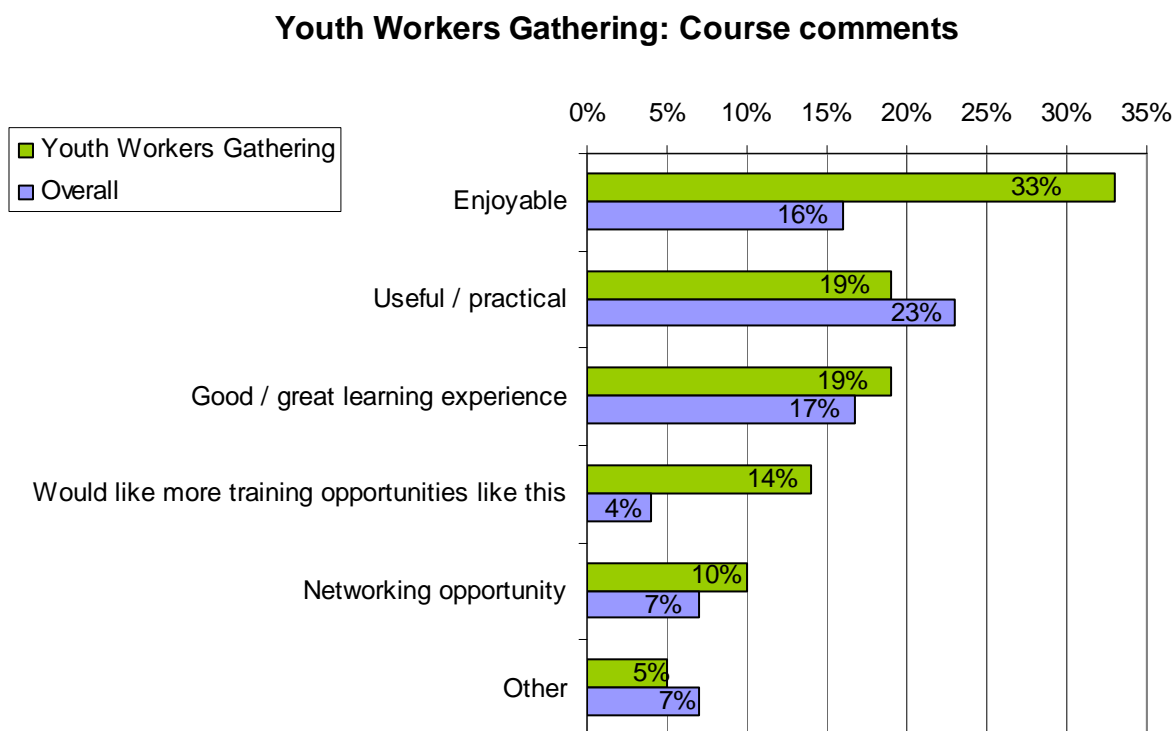
Participants gave 100 per cent satisfaction with the event, and left largely positive comments, stating an enthusiasm for future similar events or a smaller-scale *"regular get-togethers"* because they are a *"great way to interact and share practice".* The networking elements bring different sectors together to tackle the same issues from different angles, inevitably helping to *"improve practice".* There were no negative comments left by participants, and the only comment of a neutral nature requested further training relevant to their areas of work, such as *SHARE (Sexual Health and Relationship Education)* training and *Healthy Respect.*

5.7   The Big Learning and Development Event

Table 18: Age and gender

Age groups	The Big Learning and Development Event feedback	Overall feedback
16-24 years	29 per cent (5 people)	7 per cent (16 people)
25-34 years	41 per cent (7)	20 per cent (47)
35-44 years	18 per cent (3)	31 per cent (72)
45-54 years	12 per cent (2)	29 per cent (67)
55-64 years	-	13 per cent (30)

Gender	The Big Learning and Development Event feedback	Overall feedback
Female	88 per cent (15)	73 per cent (170)
Male	12 per cent (2)	26 per cent (61)
Not answered	-	0 per cent (1)

Table 19: Satisfaction levels

Satisfaction levels	The Big Learning and Development Event feedback	Overall feedback
Very Satisfied	41 per cent (7 people)	44 per cent (103 people)
Satisfied	41 per cent (7)	47 per cent (108)
Neither / nor	18 per cent (3)	7 per cent (16)
Dissatisfied	-	1 per cent (2)
Very Dissatisfied	-	0 per cent (0)
Not answered	-	1 per cent (3)

Like the Youth Worker Gathering, this combined event featured a variety of learning opportunities. Of the 17 people who completed participant feedback forms, three people attended 'practical ideas / first aid'; one participant attended 'practical ideas for working with young people'; one studied 'family learning approaches', one examined at evaluation, and one attended 'learning for CLD'.

Figure 21: The Big Learning and Development comments

The Big Learning and Development Event: Course comments
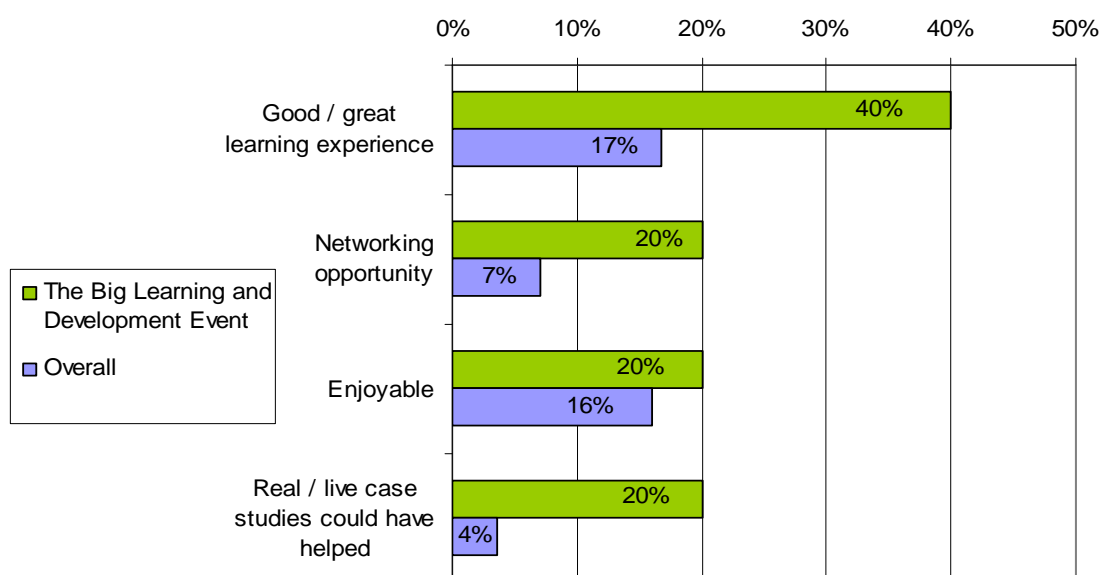
All comments were of a positive nature, with one suggestion of practical examples of self-evaluation to aid learning experiences. Again, the opportunity to network and investigate how services could be improved was mentioned, as well as being able to *"see developments in CLD across parents and children".*

5.8   CLD Partnership Seminar

Table 20: Age and gender

Age groups	Partnership Seminar feedback	Overall feedback
16-24 years	-	7 per cent (16 people)
25-34 years	15 per cent (6 people)	20 per cent (47)
35-44 years	30 per cent (12)	31 per cent (72)
45-54 years	30 per cent (12)	29 per cent (67)
55-64 years	25 per cent (10)	13 per cent (30)
Female	73 per cent (29)	73 per cent (170)
Male	25 per cent (10)	26 per cent (61)
Not answered	3 per cent (1)	0 per cent (1)

Table 21: Satisfaction levels

Satisfaction levels	Partnership Seminar feedback	Overall feedback
Very Satisfied	20 per cent (8 people)	44 per cent (103 people)
Satisfied	68 per cent (27)	47 per cent (108)
Neither / nor	13 per cent (5)	7 per cent (16)
Dissatisfied	-	1 per cent (2)
Very Dissatisfied	-	0 per cent (0)
Not answered	-	1 per cent (3)

One of the CLD partnerships organised a seminar for partners to offer staff an opportunity to get to grips with self-evaluation, the tools available, and interaction with a representative from HMIe. There was a higher level of participants aged 55-64 years at the seminar, in comparison to overall spread of age bands. It will be important for the 2010 CLD Workforce Profile to fully assess whether older age groups make up a large proportion in CLD (more so than 2008), or if they tend to take up learning opportunities more frequently than those aged under 34 years.

Results from the 2008 CLD Workforce Profile are broken down in Table 15, and show that the majority (48 per cent) of the CLD workforce were aged 45 years and over, while feedback from the 2010 participant surveys reveal a trend towards 42 per cent accounting for the same age brackets.

Table 22: CLD Upskilling Demographics vs. Workforce Survey 2008

Age group	CLD Upskilling (%)	2008 Workforce Survey (%)	Difference (%)
16-24	7	13	-6
25-34	20	17	+3
35-44	31	22	+9
45-54	29	28	+1
55-64	13	18	-5
65+	-	2	-2

A pattern has been emerging in levels of satisfaction across all training opportunities, showing a slightly higher percentage of 'neither / nor' answers when suggestions for improvements to learning are being made (two out of three comments left by seminar participants). In this case, respondents commented that a *"sharper focus"* and preparation prior to the event would be beneficial. The majority of participants (88 per cent) were 'satisfied' or 'very satisfied', with 35 per cent stating that

the seminar was useful and/or practical to their work, and four stating real-life examples they would apply the training to.

Figure 22: CLD Partnership Seminar comments

CLD Partnership Seminar: Course comments

Legend:
- ☐ CLD Partnership Seminar (green)
- ☐ Overall (purple)

Comment	CLD Partnership Seminar	Overall
Useful / practical	35%	23%
Networking opportunity	9%	7%
Good / great learning experience	9%	17%
Enjoyable	4%	16%
Would like more training opportunities like this	4%	4%
Other	9%	7%
Did not learn anything new	9%	2%
Expecting 'more' from the course	9%	5%
Facilities such as venue or catering inadequate	9%	7%
Needs more detailed course info prior to event	4%	2%

As a 'partnership seminar', it would be expected that the event is tailored to staff and volunteer needs, but there were several negative comments on *"repetition of old ground"* and looking to gain more from the event. One comment stands out for different reasons. The venue selected for the seminar was not suitable for disabled people and one participant raised this as a problem for them personally. This underlines how essential it is that location and facilities of learning opportunities are assessed under equality and diversity guidance prior to the event.

Further participant feedback forms were received after the cut-off date for inclusion in the final report, but Lifelong Learning UK would be happy to produce updated addendums of participant feedback as the Programme progresses into Phase 2 if requested.

6. Development Officer Feedback

Development Officers' findings

The main Programme Development Officer has been careful to advise partnerships to think about the sustainability of their spending and long term benefits.

Partnerships have provided Lifelong Learning UK with details of training to be undertaken and following activities have returned participant feedback forms. Some of these will be followed up as case studies in Phase 2.

There was a lot of positivity around geographical alliances formed by partnerships, such as one consortium of partnerships which have pooled their grant money for regional training to maintain consistency. A few more partnerships initiated collaborative working arrangements, but not all have come to fruition – it is hoped that this can be remedied in Phase 2 once needs analysis are complete and recent authority restructures have settled.

Consultation with CLD managers (see Section 11.6) revealed that very few had made use of the Development Officers' time and skills, however our evidence shows that all partnerships were contacted and advised on ways forward. It may be that development officers largely dealt with frontline staff or lead officers rather than the partnerships managers. Communication flow has also been disrupted by restructuring. Some lead officers did not make it known that they would be retiring or leaving. This resulted in delays involving Lifelong Learning UK explaining the Programme again, re-sending signed contracts and pro formas.

It was agreed by most partnerships that 'celebrating' the success of CLD projects is important to raise the sector's profile, such as through publishing updates or related material. Lifelong Learning UK will gather examples of good practice to disseminate as Phase 2 progresses.

7. Linked Work Training Trust: Institute of Leadership & Management Level 5 course

Linked Work Training Trust (LWTT) were commissioned in partnership with the Scottish Social Enterprise Academy (SSEA) to deliver collaborative leadership and management learning opportunities, accessible to key delivery partners within all CLD partnerships across Scotland.

LWTT and SSEA were selected to deliver the course because of their backgrounds in delivering training in community learning and tailoring development for people working towards a leadership role in the social enterprise sector, respectively.

The aim was to provide 100 participants (later increased to 140) with training on the Institute of Leadership and Management (ILM) level 5 course at SCQF levels 8 and 9, leading to the ILM Award in Leadership.

7.1 Marketing and communication of event

In the tight timescales given, LWTT raised awareness of the programme and recruited through a general information leaflet and application form, the former of which was circulated through CLD networks and marketed on the LWTT and SSEA websites. Information was also sent in the latter half of January 2010 to a variety of groups for inclusion in their bulletins or on their websites, including the Community Development Association Scotland, Youthlink Scotland, Scottish Community Development Centre, Scottish Centre for Regeneration, Learning Link Scotland and the CVS Network Scotland. Peer networks were used by LWTT in case CLD partners responded more favourably to peer communications.

Leaflets were distributed through the networks listed in Table 23.

Table 23: LWTT and SSEA networks

Youth Work National Organisations	Volunteer centres
Scottish Social Enterprise Coalition	CVS Networks
SCQF contacts	HNC Providers
Education / Training Providers for CLD	Development Trusts Association
Community Planning Lead Officers	Community Development National Organisations
CLD Managers Scotland	Adult Literacies Partnerships
Adult Learning National Organisations	CLD Strategy Lead Officers

Please see Appendix 7 for an example of the leaflet distributed to create interest in the programme. Registration for all workshops was completed by 19 February 2010, with the first workshop delivered the following week and subsequent workshops and e-learning continuing up until 16 March 2010.

The importance of marketing the events was confirmed by contact with the youth sector once the original application deadline date had passed – they expressed that information had only recently been received, prompting an extension of places and deadlines.

Participants heard about the learning opportunity in a number of ways, and some through several channels such as from their workplace, via email and in a newsletter, in the case of one respondent. The majority (61 per cent) heard about the opportunity through one method of communication, usually through their workplace or by email, and 36 per cent (28 people) heard through two methods of communication, shown in Figure 23.

Figure 23: Methods of Communication

ILM 5: Methods of communication
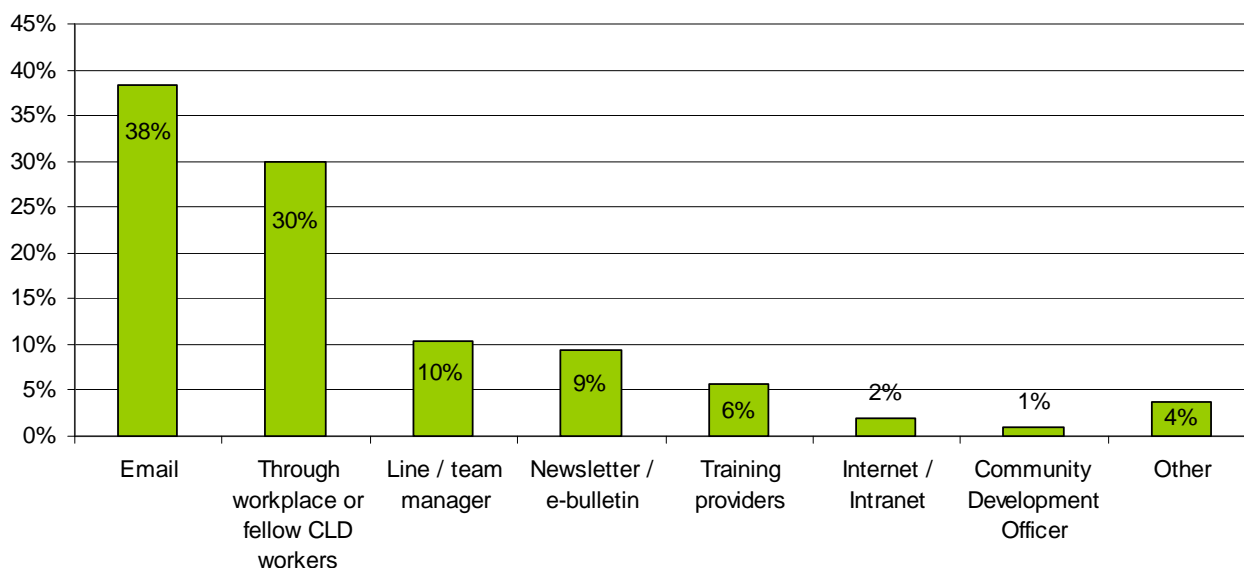
'Other' methods included:

- Through upskilling workforce co-ordinator
- Through supervision and discussion with other partners
- A friend
- Emailed by a member of the Upskilling Programme Steering Group

7.2   Applicants and participation

A total of 216 applications were received for 100 places, and 14 applications were discounted because they were non-CLD practitioners or did not employ any regional Scottish staff. Applications came from the Borders, the Highlands, Tayside, Strathclyde greater area, the Lothians and the Central Belt, ensuring a wide-range of participants.

Participants were selected by the following criteria to ensure learning opportunities had been appropriately targeted:

- Achieving a balance between public and voluntary sector CLD participants
- Ensuring that participants represent those working on delivering the national priorities for CLD
- Achieving approximate numbers of allocated places set out as a guide by Lifelong Learning UK – distributed by partnership geography to minimise concentration of learning in singular areas.

Of the remaining applicants who filled all criteria, 153 opted for workshop-based learning, and 63 preferred distance learning to overcome cost and diary clashes. Public sector workers accounted for 56 per cent (121) of the applicants, with the remaining numbers working for the voluntary sector. Originally 100 places were commissioned, but it was agreed that additional grant would be allocated to pay for 40 extra places to help cope with demand for the course. These places were offered to 83 (59 per cent) public sector workers, and 57 voluntary sector workers and 48 per cent of all participants were considered 'generic' workers with responsibility for all three national priorities of adult learning, youth work and capacity building. 52 per cent were specifically linked with one of the priorities.

The 'generic' workers tended to be those in management positions with an overview of several priorities, and so it was fitting that they study a leadership course. One of the aims of the CLD Programme is to target learning appropriately and at the right levels of the workforce.

Table 24: Types of workers

	Generic workers	per cent	Adult Learning	per cent	Young People	per cent	Capacity Building	per cent
Total applicants (216)	92	42 per cent	40	18 per cent	41	19 per cent	43	21 per cent
Total participants (140)	68	48 per cent	21	15 per cent	25	18 per cent	26	19 per cent
Aberdeen workshops (29)	10	34 per cent	5	18 per cent	6	21 per cent	8	27 per cent
Glasgow first workshops (39)	24	61 per cent	3	9 per cent	7	16 per cent	5	14 per cent
Glasgow second workshops (40)	16	40 per cent	7	18 per cent	9	22 per cent	8	20 per cent
E-learning (32)	18	57 per cent	6	19 per cent	3	9 per cent	5	15 per cent

The split between public and voluntary sector workers reflects the current landscape in Scotland of 55 per cent public versus 45 per cent voluntary. There was a slightly higher demand for e-learning by the public sector, perhaps reflecting the inability to leave workplaces to take time out for training due to schedule demands.

Targets were set by authority areas and weighted by the Scottish Index of Multiple Deprivation in a bid to reach the most disadvantaged learners. Of these LWTT met 11 targets, exceeded targets for 16 local authorities, fell short by one participant in three areas, and below by three participants in two areas. Demand for the programme led to workshops being staged in Aberdeen and twice in Glasgow; other options provided to applicants included locating the course at Edinburgh, Dundee, Inverness and Perth.

Feedback from Lifelong Learning UK mini-evaluations show that 77 participants provided demographic information and comments, detailed in Tables 18 and 19.

Table 25: Age demographics

Age	All locations	Aberdeen	Glasgow
16-24	2 (3 per cent)	-	2 (3 per cent)
25-34	13 (17 per cent)	1 (6 per cent)	12 (20 per cent)
35-44	27 (35 per cent)	9 (50 per cent)	18 (31 per cent)
45-54	28 (36 per cent)	7 (39 per cent)	21 (36 per cent)
55-64	7 (9 per cent)	1 (6 per cent)	6 (10 per cent)

Female participants accounted for 75 per cent of all attendees (25 per cent male), and age range was concentrated around the 35-54 age group, totalling 71 per cent. Breakdowns between the Aberdeen and Glasgow sessions show that splits between age range and gender followed similar patterns; 89 per cent of Aberdeen participants and 67 per cent Glasgow participants were aged 35-54 years.

Table 26: Gender demographics

At Aberdeen, 75 per cent of all males were aged 35-44, and 86 per cent of females were between the ages of 35-54 years (evenly split 43 per cent each). The largest proportion of males (aged 35-44 years) represented 33 per cent of the Glasgow group, followed by the 25-34, and 35-44 years groups (evenly split 27 per cent each).

Location	Female	Male
Aberdeen	78 per cent	22 per cent
Glasgow	75 per cent	25 per cent
Combined	75 per cent	25 per cent

7.3 Course content and outcomes

Two-day workshops were conducted with participants, introducing them to the theories of the ILM level 5 award and setting exercises for practical learning. The first day looked at leadership skills, and the second day reflected on motivation, followed up with end assignment and course evaluation. A course induction pack was sent to each participant upon course acceptance, and contained background to the programme; details of the award and accreditation; details of the course commitment required; details of assessment; learning support details; and an introduction to reflective learning using logs and personal learning plans.

Day One: Leadership Role and Leadership Theories

LWTT created evaluation forms tailored to the activities of the day to gather detailed feedback from participants and covered the following questions for day one – leadership activities:

Needs and challenges
- Why did you want to come on the training?
- Please identify three issues or challenges facing you at work
  Views on the session
- To what extent did the session meet is stated objectives?
- How useful will the session content be to you?
- How involved did you feel during the session?
- To what extent did you gain new insights in relation to leadership?
- How effective were the presenters in helping you to get the most from the session?
- How would you rate the presenters' level of knowledge?
- Overall how would you rate this workshop?
- Please identify the top three actions you will take to develop your leadership skills
- What is your initial thinking on how you might address these?
  Meeting your development needs
- How easy do you think it will be for you to develop in these three areas after the training?
- How committed are you to developing in these areas?
- What help and support do you think you might need to develop in these areas?

Of those who attended, 78 participants completed the leadership evaluation form.

Participant motivation

Table 27: Motivation

Course	Personal skills development	General interest	Looked useful	Will help me in my job	Other
Aberdeen	17 (25 per cent)	3 (17 per cent)	5 (36 per cent)	15 (28 per cent)	3 (75 per cent)
Glasgow 1	30 (44 per cent)	7 (39 per cent)	5 (36 per cent)	20 (38 per cent)	1 (25 per cent)
Glasgow 2	21 (31 per cent)	8 (44 per cent)	4 (28 per cent)	18 (34 per cent)	-
Total	**68**	**18**	**14**	**53**	**4**

Overall, key motivations for attending the course were personal skills development and the help the course could give them with their current and future roles. This suggests that the majority were looking to build on their skills base, and were looking forward to using these skills in their day to day work.

Four participants selected 'other', stating that the course would:

- help them in obtaining more work
- (provide a) networking opportunity
- enable networking with local people / trainers
- work towards ILM Qualification

Participants were then asked to identify the three main issues and challenges facing them at work. Responses were widely varied, but could be categorised into 13 challenge 'types', shown in Figure 24.

Figure 24: Issues and challenges to leadership

Issues and challenges: Leadership

Challenge	Percentage
Gaining leadership and management skills	26%
Financial cutbacks / budget restraints	19%
Supporting staff	15%
Organisation is being restructured - future uncertain and support for staff required	15%
Pushing forward /publicising service and meeting community needs	10%
To progress in my role / promotion	10%
Job role is changing	10%
Working with management	4%
Supervision skills	3%
Gaining confidence	3%
Be recognised as a manager	2%
Problems working with local authorities / partnerships	1%
Other	6%

Leadership and management skills were collated as delegation, time management, employing effective leadership, team motivation, prioritising workloads and understanding leadership styles. The second most stated challenge was financial cutbacks, reflected by 15 per cent stating organisational restructure as a result of budget constraints. The need for workers to operate under new remits with wider responsibilities featured throughout the feedback. Supporting other staff (15 per cent) as a result of changes or budget freezes was closely followed by pushing forward services to meet community needs, i.e. one participant mentioned that they were combating negative

publicity after the closure of a community centre, and others needed to push forward services in a bid for more funding. Job safety was also key and so there is an onus on expanding skills.

Quotes:

- *"Encouraging the Third Sector to achieve an equal voice within community planning."*
- *"Motivating and engaging staff to implement vision / strategy."*
- *"Greater awareness needed as to how to become a wise and empathetic leader."*
- *"Engaging new learners."*
- *"Within our team yet another reorganisation of staff roles and responsibilities about to happen (quite separate from council-wide reorganisation and redesign)."*

'Other' comments included working in an ill-equipped office, animosity towards current role, competing pressures, and effectively dealing with community activists.

Change

The change processes identified as current challenges in work can be identified under three headings, organisational changes that impact on participants work, personal changes in roles and remits and concern about resources, with budgetary constraints and loss of staff highlighted. Under these headings the number of participants who felt these were current issues is listed from each workshop in Table 28.

Table 28: number of participants identifying change as a challenge

Course	Organisational change	Changes in roles and responsibilities	Changes in resources available
Aberdeen	6 (14 per cent)	7 (32 per cent)	7 (18 per cent)
Glasgow 1	21 (48 per cent)	10 (45 per cent)	26 (65 per cent)
Glasgow 2	17 (38 per cent)	5 (23 per cent)	7 (18 per cent)
Total	**44**	**22**	**40**

Organisational change was identified by 44 participants in all. Some were developmental challenges, such as identifying and appointing a new board of directors, others were about the importance of maintaining motivation and stability during restructuring processes. Some participants identified new management structures as a result of organisational changes, with others highlighting the establishment of new teams and the need to bring these together and another that their role change meant they had to motivate staff after as a result of changes. One reflected some frustration at continued changes: "*Changes in structure for the 3rd time in as many years.*"

Resource changes and uncertainty about the future was felt to be a challenge to 40 participants. Some participants identified increased workloads as a result of changes and others felt there was uncertainty about their own jobs or additional pressures to demonstrate the necessity of their role. The majority of participants that identified resourcing issues were concerned about the loss of funding or posts and their implications. For some securing funding was a priority, for instance one identified the need to access funding for the sustainability of their organisation, another was focusing on attracting funding for an exciting new project, another participant was dealing with the impact of a reduction in resources and another with team conflict they felt had resulted from resource losses.

Role changes were identified by 22 participants. Some of these related to taking on new roles in their work places, for instance taking on managing volunteers or staff or being relatively new in post. The challenges identified in these were to share vision, bring teams together, direct change in role, for instance from an adult literacies worker to a generic Community Learning and Development worker. The personal development priorities highlighted by participants, such as increased

confidence in themselves, the ability to be recognised as a manager, dealing with de-motivated staff and leading new, and sometimes difficult, teams were all identified as challenges.

Views on the Session

Not all participants answered every question. The majority however did give ratings, with all 78 giving ratings in relation to four of the questions.

Overall the evaluation of the day's work was positive. The majority of participants rated the questions on the basis of a scoring of 4 or above. If we look at the ratings of 5 or above the most highly rated were given to how involved participants felt during the session (86 per cent / 67 participants) and in how they rated the presenters' level of knowledge (87 per cent / 68 participants). Only one participant rated the usefulness of the session at level 2, and one rated the level of knowledge of presenters as 2. High ratings were also given to the overall workshop itself (64 at level 5 and above / 83 per cent), meeting the stated objectives (63 / 81 per cent) and the effectiveness of presenters in helping them to get the most out of the session (63 / 82 per cent). One participant gave the overall workshop a rating of 1, and two people rated it at 3.

Figure 25: Views on the ILM session
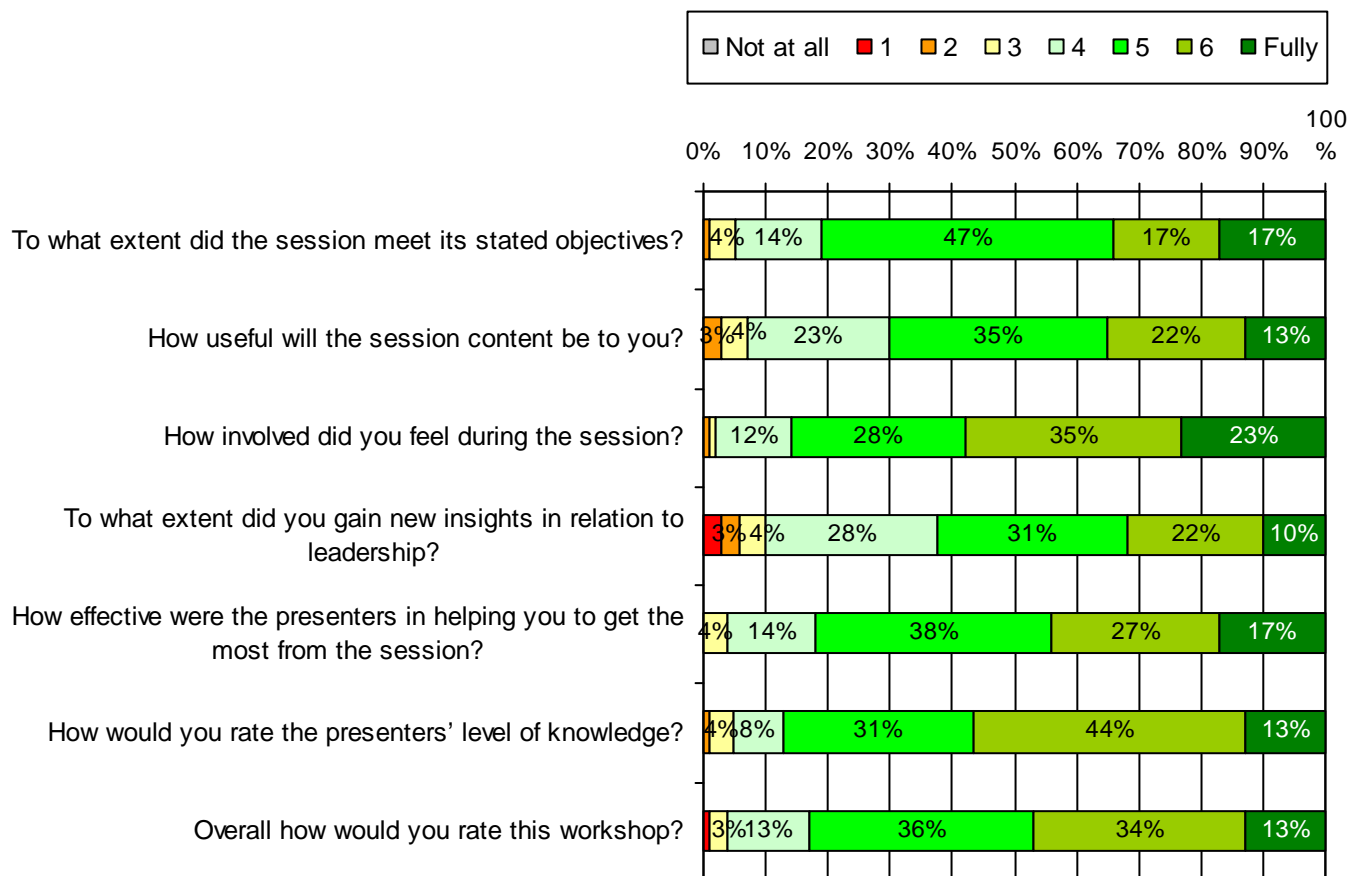
Actions planned as a result of the training

The identification of top three actions that participants would take to develop their leadership skills highlighted a number of different processes that they proposed to take forward. The most often identified actions related to personal improvements, such as increasing confidence, organising feedback sessions and using different leadership styles to be more effective. Reviewing, reflecting and observing personal and organisational leadership styles was identified by 49 participants and further research into leadership theory by 31. There were 29 commitments to studying the materials and completing the module and 19 where supporting or sharing information about leadership with colleagues was felt to be important.

Table 29: planned actions

Course	Study	Review & reflect	Research	Share/ support colleagues	Personal improvement	Organisation Focus
Aberdeen	7 (24 per cent)	13 (27 per cent)	3 (10 per cent)	6 (32 per cent)	23 (30 per cent)	4 (44 per cent)
Glasgow1	18 (62 per cent)	16 (33 per cent)	15 (48 per cent)	8 (42 per cent)	34 (44 per cent)	2 (22 per cent)
Glasgow2	4 (14 per cent)	20 (41 per cent)	13 (42 per cent)	5 (26 per cent)	20 (26 per cent)	3 (33 per cent)
Total	**29**	**49**	**31**	**19**	**77**	**9**

Some of the actions planned are identified below:

- **Study:** for some this was commitment to working through the module and related reading materials, for others it was to look at broader study options they might like to pursue

- **Review and reflect on their own practice:** which included commitments to taking time to reflect on practice, analyse natural leadership style, reflect on the kind of leader they wanted to become or observing and reflecting on other people's leadership styles

- **Research:** aiming to seek out more information and find out more about different leadership styles

- **Sharing with colleagues:** intending to share information and work with them to develop collective leadership approaches or evaluation tools

- **Providing support to colleagues:** arranging support and supervision or identifying and sharing tools to assist staff during change processes

- **Personal improvement:** improving in different styles of leadership, in communication, in delegation, identifying and then modelling practice of effective leaders

- **Organisational focus:** assess current staffing, identify leadership styles and how they can be influenced and seeking clarity on service redesign

Initial thinking on how these might be addressed

Responses have been grouped into eight categories in Figure 25, covering reflection on practices, attitude to work, next steps in learning, proactive steps at work, and practicalities like time management.

Figure 26: Initial thinking on Leadership

Initial thinking: Leadership
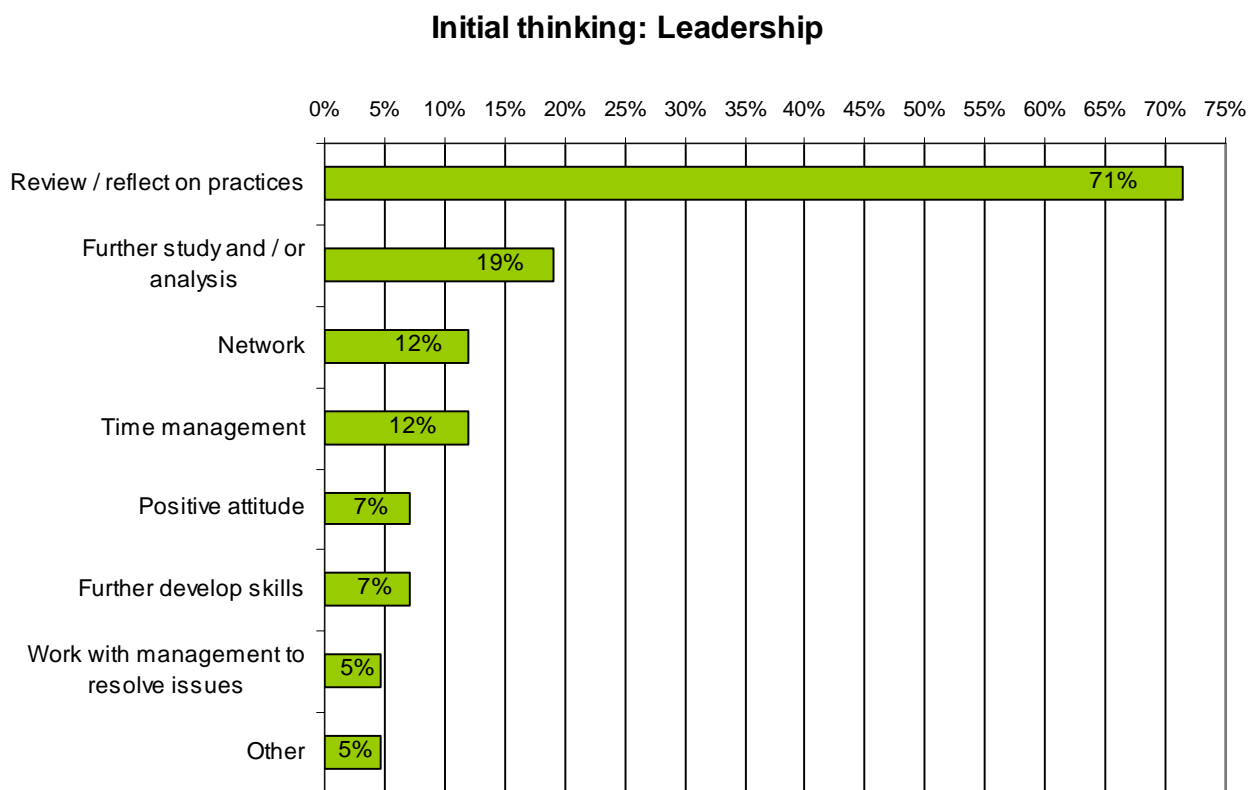
Participants identified reflection, being positive about the actions they committed to, taking the time to record their practice and using time management to make sure that they could take action. The importance of research, observation, reflection, listening and studying the materials from the course was also highlighted. Working with others was also identified as a way to take their learning forward, for instance working with management teams to decide priorities and strategy for change, clarifying from managers the direction of the organisation so that they can lead in context, using support and supervision and team meetings to move forward and exploring leadership with colleagues, possibly using leadership material for team development. Linking their learning and study to practice was also felt to be important to bringing about effective change. Practical actions, such as setting goals and making action plans were seen as important first steps to some participants and asking teams, colleagues or managers to feedback on management styles were raised. Of the only 'Other' statement, the participants expressed dismay with their job; *"someone's got to do it"*.

Quotes:

- *"I think that by using a positive approach and a 'can do' attitude, I should be fairly confident and comfortable in addressing these."*

- *"Create the time and space to think and act appropriately / differently and take note of outcomes and whether these are different from if I had stayed in my comfort zone."*

- *"Lead more and leave the 'fear' behind; play to my strengths but be more aware of any weaknesses."*

- *"Start looking at procedures already in place and develop relevant PDR procedures."*

Meeting participants' development needs

Participants were asked how easy they felt it would be to develop in their three highlighted areas after the training and how committed they were to developing their proposed actions. Their responses are shown in Figure 27.

Figure 27: Meeting own development needs
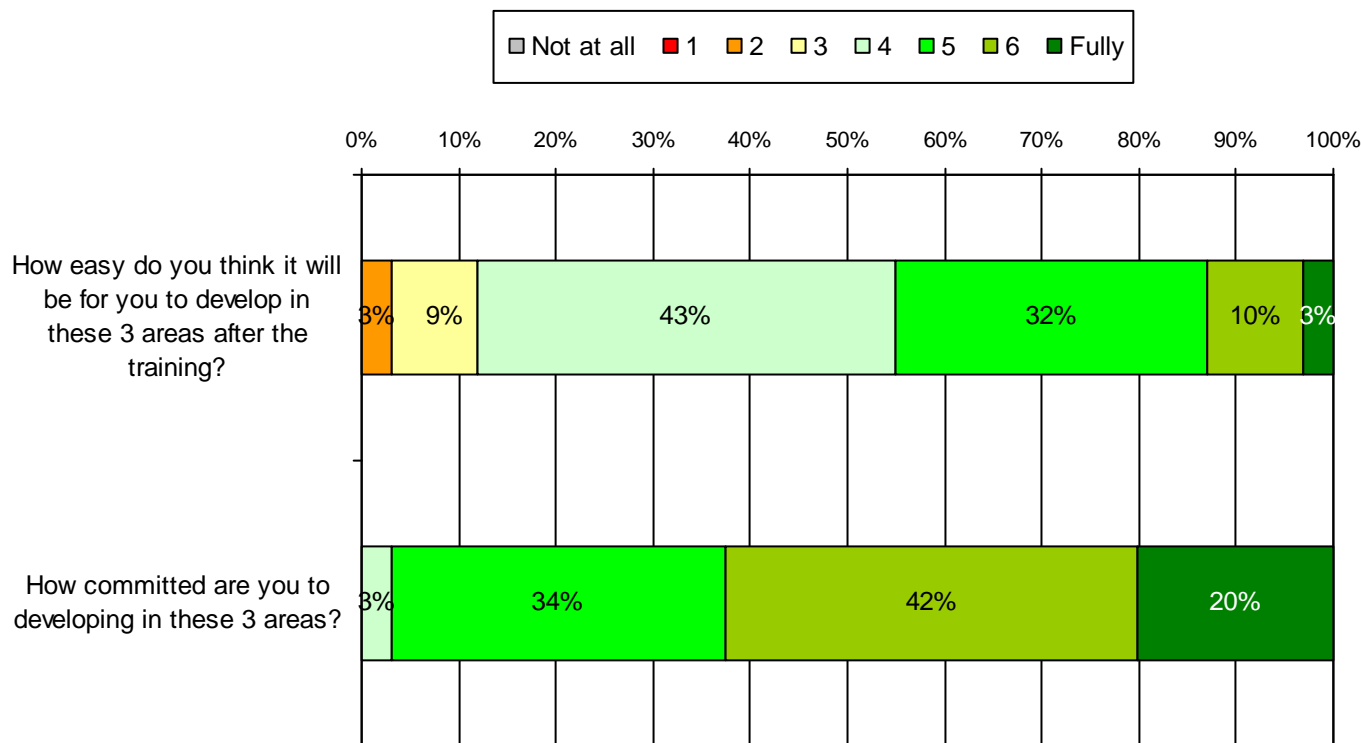
The majority of participants were positive about developing the three areas for action that they had identified, with 60 of the 68 (88 per cent) who answered this question rating this at 4 or above. Their personal commitment to developing in the areas was even higher with all 64 who answered rating it at this level. Although full commitment to developing is higher than the estimated easiness of development; 20 per cent (13 participants) vs. 3 per cent (2 participants), the proliferation of 4 or above ratings on commitment (100 per cent) suggests that participants realise challenges ahead but will pursue.

The final question on the evaluation form asked what help and support participants felt they might need to develop in the three areas. Table 30 shows the figures with only one participant feeling they needed no help.

Table 30: Expected support for development

Help from	Aberdeen	Glasgow 1	Glasgow 2
Your organisation	14 (27 per cent)	18 (24 per cent)	10 (25 per cent)
Your manager	14 (27 per cent)	15 (20 per cent)	15 (38 per cent)
No help needed	-	1 (1 per cent)	-
Your colleagues or partners	14 (27 per cent)	20 (27 per cent)	14 (35 per cent)
External help	10 (19 per cent)	20 (27 per cent)	1 (2 per cent)
Base	52	74	40

Day Two: Motivation – Winning and Maintaining Commitment

LWTT created a second evaluation form to gather detailed feedback on 'motivation' training, and covered:

Needs and challenges

- Why did you want to come on the training?
- Please identify three issues or challenges facing you at work

   Views on the session

- To what extent did the session meet is stated objectives?
- How useful will the session content be to you?
- How involved did you feel during the session?
- To what extent did you gain new insights in relation to leadership?
- How effective were the presenters in helping you to get the most from the session?
- How would you rate the presenters' level of knowledge?
- Overall how would you rate this workshop?
- Please identify the top three actions you will take to develop your motivation
- What is your initial thinking on how you might address these?

   Meeting your development needs

- How easy do you think it will be for you to develop in these three areas after the training?
- How committed are you to developing in these areas?
- What help and support do you think you might need to develop in these areas?

Of those who attended, 78 participants completed the leadership evaluation form.

Needs and challenges

Overall 80 participants completed evaluation forms for the second day of the training, which focused on motivation. These covered 23 participants from Aberdeen, 30 from the first course in Glasgow and 27 of the participants at the second Glasgow course.

Participant motivation

Again participants were offered five options in relation to what they wanted from the course and asked to tick whichever applied to them.

Table 31: Participant's reasons for attending training

Course	Personal skills development	General interest	Looked useful	Will help me in my job	Other
Aberdeen	21 (30 per cent)	7 (50 per cent)	6 (50 per cent)	21 (38 per cent)	2 (67 per cent)
Glasgow 1	24 (34 per cent)	3 (21 per cent)	2 (17 per cent)	16 (29 per cent)	-
Glasgow 2	26 (37 per cent)	4 (29 per cent)	4 (33 per cent)	18 (33 per cent)	1 (33 per cent)
Total	71	14	12	55	3

Personal skills development (71 mentions) and helping participants in their job (55 mentions) remained the priorities for the majority, reflecting similar reasons selected on Day 1 of the training.

The other gains identified were:

- Personal hope for rejuvenation!
- Help me to get back in to community work
- Consolidation of current skills & knowledge

Again participants were asked to identify three key issues or challenges at work, and highlighted organisational change or restructuring; budget cuts; new roles (and therefore new outcomes / targets); and time management (heavy or increasing workload), detailed in Figure 28.

Figure 28: Issues and challenges to motivation

Issues and challenges: Motivation

Motivating sessional, volunteers and staff, particularly teams with mixed abilities and experience and supporting unqualified staff were identified as important challenges. Building personal confidence and skills and knowledge to work with colleagues with different approaches to work, keeping themselves motivated were also challenges some participants faced. Structural changes and resource concerns were also identified as having an impact on workers' motivation and professional confidence. Some participants noted workloads and timescales, lack of direction and vision from their senior management or a struggle to achieve a work life balance in the current climate as challenges. Funding and restructuring were the primary challenges identified, with one participant noting a restructuring exercise was taking place with over 70 redundancies, another identified a £5 million budget cut that was to take place in 2010-11 and a third identified the challenge of refocusing the organisation in light of staff losses.

Quotes:

- *"Perception of CLD service and need to highlight the good work and outcomes."*
- *"Motivating staff in current uncertain financial climate."*
- *"Seeking alternative funding streams; lease income and sales of products and services."*
- *"Understanding my own motivation in the workplace and how this impacts on others."*

'Other' comments accounted for 14 per cent (20 statements of 149) of feedback and included development of new training programmes; development of new outcomes for funders; sustainability; poor practice; working in isolation and *"healing destructive relationships between staff."*

View of the sessions

Not all participants answered every question. The majority however did give ratings, with all 80 giving ratings in relation to three of the questions and 78 for the other three.

Overall the evaluation of the day's work was positive. The majority of participants rated the questions on the basis of a scoring of 4 or above. Out of a potential rating from 80 participants, 70 or more gave ratings of 4 or above in relation to each question. If we look at the ratings of 5 or above the most highly rated question was *how they rated the presenters' level of knowledge* (69 participants / 86 per cent) with only one participant rating this at level 2 and two at level 3. The next highest ratings were given to *the overall workshop* itself (68 participants / 85 per cent at level 5 and above), *meeting the stated objectives* (66 participants / 84 per cent) and *the effectiveness of presenters in helping them to get the most out of the session* (65 participants / 81 per cent).

Figure 29: Evaluation of the motivation training day
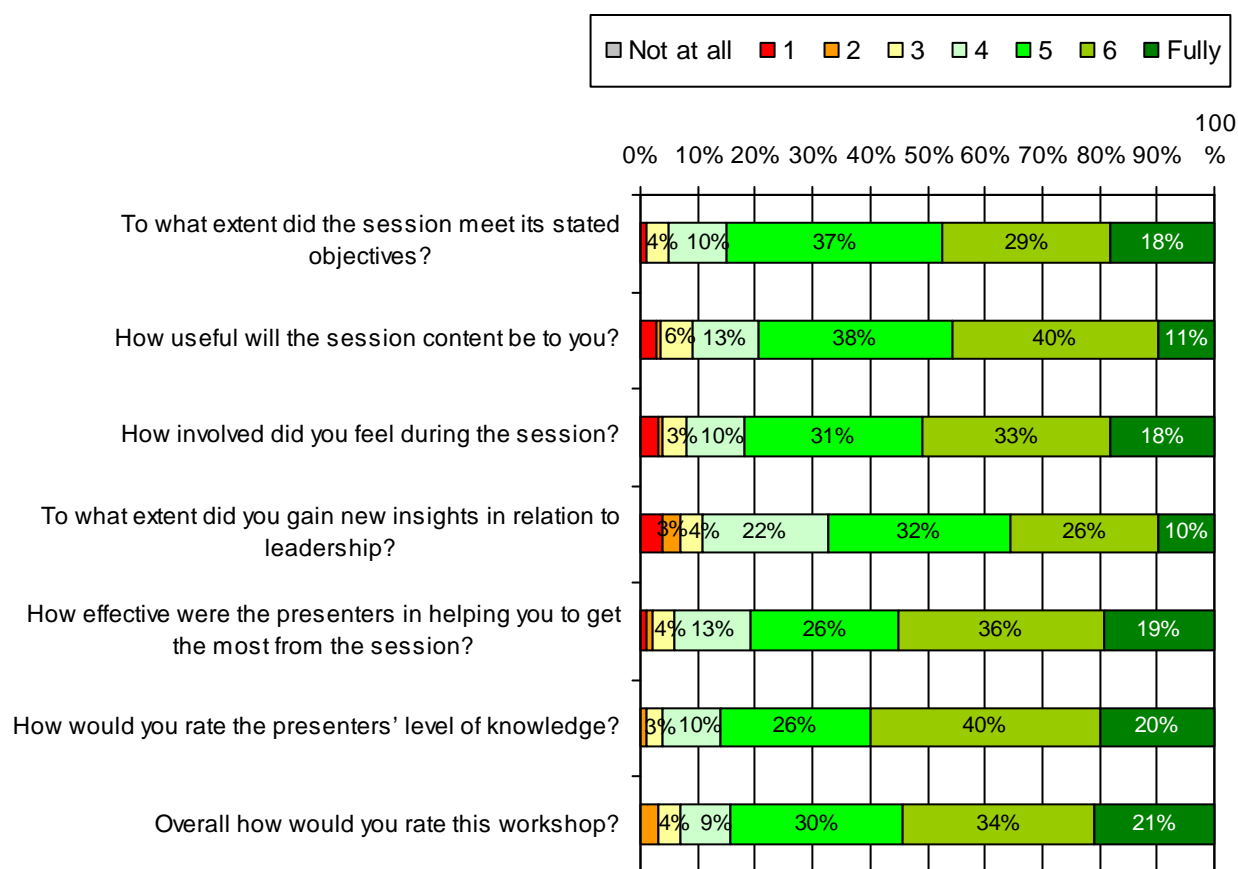
Actions planned as a result of the training

The identification of top three actions that participants would take to develop their leadership skills highlighted a number of different processes that they proposed to take forward (Table 32).

Table 32: Planned actions on motivation

Course	Study	Review & reflect	Research	Support / motivate colleagues	Personal improvement	Organisation Focus
Aberdeen	8 (21 per cent)	11 (23 per cent)	3 (21 per cent)	16 (47 per cent)	14 (28 per cent)	3 (60 per cent)
Glasgow1	17 (45 per cent)	15 (32 per cent)	4 (29 per cent)	9 (26.5 per cent)	20 (40 per cent)	1 (20 per cent)
Glasgow2	13 (34 per cent)	21 (45 per cent)	7 (50 per cent)	9 (26.5 per cent)	16 (32 per cent)	1 (20 per cent)
Total	38	47	14	34	50	5

Again commitment to action involved a high number of activities related to personal commitment to changing practice, with reviewing and reflecting practice closely linked to this. The commitment to studying increased since the first day on leadership (38 vs. 29 participants), possibly because participants were thinking about their assignments more directly and the commitment to taking action around research was less important. Support and motivate colleagues was an important action that participants said they would take action on.
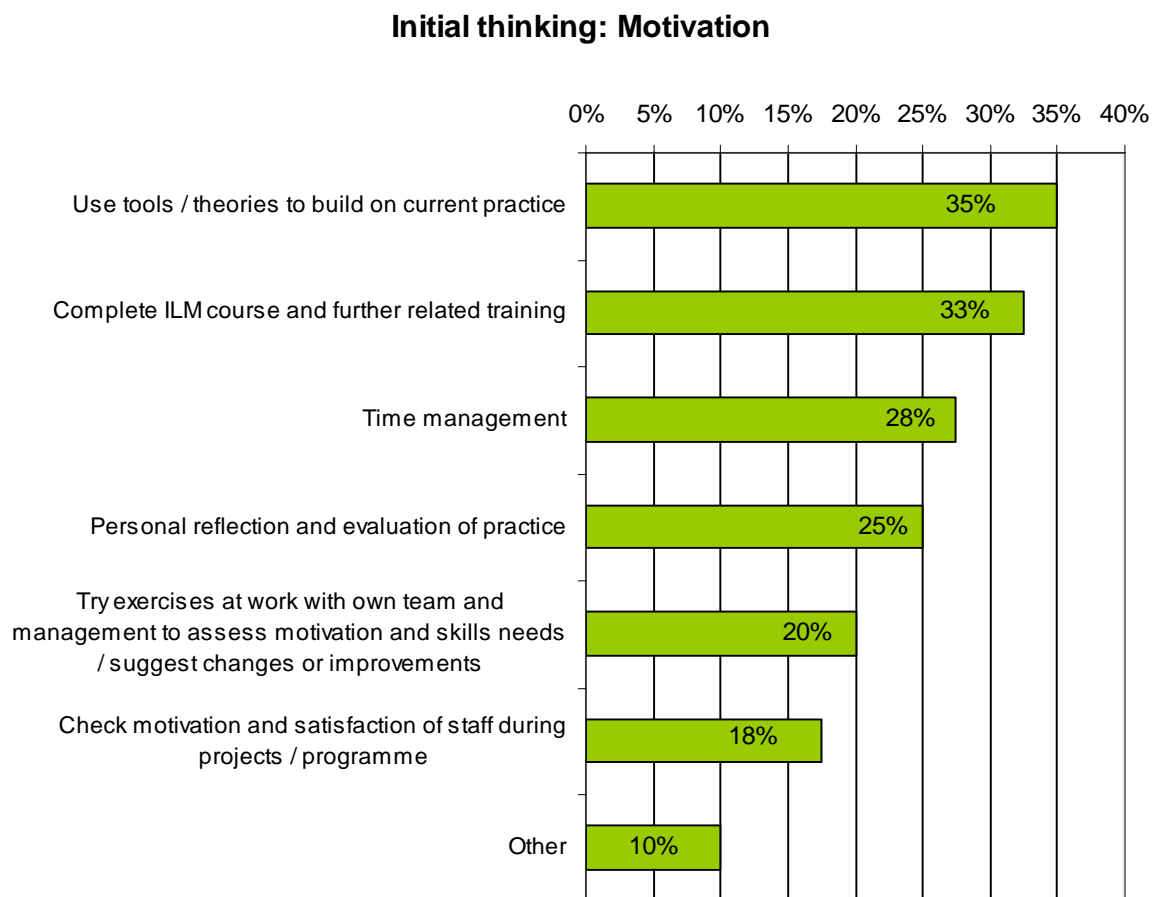
Some of the actions planned are identified below:

- **Study:** the actions varied from doing the exercises, reading the material provided, exploring additional theories writing the assignment and for participants who wanted to undertake further study both around leadership, where some were keen to move on to the certificate, and in other subjects.
- **Review and reflect on own practice:** this included reviewing and reflecting on personal leadership style and on motivation and identifying and reflecting on staff styles of leadership and motivation. Other actions related to understanding personal strengths, reviewing relationships, identifying drivers and considering own practice and how this can help to motivate others.
- **Research:** participants identified actions around further research into leadership, motivation, with one aiming to better understand what motivates communities, knowledge of management styles and one seeking to increase knowledge to better understand their organisational culture.
- **Support and motivation for colleagues:** increased understanding of different ways in which team members might be motivated; identifying de-motivating factors and addressing these, and planning services or activities with these in mind were identified as actions. Other actions planned included listening, encouraging staff to reflect on what they have done and identify what they have achieved, becoming more approachable, encouraging teams to take more ownership and responsibility and sharing the information from the course.
- **Personal improvement:** actions around personal improvement included planning meetings with more thought, engaging with other leadership types, foster enthusiasm, bring the knowledge acquired from the course into practice, communicate more effectively and seek feedback from others.
- **Organisational focus:** these included using the techniques learned to motivate managers above, seeking clarity on the service vision and restructuring the management of staff teams.

Initial thinking on how these might be addressed
Responses have been grouped into seven categories on Figure 30, covering personal reflection and evaluation of practices, time management, checking motivation and satisfaction of staff, using ILM exercises with participants' own team, and using tools and theories learned to build on current practice.

Figure 30: Initial thinking on Motivation

Initial thinking: Motivation

Category	Percentage
Use tools / theories to build on current practice	35%
Complete ILM course and further related training	33%
Time management	28%
Personal reflection and evaluation of practice	25%
Try exercises at work with own team and management to assess motivation and skills needs / suggest changes or improvements	20%
Check motivation and satisfaction of staff during projects / programme	18%
Other	10%

Answers have been multi-coded as participants mentioned several ways of addressing their actions. These included using the tools and ideas gained from the course to build on current practice and knowledge (20 per cent of participants / 12 per cent of all statements) and using some of the exercises to help the team discover what motivates people and the skills needed to deliver work. Some aimed to introduce reviewing pieces of work to ensure everyone was happy and confident in the task before moving on to the next stage. Some participants said they would seek feedback from staff on their leadership style, others proposed to develop realistic planning, preparation, timelines and reviews of the proposed actions and some suggested identifying their personal motivation factors and current support available around these. Making sure the course work was completed was important to 33 per cent (19 per cent of all statements), so that they could use the exercise to improve their practice within the workplace, some were going to discuss leadership and motivation with their line manager and two said they would talk to leaders and colleagues to identify their motivating factors and discuss leadership theory.

Quotes:

- *"Initially observing people to assess their styles. I may also ask people about the way they prefer to work or discuss my observations with them and ask if I am correct. Ask people in the team how they would prefer me to approach situations with them."*

- *"Pinch exercise from day... allow all to participate in joint planning and delivery of key projects. Peer review to reflect on work and how well we are achieving aims. Ensure support and supervision addresses some of the motivating and demotivating factors in the posts."*

- *"Give myself time to reflect and plan. Set realistic timescales and review regularly. Use some of the weekly team meeting for some team-building using identified drivers / motivators at monthly supervision sessions with staff."*

- *"Structure my time; research various theories and models; link it to my leadership style and my organisation's."*

'Others' were discussing knowledge learned on the course with management; trying to get rid of blame culture in teams; a discussion with their line manager, and one participant was 'not sure'.

Meeting participants' development needs

Participants were asked how easy they felt it would be to develop in these three areas after the training and how committed they were to developing their proposed actions. Their responses are shown in Figure 31.

Figure 31: meeting own development needs
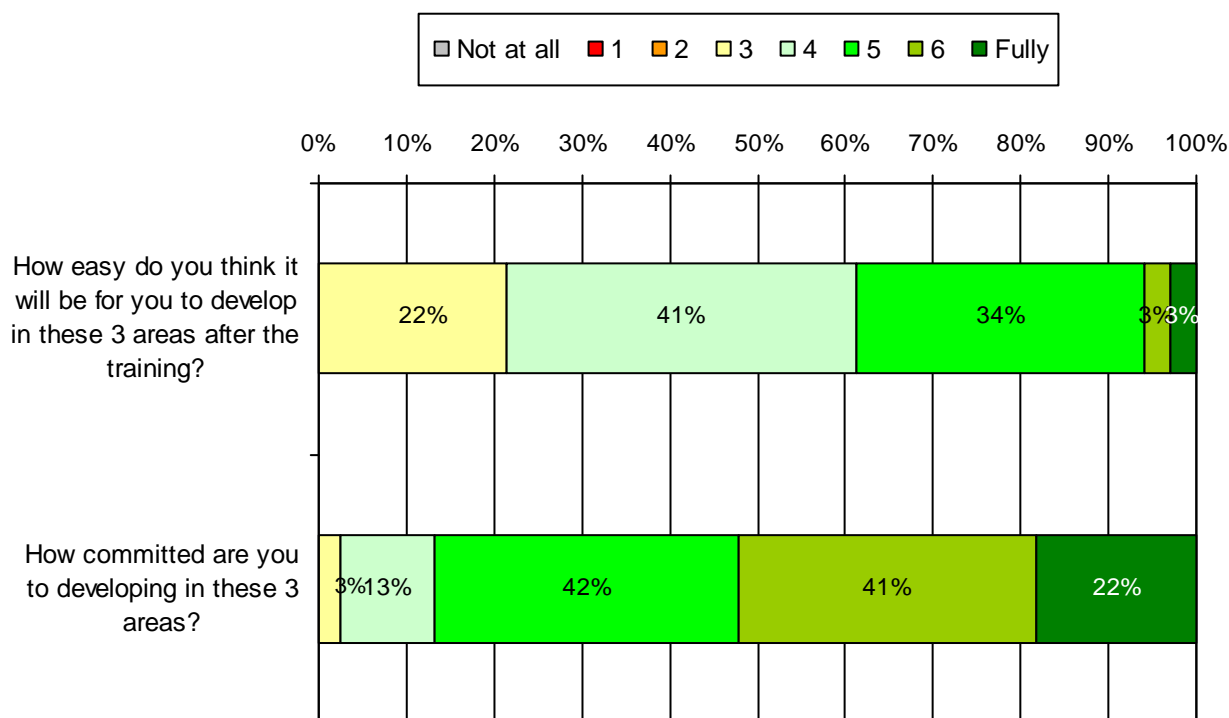
The majority of participants were positive about developing the three areas for action that they had identified, with 55 of the 70 who answered this question (78 per cent) rated this at 4 or above. Their personal commitment to developing in the areas was even higher with 75 who answered rating it at level 4 and above – this equates to 97 per cent of learners. The final question on the evaluation form for day two asked what help and support participants felt they might need to develop in the three areas. Table 33 shows that only one participant feels they needed no help.

Table 33: expected support for participants learning

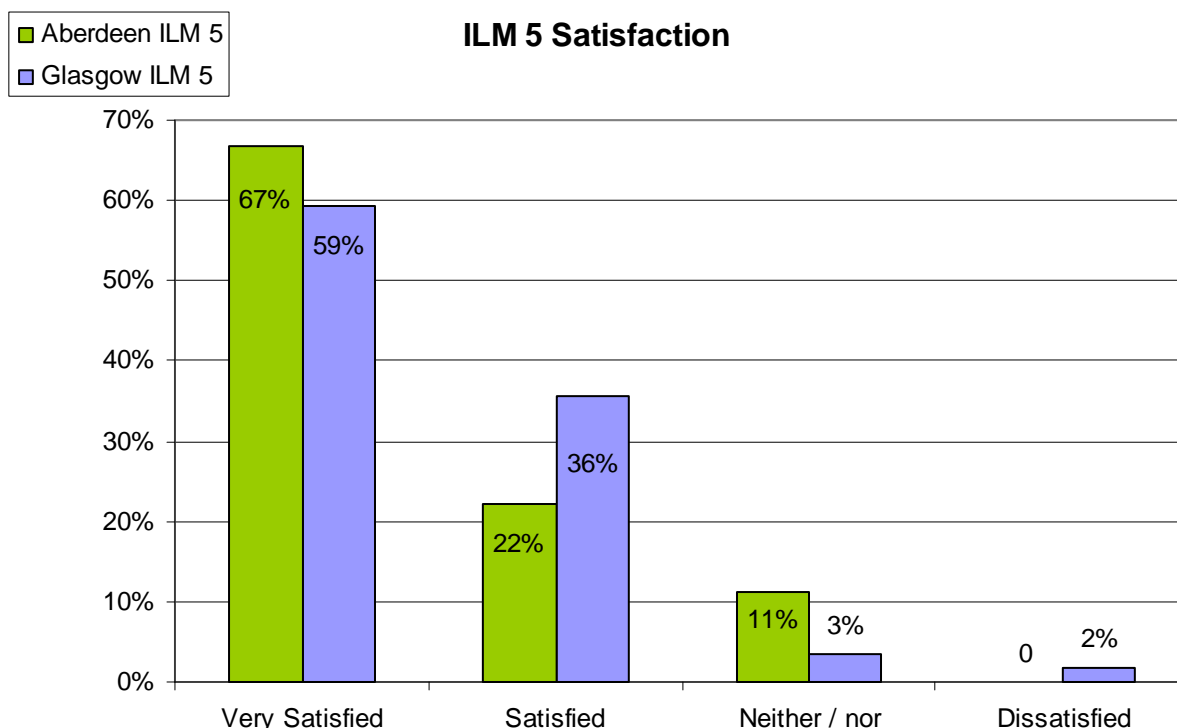| Help from	Aberdeen	Glasgow 1	Glasgow 2
Your organisation	20 (33 per cent)	16 (28 per cent)	13 (26 per cent)
Your manager	14 (23 per cent)	16 (28 per cent)	12 (24 per cent)
No help needed	-	1 (1 per cent)	-
Your colleagues or partners	19 (31 per cent)	19 (33 per cent)	18 (36 per cent)
External help	8 (13 per cent)	6 (10 per cent)	7 (14 per cent)
	61	**58**	**50**

Organisation, manager and colleagues or partners were identified as the primary support expected, with one person feeling that they did not need help. External help was also important to 21 participants.

7.4   Overview of findings from workshop evaluations and participant feedback

Of the 95 participants involved in the three courses run (excluding distance learners), 77 completed Lifelong Learning UK's overall evaluation forms.

There were high levels of satisfaction recorded, with 61 per cent of participants saying they were very satisfied with the training, and 32 per cent satisfied. Only one participant (1 per cent) was dissatisfied with the training, with the remaining 5 per cent not expressing a view either way. In all, 72 participants expressed a positive view of the course.

Figure 32: Satisfaction levels

ILM 5 Satisfaction

Legend: Aberdeen ILM 5, Glasgow ILM 5

- Very Satisfied: Aberdeen 67%, Glasgow 59%
- Satisfied: Aberdeen 22%, Glasgow 36%
- Neither / nor: Aberdeen 11%, Glasgow 3%
- Dissatisfied: Aberdeen 0, Glasgow 2%

Looking closely at the Aberdeen and Glasgow sessions, 100 per cent of all males at both locations were 'satisfied and 'very satisfied' with the course. In Glasgow, 57 per cent (25) of females were 'very satisfied', and of these, 40 per cent were 35-44, and 40 per cent were 45-54 years. This was equally reflected in Aberdeen where 57 per cent (8) of females were also 'very satisfied', with almost the same age statistics as Glasgow; 38 per cent aged 35-44, and 38 per cent aged 45-54 years. .

The Aberdeen course had higher levels of 'very satisfied' participants, and it was commented that workshops gave opportunities to cash-strapped organisations, as well as 'time out' to meet with other partners in the community to touch base. It was positively felt that the course achieved its aims, but there were suggestions that literature raising awareness of the course could have included a greater level of detail to help participants decide if it was pitched at the appropriate study level. The majority found the course to be at the right level (undergraduate degree / SCQF 9), and were able to envision how the knowledge gained could be applied to their work situation.

Aberdeen comments

- *"A thoroughly enjoyable and useful two days practical and interactive workshops.*

Good networking partly due to the workshops and time allowed for tea and lunch breaks. Friendly supportive team of staff who facilitated the two days. Open and receptive to questions and comments made by participants."

- *"We rarely get the opportunity as a profession to meet up with colleagues from other authorities and agencies so I particularly enjoyed that."*

- *"This is a great opportunity that I would not have been able to take up had it not been free. It is also good for morale at the beginning of a difficult (financial) time for Councils. Well done and thanks!"*

- *"The expectations of participants ranged from some exploring the concept of Leadership for the first time, to others looking for critical insight and analysis into their own Leadership styles and approaches. Some energy was lost in the middle…Possibly more detailed pre-course information would have helped potential participants decide if the content was appropriate to them."*

- *"A very worthwhile training event, I left the training with a greater understanding of leadership, line management and motivating staff. I started to put my training into practice as soon as I returned to my place of work."*

Glasgow demonstrated higher overall levels of satisfaction, with 95 per cent of participants according positive reactions to the learning event. Again there was a higher proliferation of learners in the later age bands; 56 per cent of all satisfaction came from participants aged 45+ years. On the whole, learners found the course experience positive, enjoying the participatory approach and the potential impact it may have when applied to real-life case studies. There were few negative comments, but interestingly one participant mentioned that CLD workers should already know the theories as standard, suggesting that there is an accepted 'minimum' level of training in their organisation, something which is lacking across the country as a whole. In terms of project legacy, there is evidence that attendees were already starting to think about future development opportunities and how the ILM course could be continued or linked into other skills areas.

Glasgow comments:

- *"Thoroughly enjoyed the course - particularly appreciated all the learning materials being forwarded before which I felt helped me to get the most out of the actual sessions."*

- *"Enjoyed the participative approach, could see how the examples and theories related to my practice. An excellent professional development opportunity. I have definitely improved my skills and knowledge in this area. I would welcome the opportunity to do further modules in the ILM certificate and other areas of skill practice (particularly evidence of impact / HMIe inspections)."*

- *"Very informative and the first course I have been on for some time in my role as a manager and that should have a positive impact on our organisation."*

- *"Useful to have an opportunity like this as our organisation couldn't afford this training or offer this development opportunity."*

- *"Looking at different theories was very interesting as was applying them to the work situation."*

- *"As an upskilling event I did not feel that I learnt anything new. Most CLD staff should already know this stuff."*

- *"Very useful tools and material for recognising and building my skills and that of my staff."*

The majority of additional comments made by participants were positive about their experience of the training, feeling that it had been useful, informative and enjoyable. Grouped responses are show in Figure 33.

Figure 33: Satisfaction levels of ILM 5 in comparison to overall feedback

ILM 5: Course comments
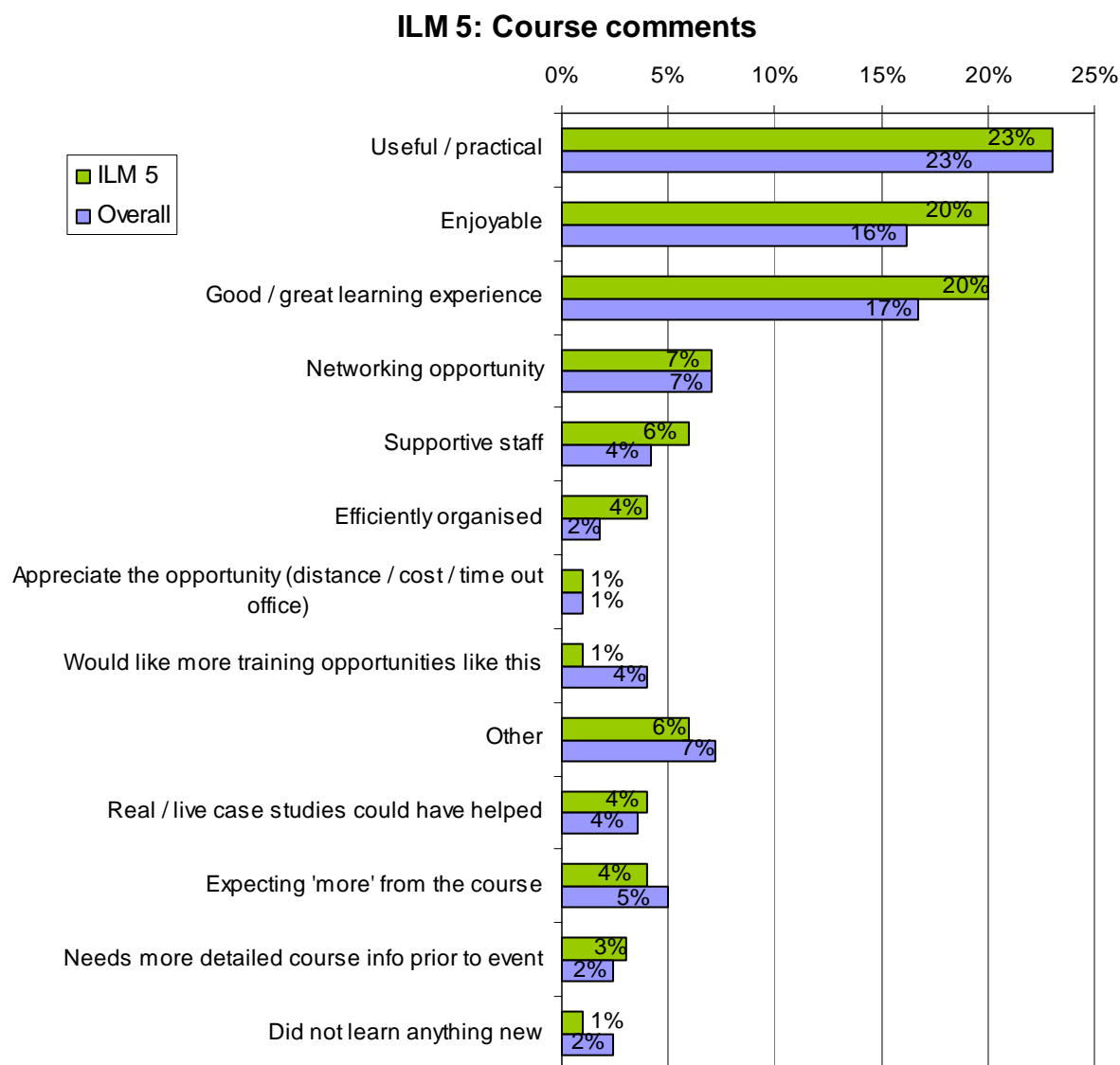
Overall, participants found the course *useful and of a practical nature* (23 per cent), *enjoyable* (20 per cent), and a *good / great learning experience* (20 per cent). In all, 4 people commented in a negative nature (*did not learn anything new, expecting 'more' from the course*), and 5 suggested ways in which the course and delivery could be improved, such as introducing more live case studies and providing a higher level of detail in information distributed prior to the course.

'Other' comments were:

- *"The training inspired me for future development and taught me a lot. Many things are still not clear however, so in practice I am not sure how assertive it was long term - remains to be seen."*

- *"This (evaluation) form is not the best to use easily."*

- *"Programme for each session. Slides of presentation handout. Provide us with Learning Outcomes via email. Switch morning & afternoon session: am Theory, pm Interactive."*

- *"Would like the opportunity to discuss the challenges and pace of changes of the sector and what we as leaders can do to ensure the value base remains true."*

7.5 Conclusions

Leadership: Day One

Of those who attended day one, 78 participants completed the evaluation form. The majority of those said that they had wanted to come to the training for personal skills development (68) and because they thought it would help them in their job (53).

Participants were asked to identify issues or challenges that they were currently facing at work. The responses highlighted a range of issues that they felt were important, many of these around resources (19 per cent), gaining leadership skills (26 per cent), organisational change (15 per cent) and supporting staff through times of change (15 per cent).

Personal change either related to new roles or skills / remit and knowledge to do this was also identified as a challenge. Both budgetary and staffing resources were identified as creating pressures around increased workloads, loss of staff, current uncertainty about organisation or service sustainability and concerns about how future decisions will impact on people.

The vast majority of participants evaluated their experience of the training as positive. On the basis of a ratings scale that covered 'not at all', to scores of 1-6 up to 'fully', 87 per cent participants rated the presenters' level of knowledge and how involved participants felt at level 5 or above. Overall ratings for the workshop at level 5 and above was given by 83 per cent participants and 81 per cent gave a rating of 5 or above that the session had met its stated objectives. The same number felt the presenters were effective in helping them to get the most out of the session. On the basis of looking at the ratings of 5 and above, the lowest score (62 per cent) was given to the extent that participants felt that they had gained new insights into leadership, although 28 per cent rated this at level 4. The second lowest score (72 per cent) was on how useful the session content would be to them. The majority felt that they had gained something from the training, but there is evidence to suggest that future learners need to assess whether the course content is of a suitable level to concentrate learning where it is most needed.

Participants identified three actions that they would take as a result of the training. The main actions were based on personal improvement such as improving styles of leadership or skills such as communication and delegation, and reviewing and reflecting on their own practice; for instance, analysing their natural leadership style or reflecting on the kind of leader they wanted to become. Research was also identified as an action many participants intended to undertake aiming to seek out more information on leadership styles and theories.

Participants' initial thoughts on how they would take the actions forward identified things like time management and networking (12 per cent of participants, and 9 per cent of all statements); reviewing and reflecting on practice (69 per cent of participants and 51 per cent of all statements); and further analysis and study of course materials (19 per cent of participants). There was also an interest in working with others, such as managers or teams to take their learning forward. Practical commitments were highlighted by some such as setting goals and making action plans.

Most of participants were positive about developing the three areas for action that they had identified, with 31 (46 per cent) of the 68 who answered rating at level 5 or above and 29 (43 per cent) at level 4. Their personal commitment to developing in the areas was even higher with 62 (97 per cent) participants rating it at level 5 or above.

Participants identified the main sources of expected support for their development as: colleagues and partners (48), management (44) and their organisations (42), with external help identified by 21 participants and one participant feeling that they would not need any help.

Motivation: Day Two

There were 80 evaluations received for day two of the course. Participants were asked their reasons for attending the training, and personal skills development (71) and that it would help them in their jobs (55) were again the most cited.

The current challenges and issues that were identified on day two reflected organisational change (22 per cent), ad budget and resource concerns (18 per cent) as the main concerns, with examples given of restructuring with over 70 redundancies in one organisation and a £5 million budget cut to take place over the coming year in another.

Overall the evaluation of the day's work was positive. In looking at the figures at level 5 or above five of the seven questions were given these ranking by 80 per cent or more of participants. The highest score was given to presenters' level of knowledge (86 per cent), the overall rating for the workshop (85 per cent), the extent to which the session met its stated objective (83 per cent), how effective the presenters were in helping participants to get the most from the session (81 per cent) and how involved participants felt during the session (80 per cent). The lowest percentage given was 66 per cent to the extent participants felt they had gained new insights in relation to leadership, with the second lowest percentage awarded to the usefulness of the session, rated at 5 or above by 78 per cent of participants. Again, this points to a need for clarity on how appropriate a level of course is to practitioners. An FAQ on the programme was distributed with all communications, detailing level and course content to target appropriate learners. Those who found the undergraduate degree level too simple may have benefited from investing in ILM Level 7 programmes – please see recommendations for more information.

The identification of top three actions that participants would take to develop their leadership skills highlighted a number of different processes that they proposed to take forward. The main actions related to personal improvement, such as engaging with other leadership types; fostering enthusiasm; communicating more effectively; and seeking feedback from others. Studying was also a priority, with participants aiming to explore the materials provided in the course and additional leadership theories, as well as extra studying outside the ILM course. Supporting and motivating colleagues was identified as an action point for many, such as identifying motivating and de-motivating factors that could affect staff and team members. Participants identified a number of ways of addressing these actions. These included using the tools and ideas gained from the course to build on current practice and knowledge (35 per cent) and using some of the exercises to help the team discover what motivates people and the skills needed to deliver work (20 per cent).

Participants were less certain about how easy it would be to develop in the three areas they had identified, with 27 of the 70 (39 per cent) who answered the question giving a level of 5 or above. Participants were more positive about their commitment to developing in these areas with 67 of the 77 (87 per cent) who answered giving level 5 or above.

On the second day participants again identified the main sources of expected support as colleagues and partners (56), management (42) and their organisations (49), with external help identified by 21 participants and one participant feeling that they would not need any help.

7.6   Recommendations

The LWTT and SEA collaboration worked effectively, and minor changes can be recommended to maximise the effectiveness of future courses. Some participants concerns were around the SCQF level of the course, and felt that they could have been made more aware of course content to decide whether it was relevant to them (in terms of being too difficult or too easy). LWTT produced and distributed a lengthy FAQ document on the course, so a minor adjustment to this, such as emphasising that SCQF 8/9 is pitched at HNC to undergraduate degree level, and therefore CLD workers who have previously undertaken honours or postgraduate courses found the course less challenging.

An exact breakdown of the elements students will be learning could be made available on request so that students can check if they covered this in previous CPD activities. Participants also expressed an interest in using 'real-life' case studies, so there is an opportunity to invite extra preparation by participants prior to events so that they may apply their knowledge to a pressing issue based in the award themes. This would require agreement with LWTT so that they could accommodate learner demand.

8. The North Highland College: Institute of Leadership & Management module – 'Motivating To Perform In the Workplace'

Lifelong Learning UK commissioned the North Highland College to deliver the Institute of Leadership & Management Level 3 module of 'Motivating To Perform In the Workplace' to get practitioners started on their way to gaining a professional award. There are a total of four units to complete the ILM 3 Award.

Marketing and communication of event

Lifelong Learning UK provided North Highland College with contact details of CLD lead officers to help stimulate interest in the module, which North Highland used to email the partnerships. This communication was issued twice with reminders to forward the email to relevant parties and inform them of the available training.

Applicants and participation

Fewer numbers than the anticipated 20 applied for the initial course, and of the ten who registered their interest, two elected to study on a distance learning basis due to work commitments, meaning that they would not attend the induction day. The course was run from 23 February 2010 to 26 March 2010, and on the induction day only two students were in attendance – aside from those who had already registered open learning interest, none of the other participants contacted North Highland College to cancel or reschedule. The course tutor contacted the expected participants to offer the course on an open learning basis but was not able to gain commitment to continue from the students. In the end, four students took part, and of those four, two completed the assignment, and two pointed to pressures from work making it difficult to complete training.

It was agreed with Lifelong Learning UK that another learning opportunity be scheduled for April-May, which attracted five more students to the course. Of these, only one student had to discontinue the course due to work commitments, and the remaining four went on to complete the assignment. All 15 students who applied for the sessions were allocated places on the course, but only six went on to successfully complete. Participant feedback forms indicate that students came from a number of areas outside the northerly location, including Falkirk and Dundee. As the course attendee numbers are relatively low, we will not provide exact detail on participants to anonymise data.

From participant feedback forms, basic demographic data can be discerned. Gender splits were reflective of the Programme and the CLD sector, and evenly split across age groups, with only one participant nearing retirement age.

Table 34: Age and gender demographics

Age	per cent	Gender	per cent
16-24	-	Female	67 per cent
25-34	33 per cent	Male	33 per cent
35-44	33 per cent		
45-54	-		
55-64	33 per cent		

Course content and outcomes

The course was originally intended as a two day programme of face-to-face delivery with email and telephone support in between classes. Due to work commitments this was shortened to a one day programme with extra tutor support on the module. The programme of events included an introduction to the Institute of Leadership & Management; North Highland College support available; guidance on the core text book; study skills; an introduction to motivation theories; an introduction to performance appraisal; and discussion of the module's assessment. This was followed up by weekly emails of encouragement sent by the tutor, as well as two-way communication on any queries on the module or assessment. Students were required to study the ILM workbook supplied, either at home or during the workday where permissible.

The module 'Motivating To Perform In the Workplace' is worth 2 credits towards the ILM 3 Award in First Line Management. A total of five credits are needed to complete the Award, including the mandatory unit 'Solving Problems and Making Decisions', and a selection of optional units. Students who have undertaken the first module provided through Lifelong Learning UK will need to complete the aforementioned units to fully progress through the programme.

Overview of findings from participant feedback

As a result of completing the module, half of the students have expressed an interest in completing the Level 3 ILM award to increase their skills and become more effective in their workplace. The tutor discussed participants' experience of the module after the initial induction day, and all reported back that they had gained from the experience.

The flexible delivery method also meant that students could be supported in a way which was conducive to their workload, aided by electronic query responses within 24 hours, and mostly within five hours of submission.

Verbal discussion with students after the induction day revealed that a couple felt that there was a lot of information to absorb over one day; as the programme was initially meant to run for two days this meant that slightly more had to be covered during induction, but course materials, email and telephone support were available after induction day.

Of the six students who successfully completed the course and the assignment, all felt that the marks gained were a fair assessment, and would allow them to think about their work practices and make recommendations for improvement. Feedback from Lifelong Learning's participant feedback forms shows 100 per cent 'very satisfied' with the course, particularly noting the support of course staff in achieving aims.

Figure 34: ILM 3 comments

ILM 3: Course comments
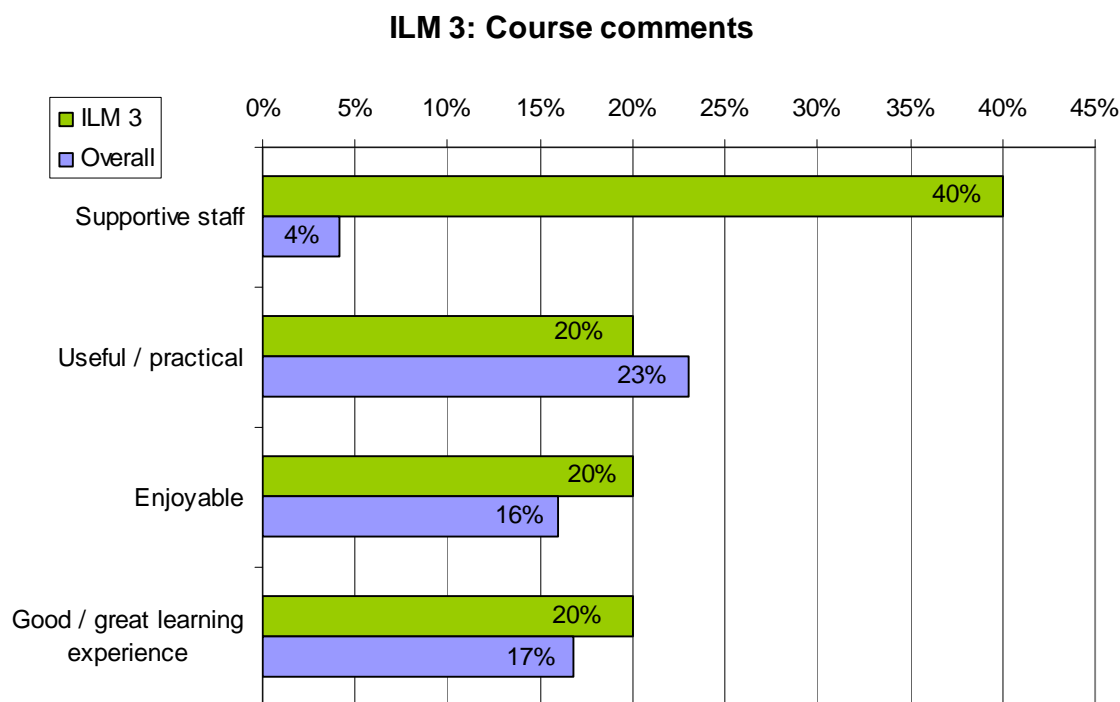
Comments from the participant feedback forms are:

- *"The workshop provided a good understanding of both the course and its place within the ILM structure. Good support from tutor both during and after the workshop."*

- *"The induction day was very valuable; I do not think that I would have been able to complete the assignment without it."*

- *"I found the course very interesting and easy to follow. All materials were good quality and helpful feedback and support from tutor. I found [the] Induction Training day extremely useful. I am keen to continue."*

Conclusions

In comparison to Linked Work Training Trust's (LWTT) delivery of an ILM level 5 course (which exceeded maximum capacity), the level 3 course delivered by North Highland College suffered from a lack of interest and commitment to the programme. It attracted 30 per cent of the intended participation levels, but did enable a worthwhile experience for the six students who continued their studies.

There are a number of possible reasons as to why interest was low:

- The location of the course – this was originally sited in the North of Scotland to provide for partnerships in rural areas, but more were inclined to take the higher levels provided by LWTT in Grampian, Strathclyde and the Lothians
- There is less call for lower level ILM qualifications
- There is less pressure to complete training when funds are being spent centrally by Lifelong Learning UK, rather than by individual partnerships commissioning training
- Work commitments and pressures out-with the control of staff or trainers
- Potential students were unaware of the training opportunity..

Nevertheless, those who did take part in the course reported that they were very satisfied and found the learning experience an enjoyable one. The electronic support also enabled students to continue their studies and gain a greater sense of tutor support when undertaking distance learning.

Since the module, three students have requested more information on how they can achieve the full award to increase their skills and perform more effectively in the workplace.

Recommendations

Conclusions drawn from the small number of participants suggest that further opportunities to obtain all modules to complete the award will be necessary, but could be provided on a partnership basis rather than as a national opportunity. If the ILM 3 Award is to be run in Phase 2 then there will be a select amount of students who are at an advanced level of study, while the majority will be starting the course for the first time. The support of Programme Development Officers could help students to independently complete the Award.

Practical solutions to recruiting more participants include longer lead-in times between commissioning, marketing, recruitment and delivery of the training, which the entire Programme has been affected by. Phase 1 was originally meant to be delivered over 12 months but had to be condensed into a shorter timeframe. The college identified a need for extra support and commitment from agencies and employers sending people on the courses to help encourage attendance and completion.

One participant left some helpful suggestions as to how they could have gained more from the event, including providing a programme for each session and emailing learning outcomes to participants. This would involve little extra effort and would be helpful in involving participants more and keeping them abreast of the course requirements.

9. Scottish Community Development Centre: Outcome-focused Planning, Practice and Evaluation in CLD seminars

Lifelong Learning UK commissioned the Scottish Community Development Centre to deliver three national seminars on outcome-focused practice, designed to develop practitioners' skills and confidence, and approaches to outcome-focused practice. The sessions were 'tasters' to help introduce partnerships to outcome-focused practice.

Marketing and communication of event

Seminars were scheduled for March and April 2010, covering the major cities of Edinburgh (East), Glasgow (West), and Aberdeen (North-East), and marketed to practitioners and staff of CLD partnerships through lead officers, the SCDC website and leaflets distributed at voluntary sector event, The Gathering. The northern seminar was originally scheduled for Inverness to allow greater access by partnerships in the north, highlands and islands, but this was rescheduled to Aberdeen in April after a slow response rate, and the indication that registered participants were closer to the Aberdeen area.

Applicants and participation

There was a lot of interest in the seminars, but participants were vetted on a case by case basis as suitability was occasionally in question. SCDC found that the nature of enquiries 'suggested a lack of awareness among voluntary staff about their local CLDP and their connection to its work'.

Participation was limited to 45 places at each seminar, of which Glasgow achieved maximum capacity, followed by Edinburgh at 36 places, and Aberdeen at 23 places. Three facilitators were on hand at each seminar, allowing for hands-on facilitation and an interactive learning experience.

Table 35: Applicant numbers

Location	Registered	Attended
Edinburgh	36	32
Glasgow	45 (+3 reserve)	37
Aberdeen	23	17

There were learner absences at all events; totalling 21 across the three areas and meaning only 86 of the 115 places were filled. SCDC noted that the tight timescales involved with the project made it difficult for would-be participants to clear their diaries, and the dissemination of info by lead officers cannot be independently monitored. The national learning portion of the project would have been delivered several months previously, if the full year had been used for Phase 1 of the programme. The end of March / start of April is a busy time of year, and so it can also be difficult for staff to free up their time for upskilling opportunities.

Seven participants completed the Lifelong Learning UK mini-evaluation form, revealing that contrary to other nationally-delivered courses, there was a higher percentage of the 25-34 years age group, accounting for 43 per cent of the total attendees. Other Programme results have indicated a trend towards older learners, concentrated around the 35-44 and 45-54 years age ranges, but in our snapshot sample, this group accounts for 29 per cent per age band. Gender was more evenly split as well, with 57 per cent female, and 43 per cent males. Typical gender splits elsewhere have leaned towards a 75-25 ratio.

Table 36: Age and gender ratios

Age	Number of participants (per cent)	Gender ratio
16-24	-	
25-34	3 (43 per cent)	2 females to 1 male
35-44	2 (29 per cent)	1 female to 1 male
45-54	2 (29 per cent)	1 female to 1 male
55-64	-	

Course content and outcomes

SCDC developed their seminars with important issues in mind, such as the lack of a recognised definition of outcome-focused practice and necessitating SCDC to provide clarity on terminology and how evaluation tools and planning relate to thinking in outcomes. The level of skills in outcome-focused practice varied among CLD practitioners, and so both proficient and beginner learners were provided for, aided by the three facilitators at each event.

SCDC identified the three common resources for planning and evaluation in CLD; the LEAP tool, 'How Good Is Our CLD 2', and Delivering Change, but each framework differs from the last requiring clarity on most efficient or useful method for each project, and how they fit together. Instigating organisational change and attitudes towards the resources formed part of the programme, such as helping link intermediate or service level outcomes to Service Outcome Agreements.

Learning outcomes for the event were:

- An understanding of the key principles of outcome-focused practice;
- An understanding of the wider context for outcome focused practice;
- An understanding of outcome focused practice in the context of CLD;
- An awareness and broad understanding of the core tools and frameworks that support outcome focused practice in CLD and how they inter-relate.

A key element to the seminars was moving CLD practitioners' thought processes to outcome-focused rather than output-focused, emphasising the wider effects of projects rather than just the end product. Logic modelling was key to the seminars; this new planning model is being used as a way to facilitate thinking in outcomes.

Participants were asked to consider the challenges they face in adopting outcome-focused practice, resulting in the identification of partnership support needs. This was followed by group exercises on applying outcome-focused approaches, a look at the electronic LEAP tool, reviewing the day, and prioritising future support needs.

Figure 35: SCDC diagram
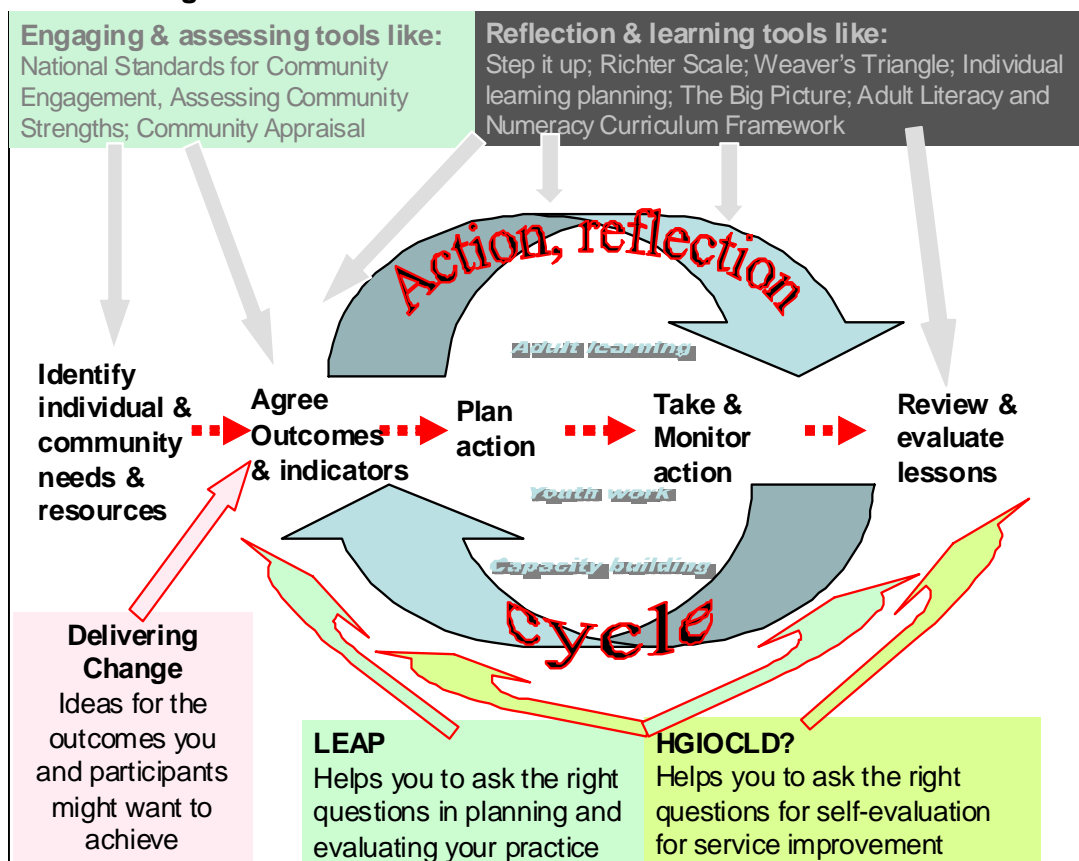
Figure 35 is a diagram of the major themes, issues and solutions of the day.

The challenges and issues raised at each seminar differed by partnership areas, and linked in with aspects particular to partnerships, such as budget cuts or how planning is conducted. These partnerships are not individually identified in the next section, and all Scottish authorities were invited to take part.

Issues and challenges in relation to outcome-focused practice

Glasgow
- *Capacity:* the number of diverse roles in CLD (such as operational vs. planning) presents a challenge for CLD, as do tight timescales in which to evaluate impact and focus practice towards outcomes

- *Service outcome agreements and links to CLD:* it was regarded as not particular to CLD or written with CLD in mind

- *Budgets / resource:* there is a strong need to 'defend' budgets at present, which could be benefitted by clearer planning, and better use of resources by community planning partnerships

- Partnership: there is a need to identify and agree outcomes with partners, and what they will contribute and the resulting effects. Perceptions of projects, issues and terminology tend to differ between partners. Funders also look for outputs and not outcomes

- *Political will:* tensions between targets and outcomes were highlighted, including tension with the political processes and change

- *Evidence:* a key challenge is generating reliable and robust evidence, as well as the

attribution of work to different sources

Edinburgh:

- *Evidence / measuring impact:* it was suggested that CLD has succumbed to 'planningitis', clouding the priorities with plans, and a lack of clarity regarding what constitutes quality evidence; there is an increased expectation to evidence impact, but a change of culture is required in face to face work or paperwork/admin; there is a need to be realistic about targets, and whether they can actually be measured – subsequently 'tracking' of projects was raised as a challenge, as well as the need to establish 'robust' initial needs assessments

- *Time, capacity and skills:* sessional staff were considered a key challenge, especially the questions of how to skill and equip them for their roles and whether it is efficient to have some working as little as two hours per week; how to obtain resources to upskill volunteers and staff, and where time can be taken from to do so – short timescales limit the ability to achieve outcomes

- *Systems / mechanisms used:* there was agreement for using a single system; at present there are multiple funding streams and reporting mechanisms but there is no discernible link between them. Participants suggested that since CLD can contribute to a range of strategic outcomes in SOA, they are 'pulled in many more directions'. HMIe was highlighted as delivering mixed messages in terms of measures, and the problems associated with them not recognising the Delivering Change tool was raised – a consistency of approach to outcome-focused practice by HMIe would be beneficial

- *Outcome mapping / agreed outcomes:* 'too many influences' on CLD were identified, including learner outcomes; HMIe outcomes; policy outcomes (LEAP, NPF, CEAP, CLD Standards, WALT, SOA), and local policies, which can have competing agendas. A 'priority, plan and policy overload' is imposing agendas on communities and staff, and the changing services have been a cause of confusion during 'continual reorganisation'

- *Language and concepts:* the language and terminology used was raised as an issue; it is considered 'jargonistic' and doesn't strike a chord with organisations, communities or individuals

- *Training and tools:* inductions were suggested as a solution, bringing on new staff or volunteers with an outcome-focused approach with familiarisation with tools which complement methodology or delivery. Adopting LEAP as a corporate tool was also suggested.

- *Buy-in / understanding:* ensuring against stepping out of sync with service users and getting all relevant bodies onboard with plans; at a strategic level there is a lack of understanding by some on theoretical perspectives of an outcome-focused approach, and in turn it can be difficult to make a case for outcome-focused practice at management levels in the organisation, despite the agreement that CLD has a role to play in achieving high level outcomes. Gaining buy-in from partner agencies was especially crucial

- *General:* challenges include local of social inclusion, youth unemployment, limit of ambitions, tension between formal and informal education; more importantly, a connection between evidencing impact and meeting communities or individuals' needs

Aberdeen:

- *Language:* raising confidence in terms of a shared language, and using it

- *Evaluation:* performance management tools, and an evaluation indicator framework were suggested, as well as the need for innovative ways in which to gather information on impact

- *Outcome mapping:* 'marrying' the different outcomes is key, and requires establishing and then maintaining these; feedback mechanisms must be in place

- *Evidence:* there is a need for statistical evidence from the top down to support needs-driven projects – how to evidence these needs is the question. How data and evidence is managed is a driving factor, with a wish for more qualitative than quantitative data

- *Risk:* risks attached to incompletion should be identified by strategic decision makers

- *Reporting mechanisms:* again there was a concern over a proliferation of reporting mechanisms leading to quality and monitoring issues – in terms of partnership structures there is confusion around whose responsibility this is

- *Outstanding issues:* given the sometimes limited time for evaluation, a systematic approach to evaluation and recording was suggested by participants, and simplifying issues with where the third sector sits in the scheme of things through improved outcome mapping. The question of at which stage communities should participate and feed-in to the projects is in debate. An evaluation framework

- *Feedback on session:* during feedback of the Aberdeen sessions, participants found it difficult to agree outcomes and indicators with other people / as a group, but found it easier to apply the exercises to a familiar area of work. They were not 'used' to making links and a rationale however.

Overview of findings from seminar evaluations and participant feedback

SCDC probed participants for feedback at the end of each session, inviting comments and using scales of 1-5 (1 being the lowest and 5 being the highest).

Of the 70 evaluations received from participants at the seminar, the rating of overall value of the seminars was largely positive, with 43 selecting a rating of 4 and 5 (see Table 37). The introduction of logic modelling was seen as valuable by most participants, but for a small handful it was confusing to be introduced to another model – there was a sense that there are too many models 'in play' in outcome-focused practice.

Table 37: Overall value to you:

Rating	1	2	3	4	5
		4 (6 per cent)	23 (33 per cent)	36 (51 per cent)	7 (10 per cent)

- *"Interesting to gain perspective from other local authorities"*
- *"Felt presentation was more beneficial to management structure workers"*
- *"Great to meet others facing similar challenges"*
- *"Talked a lot at us, too much jargon, lots of people seem to have left"*
- *"Good, thought about outcomes and intermediate outcomes"*
- *"Reinforced my knowledge of outcome-based recording and reporting"*
- *"Have already adopted an outcome-focused planning tool in my organisation. Slightly different to one used in tasks, although it was useful to hear how others approached the exercise"*
- *"Helpful to work through the logic model, intermediate outcomes and review link to LEAP"*

- *"I feel the process was a bit too long and became tedious"*

- *"Interested in the logic model as I hadn't worked through the process before, can understand how folk might get confused between this and LEAP, but found it useful myself."*

Participants were also asked about the quality of delivery, and 61 individuals rated scores of 3 or above (see Table 38). The five who scored 2 also commented that either the course was repeating what they knew or was over too quickly to take in new theoretical information. SCDC have concluded that further sessions weighted against individuals' experiences of the topic i.e. Basic and advanced sessions would help the learning process.

Table 38: Quality of delivery

Rating	1	2	3	4	5
		5 (8 per cent)	9 (14 per cent)	40 (61 per cent)	12 (18 per cent)

- *"Steady pace with plenty of interaction / self-group analysis."*

- *"Print too small, activities not particularly creative, LEAP completely rushed – don't feel I got much out of it."*

- *"Good facilitators – good understanding of issues in practice which was refreshing. Enjoyed group work."*

- *"Excellent, able to ask questions at any point."*

- *"Very quick – possibly too quick to understand theory and language."*

- *"Good info and structured breakout activities."*

- *"Well prepared for and well presented."*

Regarding the relevance and quality of information supplied, 65 participants were satisfied enough to rate 3-5 (see Table 39), but a number of issues were explored in feedback comments suggesting a need for a co-ordinated framework across each partnership. Some participants had no previous knowledge of frameworks to help outcome-focused practice, and their local partnerships did not employ any. SCDC have suggested that a 'common message' about how outcome models can vary would be useful, while emphasising the need for some sort of outcomes-focused approach.

Table 39: Relevance and quality of information supplied:

Rating	1	2	3	4	5
		5 (7 per cent)	21 (30 per cent)	36 (51 per cent)	8 (11 per cent)

- *"Differing outcome, framework models did cause confusion"*

- *"Opportunity to experience a range of practical tools in terms of planning and evaluation"*

- *"Wanted my paws on the new tool"*

- *"Allowed for reflection and trying to relate it to own work / practice / organisation"*

- *"I would have benefitted from good practice advice – learning what other councils do in recording outcomes"*

- *"LEAP section was interesting but irrelevant as our company-wide reporting system is almost identical but not solely based on CLD (Systrack)"*

- *"Will use information to find out more about logic model. Think the amount of info provided in the pack was fine"*

Beneficial aspects of the seminars

SCDC questioned participants on which aspects of the seminar they found to be beneficial.

These were:

- **Working with others in groups** – undoubtedly the most common benefit derived was as a result of the groups' exercises and the opportunity this presented to discuss practice issues, 'explore outcomes', share opinions, and hear others' opinions. The participatory exercises gave people the 'space to develop ideas and talk them through', which is the basis tenet of participatory outcome focused planning.
- **Applying theory to practice** – some participants felt the opportunity to apply theoretical models to practice scenarios was a useful way to explore outcomes thinking and 'talk through the theory'. This can also be linked to the comments where participants appreciated the chance to reflect on their practice, both individually and with others.
- **Logic modelling** – whilst some participants found it difficult to get to grips with (yet) another outcomes model, many found this a useful way to think through the relationship between outcomes at different levels, sequential outcomes chains and how clearly identifying intermediate outcomes can help staff 'feel that they have a here and now way of making a difference'. Some comments indicate that logic modelling may be 'useful' and participants would be willing to 'give it a go'. Other participants liked the focus on the 'why' of outcomes and how this contributes to greater understanding of the approach. The degree to which logic modelling is perceived as useful can perhaps be articulated in one participant's comment that they found the logic modelling exercises 'reasonably easy but torturous at the same time'.
- **Electronic LEAP** – there were a few comments that indicated the demonstration of the LEAP database was too rushed, however a considerable number of participants expressed an interest in the new tool as a way of more systematically recording outcomes focused planning and evaluation processes.
- **Networking** – the seminars provided participants with welcome opportunities to network with other colleagues across Scotland. The level of dialogue and participation was high in both the formal and non-formal aspects of the programme.

Least beneficial aspects

These were:

- **PowerPoint presentations** – One participant felt the size of text in the handouts was too small and another that there was not enough interaction planned for in the presentations.
- **Use of other systems** – some participants indicated that their organisation does not use LEAP and have installed other systems to incorporate performance management and outcomes measurement i.e. Systrack. This may make the frameworks/tools promoted in the seminar 'irrelevant' to them.
- **Length of session** – one or two participants felt the session was too long and a lot to take in. Conversely one participant indicated that there was not enough time to fully explore the tasks presented in the group exercises as they were 'quite complex' which would have required more time.
- **Electronic LEAP** – some comments on getting access to the new tool and opportunities to apply it.

Lifelong Learning UK Participant Feedback

As well as the evaluation forms issued by SCDC, Lifelong Learning UK provided participant feedback forms to gather demographic information and satisfaction levels. From the small sample of seven people who replied, satisfaction levels were evenly split over descending levels, as shown in Figure 36.

Figure 36: Satisfaction levels

Outcome-focused practice Satisfaction
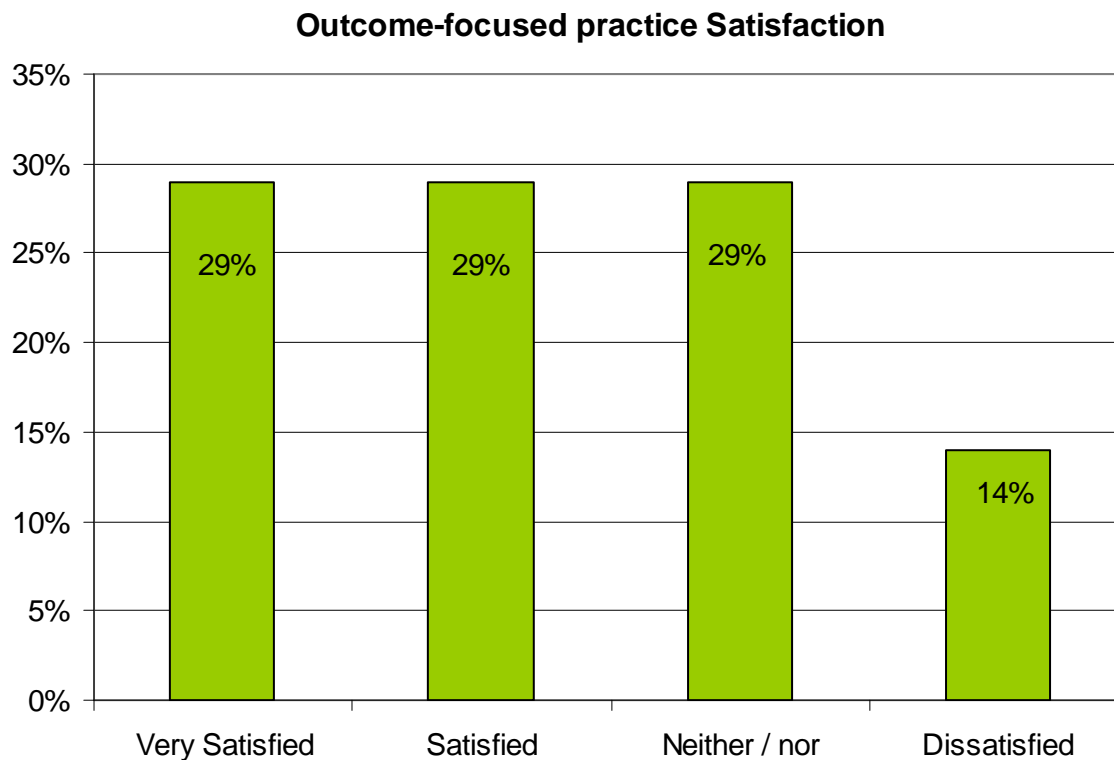
Four participants left supporting comments for their views, with one demonstrating a link between uptake of the SCDC seminars and subsequent recommendation to a CLD partnership which went on to deliver outcome-focused practice for the staff. This is useful for Phase 2 of the Programme, suggesting that 'taster' sessions could be delivered to representative staff from partnerships in order to help them decide what kind of training they would want to adopt for all staff. The other comments indicated that there is room for further development of training in the LEAP tool and extended sessions could be used to undertake the *"enormous"* task. Logic modelling was also discussed at the seminars, and how this can be used in conjunction with the LEAP tool, but the ability to use both caused confusion with some participants. Splitting up the elements for more intense study with each tool/method and reconciling their differences is suggested for the future. Only one of the commentators found the course *"very dry, not very interesting"*, and felt it was of more suitability for management staff and not front-line CLD workers.

Figure 37: Outcome-focused practice comments

Outcome-focused practice seminar: Course comments
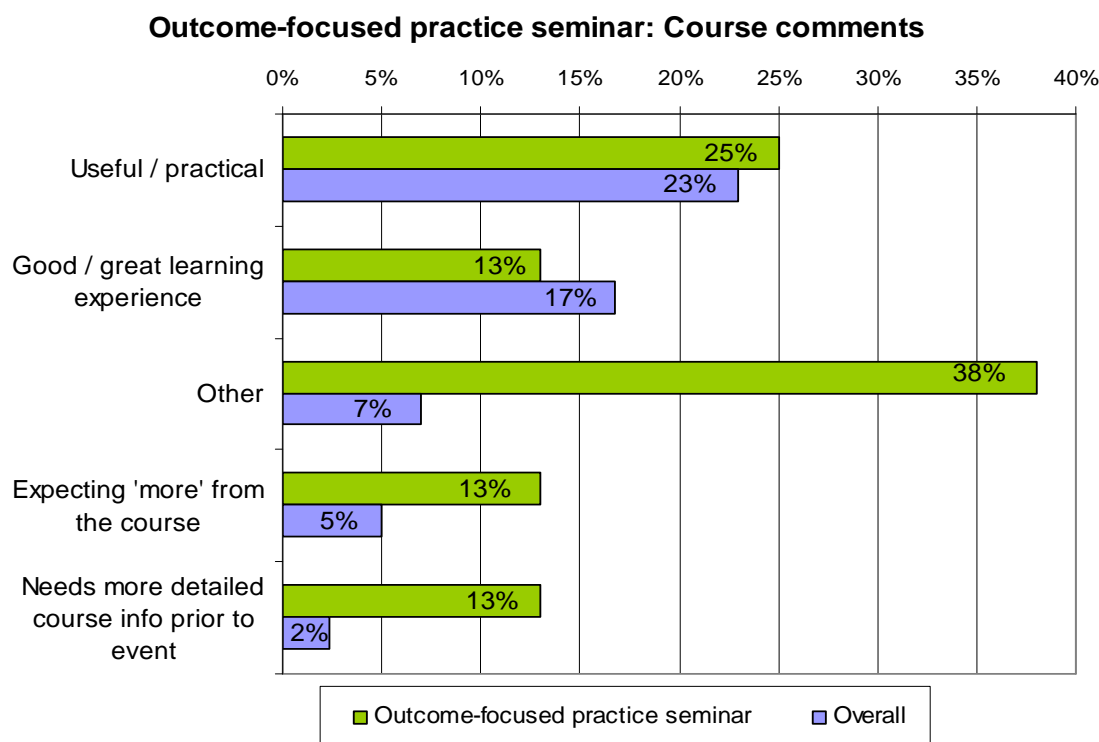
There was a slightly higher representation of 'other' comments left, and all mentioned the difficulty they had with the LEAP tool and logic modelling, which also explains the requests for more detailed course info prior to the event, outlined on Figure 37.

SCDC comments:

- "_____ asked for my initial reaction to the training and whether I thought it would be useful to bring down to _____. I said a definite yes and it has since been delivered to local CLD staff."

- "I thought the training was worthwhile – the issue of using LEAP is massive, and if to be taken on-board and used by practitioners – the task is enormous!"

- "A good session, well-presented and very thought-provoking. Still think that Logic Modelling is fundamentally at odds with the LEAP approach however."

- "Very dry course, not very interesting and group work activities did not match the course content. Felt it was suitable for management level and not youth workers like me. Course talked about a different model from the LEAP model which led to some confusion. This needs to be addressed for future events."

Conclusions

Looking back over the process of marketing, compiling and delivering the seminars, it is possible to see where improvements for the future can be made, to bolster participation and further engage the CLD workforce. It is suggested that any future events are disseminated through a range of contacts; for Phase 1, CLDP lead officers distributed information through their circulation lists but there is an opportunity to extend range of contact into the third sector through national CLD networks.

In terms of actual course attendance, Lifelong Learning UK is in agreement with SCDC that an extended lead-in time between commissioning and delivery will allow for greater opportunity for CLD workers to review diary commitments and plan for their personal development. In turn this could allow for greater co-ordination in delivery, such as allowing for a partnership's team to attend as a group and work through outcome-focused issues particular to their partnerships. However, it should be noted that there was a good level of attendance – the above conclusions are offered as a solution to maximum attendance.

As part of the seminars, SCDC questioned participants on challenges they faced in regards to using outcome-focused approaches (see **Issues and challenges in relation to outcome-focused practice),** stimulating group discussion on problems and solutions to using the approach, as well as informing Lifelong Learning UK on issues to address in Phase 2 of the Programme.

From this feedback we can discern areas on which to concentrate for the future:

- Confusion about terminology – the degree to which the language of outcomes focused practice is understood and accepted by staff who are professional managers, practitioners, sessional and volunteers
- Ability to measure outcomes – the degree to which both quantitative and qualitative indicators and measures is understood ; the awareness of evidence collection methods and ability to undertake them in a range of settings as appropriate
- Working within an output and target driven culture – the tension of trying to adopt an outcomes approach when staff are accountable to deliver on outputs and targets, and how difficult this can be to reconcile with senior decision makers/politicians
- Capacity (level of staff, skills and resources)– understanding the required investment of time and resources to adopt an outcome focused approach and why this matters (if we don't demonstrate our impact it perpetuates a lack of understanding of CLD's worth and continued lack of investment / recognition)
- Linking intermediate and end outcomes – knowing how to develop a rationale based on a clear understanding of outcomes 'chains' - how short, medium and long term changes contribute to high level strategic priorities
- Demonstrating our impact across a range of strategic priorities – understanding the complexity of outcomes 'chains' and identifying when and where CLD makes a difference to the quality of individual/community life, particularly in convincing other strategic/CPP partners

To enable the above points to come to fruition, there is a need for a shift or change in CLD culture, and encouragement to actively engage with an outcomes-focused approach and reconcile this with current reporting requirements. Involving partners, stakeholders and beneficiaries in outcome-focused approaches would create greater dialogue on what change to enact, and how to do this; participatory sessions create a bottom-up rather than top-down approach, the latter of which may not enact the change required for beneficiaries. Comments left by participants also suggested that shared learning and peer support would be beneficial to practitioners.

Although not all attendees understood why logic modelling was used in the seminars, the majority found that it helped explain relationships between intermediate and end outcomes. One of the Upskilling Programmes Development Officers has also been engaging local authority partnerships in logic modelling theory, and we recommend that this is extended into Phase 2 to help those working in CLD and CPP form a link between their outcomes and higher level strategic outcomes.

It was obvious from some comments left by participants that they differed in levels of understanding and knowledge on the topic, and there is potential to stage future seminars in similar subjects at a gradient of levels; beginner, intermediate and advanced, and practitioners can access the level relevant to them. If all participants are to benefit from the sessions it is important to tailor courses and avoid retreading old ground or introducing topics too quickly. The LEAP tool was largely welcomed by participants, but it was expressed by some that it would have been useful to spend

more time on how to use and apply the tool. It is recommended that Phase 2 puts thought into providing further national training days / seminars based around LEAP and its applications.

Recommendations

From analysis of participant feedback and assessment of seminar delivery, the following recommendations can be drawn:

- To maximise attendance and interest, an extended lead-in time is required to allow participants to co-ordinate schedules, get to grips with any course material issued beforehand, and allow time for the message to be filtered through networks. Lifelong Learning UK has been setting up contacts and circulation lists as the project has progressed and disseminating information through established networks – these networks could be further used to publicise any future events.

- A slight cultural change in CLD and CPP would help bolster use of outcomes-focused practice as fundamental to everyday practice, and will necessitate the involvement of partnerships, the third sector, and CLD stakeholders in future discussions. There is also a need to involve partnerships at all levels, fostering engagement with managers, practitioners, sessional staff, and volunteers so that all can understand how outcome-focused practice reaches into strands of their work. Lifelong Learning UK is currently refreshing contact lists with local authority partnerships to expand contact lists past lead officers to HR officers, training officers and heads of team to ensure simultaneous communication of message at all levels.

- Further to this, a bottom-up approach to outcomes-focused practice (involving partners, stakeholders and beneficiaries) would stimulate dialogue and encourage involvement in working towards change and not just outputs.

- Encouragement of shared learning and peer support – further investigation as to how to initiate this is needed

- SCDC have advised Lifelong Learning UK that as a result of the initial seminars, some CLDPs have commissioned them to deliver more outcomes focused training at a local level – it is recommended that Lifelong Learning UK discuss the types of local level training SCDC will deliver, and how this can be co-ordinated with any national seminars based around tools such as LEAP or the use of logic modelling (as an extension to outcome-focused learning). Obviously there is a need to avoid a proliferation of one type of training, and so this can be balanced out for the benefit of CLDPs.

10. Consultation regarding Phase 2

A short consultation with the sector was undertaken in May 2010. The main objective of this study was to ascertain the views of managers, practitioners and stakeholders in CLD on priorities for Phase 2 of the CLD Upskilling Programme, as requested by the Phase 1 planning committee.

A mini-survey was distributed via email (with the project factsheet) to organisations involved in CLD; in-depth telephone interviews were conducted with stakeholders working at a strategic level, learning and training providers, and organisations delivering CLD services; and qualitative workshops were held with the CLD Partnership Managers (CLDMS) and other voluntary sector networks.

Organisations involved include: local authorities, Youthlink, CLD Standards Council, HMIe, Scotland's Colleges, YMCA, EVOC, GCVS, Skills Development Scotland, SCDC, Linked Work Training Trust, Scotland's Learning Partnership and the Scottish Social Enterprise Academy.

Key findings from the in-depth interviews

1. Developing a CPD infrastructure for CLD

During the in-depth interviews the following areas were identified as priorities for training and continuing professional development (CPD) of staff:

Leadership
The majority of respondents said that they view improved leadership skills, at all levels, as fundamental to the future success of the sector. One interviewee emphasised the need for raising awareness and possibly a culture shift, such as a move towards all staff and volunteers understanding that leadership skills are relevant to them and that they are not simply for those working in managerial positions or have ambitions to climb the 'career ladder.'

> *"There needs to be more understanding of what leadership means… and when and where it is appropriate to lead."*

Measuring impact and monitoring and tracking progression
Several of those interviewed said that they would like to see the programme prioritise measuring and monitoring impact. One person also added that they would like to see more training and support around the use of HMIe's Impact Statements and recommendations in HMIe inspection reports.

> *"Staff need help with how to use these [impact statements] more effectively... The HMIe inspections identify areas for improvement but there seems to be no mechanism for improvement [due to lack of resources and CPD in this area]."*

Self-evaluation
It was felt by one interviewee that the CLD sector as a whole would benefit massively from investment in self-evaluation skills. They argued self-evaluation skills enable staff to become more outcome focused and to reflect on their current practice to find ways of improving services. They also felt that investment in self-evaluation could help the Upskilling Programme have a legacy because it would encourage a culture shift towards a more outcome focused workforce that is better equipped to reflect and build on its own learning and performance. Other respondents involved in voluntary organisations added:

"Volunteer board members could do with support to become better at setting outcomes and monitoring and evaluation."[4]

"It mustn't be a tick box exercise… LEAP is cumbersome."

Writing and analysis skills were also mentioned in relation to evaluation. One respondent felt that many front line staff do not have the skills to write reports which articulate their achievements nor the analytical skills to relate them to local and national government priorities.

Planning and identifying trends in the achievements of learners
Planning skills were identified by two participants as being an area to prioritise. Another respondent said they thought the sector as a whole is poor at identifying trends in learners. Skills in this area would inform the planning process and allow organisations to target specific groups.

Communicating achievement
One interviewee remarked that CLD staff are generally not good at communicating what they have achieved and that this is part of a culture where agencies do not want to take credit because they feel it may distract from the hard work and achievements of front line staff.

"We need to show what difference we are making. Show our contribution in terms of prevention and demonstrate the end outcomes which are way down the line."

Management
Management was mentioned as a priority by three respondents. Comments included:

"Some people might have been great practitioners, but they become managers and they haven't had the training they need to do this."

This point was in keeping with the theme of underinvestment in the CPD of the CLD workforce, which was mentioned by several respondents.

Community engagement
This was highlighted by two respondents as a key priority because it is a distinctive area of practice that could be improved across the sector. It is also in keeping with the Scottish Government's National Priorities.

"Community Capacity Building and Community Engagement are really important. There tends to be a lot of focus on youth work and adult learning… and fewer opportunities for training and learning on this."

Engaging with national policy agendas
The majority of those interviewed agreed that the workforce could improve its awareness of current policies and strategies. One respondent added that they hoped that Upskilling programme would concentrate on the overarching skills required by the demands of the job, rather than specific elements of government policy. They added that this was particularly important if the programme is to have a lasting legacy because government policies and priorities change and there may be a new administration in power after the 2011 Holyrood election. One respondent commented that there are a high number of Scottish Government policies which were being delivered through different mechanisms and this meant more work for them in trying to participate.

"*As each policy initiative arrives - More Choices, More Chances, WALT, Modern Apprenticeships, Curriculum for Excellence and CLD Standards Council you have to spend time working out what it is and what it means for you.*"

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[4] It was mentioned that a resource called 'Positively Board' has been developed to build the capacity of charity board members.

Use of ICT
ICT in general was identified by three interview respondents as an area which much of the CLD workforce have had little training in. It was observed by one interviewee that communication with clients or potential clients could be improved by staff and volunteers who are skilled in using social media or mobile phones. However, the vast majority of CLD staff lack skills in this area.

Collaboration
Most respondents felt that as a sector CLD is good at engaging with partners. However, some thought that more should be done to encourage links with schools and other providers to deliver national priorities such as the Curriculum for Excellence. This skill was highlighted by some as being more important than ever during the current budget cuts.

Being less 'inward facing'
This was a theme which respondents mentioned in relation to several of the skills areas previously discussed. It relates to the CLD workforce gaining a better understanding of: government strategies and priorities; of the learning sector and potential opportunities for collaboration; of emerging organisations such as social enterprises and community enterprises; opportunities to learn from others; and of their own impact on communities in Scotland. The latter point was emphasised by several respondents because communicating achievement was viewed as especially important during the recession because of budget cuts.

Use of Technology for CPD
Five people said that Virtual Learning Environments were the most effective way to log individual CPD achievements and also the best way to deliver development as long as support was also given.

> *"VLE's are the way forward – you can log all CPD that you are doing and you can fit your learning around the rest of your life. It's also a cheap way of sharing training tools between different organisations."*

2. Types of training and development to be prioritised

One interviewee stated that much more should be done to share good practice and to enable practitioners to interpret good practice examples and apply what they have learnt in their own work.

> *"There's a lot of cracking work done, but a lot of it is just left sitting on the shelf."*

They also suggested that conferences, workshops, seminars and email briefings are not enough, and that CLD practitioners need support in changing their practice so that it has an impact. One respondent felt quite strongly that Phase 2 of the programme should not involve further funding of one day seminars and workshops, because these will benefit the privileged employees who are able to attend training courses, and will not result in a lasting legacy for the programme. Also, they argued, that it is very easy for staff to return from courses and not apply what they have learnt in their day-to-day work.

Three respondents recommended 'task-orientated' or 'action learning' CPD as an alternative to more traditional courses and training days because it means staff can work together to solve a real problem:

> *"That challenge could be – how do you deal with a 20 per cent cut in funding?… it [action learning] is a very powerful form of learning."*

> *"Action learning sets encourage the development of practical vocational skills."*

This has further benefits during a recession when employers feel they cannot afford to release staff for training because action learning involves learning 'on the job.' One respondent argued that this is one of the best ways to ensure new learning and skills are actually put to use. They added that there are currently very low levels of CPD for many CLD staff.

"People have so few opportunities [for learning], they don't expect it… Someone who has had no CPD for 10 years or more may not be keen to undertake training. Some will be quite jaded but it [the correct type of CPD] could bring back their passion and remind them of why they went into CLD."

Another respondent also commented on the lack of confidence of some staff and volunteers:

"Some lack the confidence to do the training."

It was also mentioned that the Upskilling Programme could encourage staff and volunteers to log and reflect on what they have learnt. It was argued that this will help practitioners to utilise their skills, build their confidence and professional awareness. Other comments on the types of learning the Upskilling Programme should deliver included:

"Be creative. Create things [CPD opportunities] that people can get excited about and want to run events with their team on."

Another respondent mentioned that volunteers needed statutory training:

"The recession has caused an influx of volunteers all needing the statutory training, e.g. manual handling, safeguarding children, health and safety, equalities and diversity."

Managing group work, counselling skills, listening skills, and working with young people were also highlighted as key training needs by one contributor.

Another contributor mentioned that the legal and financial responsibilities of managing a voluntary organisation had caused a large demand for Trustee and Constitutional training.

3. Local, Regional and National Upskilling work

It was suggested by one interview respondent that since local authorities have been given more independence there is more inconsistency in the quality of the learning and development opportunities provided to CLD staff across Scotland. Several respondents recommended the use of national networks and organisations which are already embedded in the landscape. It was suggested that these could work as intermediaries to provide more consistency of quality nationally.

Most respondents said they would like to see regional collaboration to be encouraged, especially as this would allow local authorities to make cost-savings on CPD. One interviewee emphasised the need not to force collaboration on organisations, and to build on existing relationships.

4. Reaching the entire sector

Three respondents raised concerns about whether communicating through the CLD Partnerships will result in some parts of the sector (such as the Christian youth work sector) being overlooked. Another interviewee expressed worries that the public sector and voluntary parts of the CLD workforce often do not truly collaborate.

Four contributors said that being national voluntary organisations it was difficult to know which CLD Partnership to work with and that it was unfeasible to try to work with all 32.

5. Creating a sustainable infrastructure

Most respondents tended to agree that a national CPD framework should be produced to ensure learning and continuous improvement are embedded in the sector.

"We need a clear [CPD] framework, rather than it being piecemeal or flavour of the month."

However, one respondent laid more emphasis on investing in *"local capacity and leadership"* rather than national structures.

Another respondent suggested that a national CPD framework should refer to the CLD Competences which the CLD Standards Council developed. Others warned that the CLD sector may see major changes over the next few years and that the Upskilling Programme needs to take into account that current structures may change due to funding cuts but also due to decisions made by local and national government.

Respondents that were more closely involved in the delivery of learning suggested that Phase 2 could involve the production of resources, for example on leadership skills. Further comments included:

"A CPD framework would need to allow acknowledge experience. There should also be flexible entry routes and training routes... We need to pave the way for inter-disciplinary learning across different sectors."

6. Economic factors

Budget cuts during the next financial year and beyond were mentioned by all of the interview respondents. There is a great deal of anxiety within the sector that some local authorities may cut their funding of CLD services by up to 50 per cent. In light of this, it was suggested the Upskilling Programme must prepare staff for working in a sector which may look very different and this should include an emphasis on partnership working including collaborative approaches to training and development of staff.

"It's not about fitting in with the political flavour of the month."

"In the next five years the CLD sector will no longer exist as we've known it."

7. Political factors

The following points were mentioned for consideration in Phase 2 of the Programme:

- Westminster election in Spring 2010 – this may have an impact on the accessibility of adult learning, because of the reserved powers around grants, bursaries, and national training programmes provided via JobCentre plus.
- The Holyrood election in Spring 2011 – a new administration would obviously impact on national priorities.
- Possible major changes in the landscape due to budget cuts at national and local government.

8. Strategic issues

The following points were made:

There needs to be a strategy for CLD upskilling in place now so that Partnership plans are relevant and will not need to be revised.

"What happens if we put in place training and it turns out it doesn't fit with the CLD Upskilling strategy?"

"We often hear about being evidence led but surely we should be strategy driven?"

Two respondents raised concerns about how CLD staff would cope with the Curriculum for Excellence.

"We hear all about C for E in schools but what about C for E in relation to adult learning?"

9. How would you like to be kept informed about the CLD Upskilling Programme?

The majority of respondents said that they would like to receive a short e-Bulletin which provides an update on the programme including its impact. One respondent said that they would rather receive information and newsletters in the mail because they are inundated with email.

Key findings from the workshop sessions

<u>Workshop One</u>

1. Developing a CPD infrastructure for CLD

Five respondents highlighted a need for a formal planning mechanism which encompasses both the public and voluntary sector so that all CLD training initiatives can be managed effectively. Specifically this would include managing any funds that are allocated, conducting regular training needs analyses, establishing how to meet development needs, sourcing suitable CPD opportunities and measuring the result of any CPD interventions.

2. Economic factors

Three respondents mentioned that reduction in local authority budgets had caused such significant reductions in staffing that services to clients were being reduced and they had fewer staff available to be trained.

"It seems ironic that there is money being made available to train staff but these staff are now redundant due to a lack of money."

"We are now struggling to deliver services and can't release staff to attend training."

"Morale is currently low and it's difficult to encourage people to think about development when they don't know if they'll have a job in a few months time."

3. Political factors

Two respondents said that although CLD was a devolved issue, they were concerned about the impact of changes to the budget if a new government reviews the financial settlement. They were also concerned about what the result of the Scottish election would mean to CLD.

Four respondents expressed a view that CLD was a Cinderella service and that whenever local authorities made cuts it was an easy target and CLD upskilling investment was patchy as a result. Three respondents said that Social Care CPD was getting funding because registration had become mandatory and that CLD wasn't given the same priority.

4. Types of training and development to be prioritised

Five respondents mentioned the need for leadership training.

- *"There needs to be recognition that leadership is needed for all levels of staff not those that are currently in leadership roles."*

- *"If we truly want to transform CLD services developing inspirational leaders is vital."*

- *"I think there should be leadership training aimed at people who left school with few qualifications not just graduates or people that have already got SVQs."*

Three respondents mentioned the need for statutory training especially for unpaid workers.

- *"A lot of our unpaid volunteers need statutory training and at the moment the volunteer agencies can't afford to send them on it. It's first aid, safeguarding children (and vulnerable adults), manual handling, diversity and equalities and health and safety."*

- *"People are already giving up their time for free so you can't expect them to also pay for training – we should be able to provide them with that."*

Four respondents thought that technology, e.g., VLEs should be used to deliver training but that it shouldn't be a one size fits all solution. There should be blended learning.

5. Creating a sustainable infrastructure

Most respondents said they wanted money spent on an infrastructure that would last once the programme was finished. Some said that they wanted the framework in place now so that it could be use whilst things like VLEs were being designed to avoid costs later on.

6. How would you like to be kept informed about the CLD Upskilling Programme?

The majority of respondents said that they would like to receive a short e-Bulletin which provides an update on the programme including its impact.

<u>Workshop Two</u>

A workshop was undertaken with members of CLDMS and involved group work and discussion based on four key questions. The findings from the group work are detailed below, as well as key points from the plenary session which took place at the end of the workshop.

1. What national infrastructure needs to be developed?

Flipchart points:
- Online learning materials
- Online opportunities to get support as a learner – to get through the maze of qualifications
- Portfolio of learning / online login – linked to registration?
- Could tie into national policy priorities
- Encourage regional networks (not dictating regional clusters from the top)
- Networking for CPD leads and learning providers – bringing them together
- Supporting exchange with other professions and sector – e.g. health, police
- Video conferencing – could use the Police's facilities or others. As a starting point, not an afterthought. Important in terms of saving costs during this economic climate

Points raised during the discussion:
- National dimension – talk to national bodies to get some agreement about what is available
- Unpaid staff should get training opportunities
- Engaging with the voluntary sector – local issue. Need to be careful not to collide with the infrastructure they are developing

2. What should be delivered locally?

Flipchart points:
- Training to increase understanding of government policies
    - o Outcome focused practice
    - o Self evaluation
    - o Competences
    - o Measurement and reporting
    - o Curriculum for Excellence
- Revisit core skills
- Inclusive training on cross cutting areas
    - o New inspection
    - o Community engagement
    - o Impact assessment
- Training for volunteers / part time staff / possibly support to voluntary agencies within our authorities
- Training across regions
- Matching competences to meet changing priorities
- Address skills in relation to the National Competences
- The changing landscape can make CLD staff feel de-skilled

Points raised during the discussion:
- Sustainability and legacy of project?
    - o Development Officers / Training Officers – will they be in place after the project?
- There will be a variation across the country – some areas will have a training officer, others not. Ongoing question – how can we keep the CPD going?
- We need to understand governance arrangements around use of the upskilling money – we have existing practices in place around CPD, some colleagues may not have these. We need to agree whether that is the way to go, and some might benefit more than others. What model are we going with? How will it feed into the project?
- CLDMS is represented on the planning group – views are fed in
- Regionalisation does not work if it is imposed from above
- Their needs to be about a combination of local and regional and national activities

3. What should be delivered nationally?

Flipchart points:
- Very little – training is best delivered locally / regionally according to local needs. However, the Programme could enable:
- Opportunities to share good practice
- Promotion and awareness raising of new CLD competences
- Training to deliver national policies which affect everyone
- National performance framework which encourages better use of data in planning
- Promoting awareness and developing skills and knowledge around the use of accreditation frameworks
- Pick up themes identified by local partnerships
- Need to hone down list of 1000+ courses – to something that is useable.

Points raised during the discussion:
- Should still do some things regionally and nationally especially taking into account capacity
- Central procurement system (Moira's suggestion). Good quality suppliers

4. Themes to be addressed

Flipchart points:

- Supporting staff in a changing world
- Delivering CLD national priorities in a changing world
- Curriculum for Excellence – role and understanding
  - Other people's understanding of how we contribute to CfE
- Preparing and supporting partnerships to engage in self-evaluation, outcomes and impact
- Partnership working – competences around effectively engaging in collaborative practice

Points raised during the discussion:
- Evaluation / impact – need to look at community planning because it is often separate to learning part of CLD
- We need rationalisation of data collection and tools used for evaluation.
- Work around Single Outcome Agreements – meeting the priorities. Including influencing the development of Single Outcome Agreements, and then meeting them
- Articulating our work
- Will need some training nationally
- Nothing should be done for the short term
- Long term impact – 10 years
- Community Learning and Development Standards Council will suggest a framework which needs to be developed over the next few years. Plus rationalisation of qualifications
- Say to employers that 'this is a long term commitment that you need to be part of as well'
- There are already training needs analysis tools – do we need to spend money on a new one? Some partnerships were clubbing together to produce one
- Need to gather what we have and put it online for people to access

Key findings from the short survey

The following section details the interim findings based on 66 responses from CLD managers and practitioners. Base sizes differ because of the self completion nature of this survey (some respondents have chosen not to answers certain questions).

Table 40

Type of organisation	Number of responses
Local Authority / public sector	41 (62 per cent)
Voluntary sector	10 (15 per cent)
Not specified	15 (23 per cent)
Base	**66**

Table 41

Area of Scotland you work in	Number of responses
Edinburgh & Lothians	11 (17 per cent)
Renfrewshire	7 (11 per cent)
Dundee	6 (9 per cent)
Dumfries and Galloway	5 (8 per cent)
Aberdeenshire	4 (6 per cent)
Lanarkshire	4 (6 per cent)
Fife	4 (6 per cent)
Across Scotland	4 (6 per cent)
Highlands	4 (6 per cent)
Moray	3 (5 per cent)
Falkirk	2 (3 per cent)
Not specified	2 (3 per cent)

Perth and Kinross	2 (3 per cent)
Greater Glasgow	2 (3 per cent)
Glasgow, Falkirk, S. Lanarkshire, Argyll & Bute & Renfrewshire	1 (2 per cent)
Aberdeen	1 (2 per cent)
West Dunbartonshire	1 (2 per cent)
Stirling	1 (2 per cent)
Sutherland	1 (2 per cent)
Inverclyde	1 (2 per cent)
Base	**66**

Table 42

1a. Have you had any involvement in the CLD Upskilling programme?	Number of responses
No	40 (61 per cent)
Yes	23 (35 per cent)
No response	3 (5 per cent)
Base	**66**

Table 43

1b. If yes, in what way were you involved?	Number of mentions
ILM Leadership Award	11 (38 per cent)
Have discussed / received info	3 (14 per cent)
Attending CLD Upskilling meetings	2 (10 per cent)
Training needs analysis	1 (5 per cent)
Taking forward proposal for spend	1 (5 per cent)
Writing grant application	1 (5 per cent)
Attending a course e.g. outcome focused practice	1 (5 per cent)
Fund piloting of a PDA	1 (5 per cent)

Table 44

2. In your organisation, what are your specific needs in relation to training, learning and the Continuing Professional Development of staff?	Number of mentions
Individually named courses (personal to the learner)	21 (23 per cent)
Planning and self-evaluation (using quality indicators)	17 (18 per cent)
Community development / capacity / engagement	13 (14 per cent)
Other	13 (14 per cent)
Formal qualifications in CLD / skills and qualifications refresh	10 (11 per cent)
Management training (all levels)	7 (8 per cent)
Leadership	6 (6 per cent)
Funding / understanding the funding arena	6 (6 per cent)

Current ICT training	5 (5 per cent)
Workplace engagement about CLD responsibilities	5 (5 per cent)
Strategy and policy-specific knowledge	5 (5 per cent)
Partnership approach working	5 (5 per cent)
Developing TQAL and accredited literacy learning	5 (5 per cent)
Focus on youth work development	4 (4 per cent)
Child protection	3 (3 per cent)
Budget management / financial training	3 (3 per cent)
Legal requirements of the organisation e.g. charities	2 (2 per cent)
Participatory research	2 (2 per cent)
Outcome training	2 (2 per cent)
Voluntary organisation training programme	2 (2 per cent)
More training in general	1 (1 per cent)
Issues such as substance misuse, self-harm etc	1 (1 per cent)
Organisational needs are currently met	1 (1 per cent)

'Other' responses included: Developing volunteering opportunities; Maintaining currency in relation to national agendas; Understanding and developing our 'customer' base; Implementing change; Buy in for the HMIe process; Developing materials for e-learning; Keeping up with the theory and practice of social capital; Linking theories into practice; Practitioner-led action research; Shadowing; Working with disadvantaged learners; Partnership working to maximise and make effective use of locally available literacy and numeracy resources; Tracking learners transitions; Cross-sectoral evaluation of literacy provision.

Individual courses include: Stress management; Time management; Confidence building; LEAP; Steps to Excellence; Specialist training on community interest companies and social enterprise; Group work; Health and Safety; Mental health awareness; Risk assessment; Internet safety; ESOL; ITALL; Equal opportunities; Youth literacy; E-learning; Challenging behaviour; Getting It Right For Every Child; Counselling skills; Psychology and behavioural studies.

Quotes:

- *"I'm sure a lot of angst could be avoided if people were better prepared for changes to their service."*

- *"Refresh for those who have been out of University for a while – the degree is different now to 30 years ago. Even those who have been qualified for seven years state this would be beneficial."*

- *"I have no formal qualifications in CLD and am very keen to start studying for a degree in CLD or any courses that would assist me gain a recognised qualification in this area."*

- *"Training that supports the ability to promote the educational nature of our profession to colleagues."*

- *"What's happening with CLD becoming registered, and will our salary become in line with other professionals like nursing teachers and social workers? Will CLD workers all be on permanent contracts and not be working on projects that the government thinks fit for that year? I think CLD has a definite place in society today… I think we should have*

compulsory days every year when you updated your Child Protection, and sex, drugs and safety awareness just like nursing has to, to be registered."

Table 45

3a. Have you taken part in any learning or training opportunities in the last 12 months?	Number of responses
Yes	57 (86 per cent)
No	9 (14 per cent)
Base	**66**

3b. If yes, how was this useful for your role / your professional development?

Due to the disparate nature of the way this question was interpreted by respondents it is difficult to provide statistical data, and so select quotes and bullet-points have been provided.

- Delivered domestic abuse awareness to a range of professionals
- Suicide first aid
- Attention-Deficit Hyperactivity Disorder training
- Safe to Say – To enable frontline workers to work with adults who disclose child sexual abuse
- LGBT training
- Fire Warden training
- Intro to TESOL - Teachers of English to Speakers of Other Languages
- Child Protection
- Risk Assessment training
- Health and Safety training
- Transnational network on citizen participation and devolved local governance – useful in learning about range of European responses to common issues
- Practice Tutor induction – developing skills to mentor students in work-based training
- 'Women Get Set Go Deliver training', GOALS training
- Solution focused therapy
- BA Community Learning and Development
- Monitoring and evaluation training
- ILM Leadership Level 5 – will be very useful
- Young people and domestic abuse
- Perpetrator training
- Day events with Standards Council, run by the Improvement Service for PSIF practitioner
- Reading Skills workshop
- Moving and Handling
- ITALL - Introductory Training in Adult Literacies Learning
- Self-funded ICT and business modules – helps with efficiency and effectiveness, particularly with programme planning and supervisory duties with learning centre staff

- BA Community Education – very useful in terms of gaining knowledge of theory, CLD language and opportunities to extend practice through placement.

- Very useful as a 'youth practitioner' and keeping up-to-date with latest methods of working

- Conferences, workshops and networking events – very useful and have enhanced understanding, allowing me to contribute more fully

- CPD as a part-time lecturer on an Informal Education course. Very useful as it consolidated principles and approaches that sometimes get forgotten in the demands of everyday practice. Re-inspired by our professional values and underpinning philosophies.

- I participated in a Grundtvig visit, as well as getting involved in a preparatory visit for a multi-lateral partnership. The most striking thing was to be able to really explore content and strategic matters with colleagues with different but equally challenging situations in a spirit of co-operation and mutual stimulation away from the constraints of what is becoming an increasingly difficult working situation due to severe financial constraints and short- term "vision".

Quotes:

- *"More time should be given over to the day-to-day practicalities of working in a CLD environment e.g. embedding self-evaluation to respond to HMIe Inspection processes as well as closer examination of evaluation methods themselves. In addition, more time taken to consider the 'emotional investment' required of a worker in a CLD environment i.e. moral and ethical dilemmas which naturally occur when working with people and the changing face of lifelong learning in response to political ideology / government agendas."*

- *"When it comes to my professional development these on-the-job Training opportunities are not as useful as they don't really add anything to my CV which is why I feel so strong about my belief that my employer should invest in their long-term employees by allowing them to progress academically (e.g. be given permission and funding to convert my Postgraduate into a Masters)."*

- *"I have a twice yearly performance review and development session which formally identifies training linked to service objectives."*

- *"I would like the chance to develop my learning from the ILM Leadership Award (which is currently on offer) to the full Certificate (which would need to be added to the CLD Upskilling Programme as an option for practitioners)."*

Table 46

4a. Are there any barriers to yourself or CLD colleagues in relation to training and Continuing Professional Development?	Number of responses
Yes	52 (79 per cent)
No	5 (8 per cent)
Occasionally	2 (3 per cent)
No response	7 (11 per cent)
Base	**66**

Table 47

4b. If yes, please explain what these barriers are, and if possible, how they have arisen?	Number of mentions
Time and workload availability / limited staff resources	38 (39 per cent)
Funding for training and specific courses not available	27 (28 per cent)
Lack of sharing knowledge of CPD / training opportunities (internally and externally)	6 (6 per cent)
Lack of 'appropriate' opportunities	34(4 per cent)
As a PT worker, accessing training opportunities is difficult	5 (5 per cent)
Location of training /CPD opportunities	7 (7 per cent)
How it is relevant to my role?	3 (3 per cent)
Opportunities regularly cancelled due to non-booking or non-attendance	1 (3 per cent)
OTHER	4 (4 per cent)

'Other' responses included: Extra help and support for staff with learning difficulties; the absence of 'an intellectual and practical discussion about the job's relationship to social purpose, democracy and citizenship'.

Quotes:

- *"With each new strategy and Single Outcome Agreement it is often difficult to keep up with what direction the service is going in. It appears that these things are brought in and we have to find a way ourselves of implementing them; I would like to see more consultation prior to any new strategy etc. coming into being and that these should be practitioner led."*

- *"I seek out my own training but a lot of my colleagues don't get the opportunity as they don't know about them and information is hardly ever passed down from the relevant sources."*

- *"We need to develop better links to the local University to access a wider range of learning opportunities."*

- *"In a large local authority education department, the CLD service has always been viewed as the 'poor cousin' (outgoing education director's words) to the formal schools sector for example; training and CPD activities are generally geared towards teachers and senior managers. Service redesign has taken 20 posts away from our service leaving more work for less staff who are committed to adult learning and community work, but stretched, find it more difficult to build relationships and make a genuine impact on our communities."*

Table 48

5. How do you think the Upskilling Programme can best help you and your organisation to continue to gain and develop the right skills for the job?	Number of mentions
By making funds available specifically for staff training / providing tailored training for the profession	25 (29 per cent)
Accessible and relevant learning opportunities (e.g. distance / work-based learning or up to date courses)	10 (11 per cent)
All information on CLD and CPD training opportunities to be available to staff / open dialogue	9 (10 per cent)
Effective partnership working	9 (10 per cent)
Other	8 (9 per cent)

Don't know / Unsure	7 (8 per cent)
Professional standards / licence responsive to service needs, requiring minimum CPD	7 (8 per cent)
Recognition for skills and what CLD practitioners do	6 (7 per cent)
Evidencing the impact of CLD	3 (3 per cent)
To build good partnership working between CLD services and HEs / FEs for facilitation of relevant learning programmes to ensure direct feedback to inform course content for future workers	2 (2 per cent)
Database of training opportunities	1 (1 per cent)

'Other' responses included: Training must not be seen as a 'jolly'; By providing space for people develop a collective critical faculty; Extra time for programme to take place; Can support voluntary activity in the community; By identifying the value of longer term, ongoing professional development, in the form of study circles etc; By being more accessible to 3rd sector organisations and including those organisations that work at national levels and therefore not being able to access local opportunities; More focus on adult education delivery and opportunities.

Quotes:

- *"I believe it will show that our profession is recognised as a true "profession" and there is a genuine commitment to value the work we do."*

- *"Carry out regular surveys of CLD staff to identify training needs and lobby local councils and voluntary organisations to ensure staffs are aware of the opportunities for personal development."*

- *"Personally, a national buddy scheme where practitioners can share at the workplace would be really helpful. The theories are less important than real strategies and action to achieve outcomes."*

- *"Recommendation that employees are not only allowed but also encouraged to continue with their Personal & Professional Development in the way described so that they can become Action Researchers within the Communities where they live and work."*

Table 49

6. How would you like to be kept informed about the CLD Upskilling Programme?	Favourite choice 1	2	3	4	Least favourite choice 5	Mean score
	Number of responses (per cent)					
An article within the LLUK Scotland e-bulletin (Base = 46)	5 (11 per cent)	8 (17 per cent)	10 (22 per cent)	9 (20 per cent)	14 (30 per cent)	3.4
A CLD Upskilling Programme monthly e-bulletin (Base = 56)	39 (70 per cent)	10 (18 per cent)	4 (7 per cent)	2 (4 per cent)	1 (0 per cent)	*1.5*
An article within the CLD Standards Council eBulletin (Base = 52)	10 (19 per cent)	10 (19 per cent)	15 (29 per cent)	8 (15 per cent)	9 (17 per cent)	*2.9*
An article within the Learning Connections / Scottish Government eBulletin (Base = 55)	8 (15 per cent)	15 (27 per cent)	9 (16 per cent)	12 (22 per cent)	11 (20 per cent)	3.0

An article within Third Force News eBulletin (Base = 48)	3 (6 per cent)	6 (13 per cent)	7 (15 per cent)	10 (21 per cent)	22 (46 per cent)	3.8
A dedicated CLD Upskilling Programme webpage within the LLUK website (Base = 51)	14 (27 per cent)	13 (25 per cent)	7 (14 per cent)	5 (10 per cent)	12 (24 per cent)	*2.8*
Information on other websites (Base = 23)	7 (30 per cent)	5 (22 per cent)	1 (4 per cent)	1 (4 per cent)	9 (39 per cent)	**3.0**

NB: the lower the mean score, the more popular the type of communication was – the top three are highlighted in bold and italics. All calculations are based on the respondents who chose to answer the question.

Table 50

Other websites specified	Number of responses
Local Authority websites	4 (22 per cent)
Scotland's Colleges	2 (11 per cent)
Learning Link Scotland	2 (11 per cent)
Adult Literacies Online - CoPAL	2 (11 per cent)
CLD Standards Council Website	1 (6 per cent)
SCVO	1 (6 per cent)
LearningKingdom.org.uk	1 (6 per cent)
Youthlink	1 (6 per cent)
Partnership websites	1 (6 per cent)
Edinburgh Grid for Learning	1 (6 per cent)
Direct email information	1 (6 per cent)
Local voluntary groups	1 (6 per cent)

Table 51

7. In your opinion, what needs to happen to ensure CLD staff across Scotland receive appropriate learning or upskilling opportunities after the Upskilling Programme ends?	Number of mentions
Dedicated funding and commitment to drive agenda with a budget	17 (19 per cent)
Greater management, government and council support for CLD, with appropriate structures for delivery	14 (16 per cent)
All information available to staff and practitioners to make informed choices	11 (13 per cent)
Professional standards / licence requiring minimum CPD	9 (10 per cent)
Other	7 (8 per cent)
Regular training analysis and audits	6 (7 per cent)
Improving the CLD culture; emphasising importance of learning and development	5 (6 per cent)
Staff workloads adjusted to accommodate training / dedicated training and development staff member	4 (5 per cent)
For the programme to continue in some manner i.e. through new upskilling partnerships	4 (5 per cent)

Mandatory set of upskilling opportunities rolled out to all staff	3 (3 per cent)
Unsure	3 (3 per cent)
Partnerships with HE and FE	3 (3 per cent)
Partnership working	2 (2 per cent)

'Other' responses included: Focus on community education; modifying the location of training; ensuring CPD / PDP supervision meetings take place to identify learning needs; Trained staff delivering to colleagues; Advance notice of workshops / learning opportunities; Affordable training; Local mapping exercises to be carried out by non-council staff; Shared resource and creative models for future sustainability.

Quotes:

- *"There needs to be a major strategic campaign to position CLD at the forefront of community planning to avoid the major slippage in the profile of CLD services."*

- *"Organisations need to develop inclusive and meaning structures for CPD for all staff and ensure relevant CLD courses and training are regularly accessed by all staff."*

- *"All employers need to sign up to an agreement to allow staff the time off work to undertake training courses and to reduce staff's workload accordingly if the course involves home studying."*

- *"Regular surveys and future audits to maintain the 'big picture'."*

11. Conclusions

This report presents the findings of the pro formas, participant feedback forms, and learning event evaluations carried out during Phase 1 of the Upskilling Programme.

Pro forma data

The partnerships were required to return an initial pro forma (see Appendix 2) at the beginning of the grant allocation process, and it was clear from partnership feedback that many struggled to supply the required information, and irregularities in the supplied data would seem to support the conclusion that not all the partnerships had complete workforce data or had conducted training needs assessment exercises in recent times.

Conclusions and baseline data drawn from the first round of pro formas, prior to receiving Upskilling funding were:

- Leadership and self-evaluation programmes are emerging as "in demand" for workforce development
- The proportion of volunteers in the workforce is high, relative to the rest of the workforce across all sectors in Scotland. Previous research by Lifelong Learning UK suggests that data gathering on volunteers is neither consistent nor robust
- Not all of the partnerships have conducted a training needs analysis to date
- Five unprompted responses that the geographical nature of Scotland was an issue in staff development suggest that this is a subject for further investigation.

Several initial pro formas stated that they would be providing training for trainees rather than managers, practitioners or support staff. A new category was subsequently added to the completion pro forma to allow the partnerships to specify the type of staff training was aimed at. This addition enabled six partnerships to select this option on the completion pro forma. This data indicated a decrease in training for managers, practitioners and support staff. The initial pro forma showed that 23 partnerships selected training for managers, practitioners and support staff, but this decreased to 15 partnerships opting for the same combination on the completion pro forma. This decrease can also be explained by the uptake of leadership, management and practitioner training provided nationally by Linked Work Training Trust & Scottish Social Enterprise Academy and North Highland College.

The numbers of staff that actually received (or would soon receive) training were more accurate in the completion pro forma. The initial pro forma returns were occasionally inconsistent or relied on estimates. This sometimes resulted in training figures that were higher than staffing figures. It should be noted that this is possible, as the same member of staff may have been trained on several occasions. Partnerships found it easier to assess numbers of staff who were to receive training through Upskilling funds, rather than actual numbers of staff in their partnership; this latter figure is still the subject of debate and will need to be re-assessed during Phase 2 since partnership restructuring (including redundancies) featured heavily in April and May of 2010.

Partnerships stated a significantly higher percentage of voluntary staff to train on the initial pro forma (72 per cent), than the 14 per cent verified on the completion pro forma. Again this reflects partnerships' intentions to concentrate funding on Upskilling paid staff.

Satisfaction with training significantly rose after the first 70 per cent of the partnerships' grant allocations were made, jumping from one to 13 per cent 'very satisfied' in a matter of months. Some funding has been used for training needs analysis only, and so five partnerships declined to answer until a level of satisfaction can be established. Part of the Upskilling Programme has been about

helping partnerships to think more clearly about their training needs and build a sustainable plan for the future.

The most obvious changes in 'barriers' to learning after distribution of Upskilling funding, was the significant drop in partnerships stating 'cost' as their main barrier (29 dropping to 2 partnerships), and indeed two more partnerships expressed that there were no barriers at all. The issue of finding someone else to cover to enable someone to attend training remained static throughout. This suggests that even with the addition of funding and free learning opportunities there is a lack of capacity for staff to undergo training while trying to cover everyday tasks. This issue has become more significant due to organisational restructures which has meant less staff are available to provide cover for colleagues attending training.

Leadership and management remained strong choices for nationally delivered learning programmes throughout Phase 1.

Overview of findings from workshop evaluations and participant feedback

Feedback from a number of learning events provided some data on the demographics of staff undergoing training, as well as how they received the events they attended. 42 per cent of the 232 participant forms returned were from practitioners aged 45 or over. This is in keeping with the average age of CLD workers - 46 per cent of the workforce is over 45 years old. Gender differences on the Upskilling Programme were slightly more skewed towards female learners, representing 73 per cent of those who had undergone training. Approximately 63 per cent of the national workforce is female.

Satisfaction with training opportunities was high. 'Very satisfied' and 'satisfied' made up 91 per cent of the responses. Only 2 participants rated the experience with 'dissatisfaction'. The older the learner, the higher the tendency towards finding satisfaction with the experience.

The more populous areas of Scotland received more training, with the Lothians topping the geographical spread with 27 per cent of all participants originating from one of the partnerships of the area. National training commissioned by Lifelong Learning UK was also held in Edinburgh. Strathclyde is the most populous area of Scotland, but only 17 per cent of learners who returned a form originated from this region. Despite calls for more training in the North of Scotland, there were fewer opportunities taken up by CLD workers in the area, which will need to be investigated in Phase 2. The nationally delivered training did have a knock-on effect however, as one participant originating from Dumfries and Galloway subsequently recommended more of the same training to their partnership – for this reason, Dumfries and Galloway learners account for 19 per cent of all participant feedback.

Overall course comments rated the varying events as 'useful or practical' (23 per cent of all comments) and a good or great learning experience (17 per cent). Feedback was largely positive for all events..

Linked Work Training Trust and Scottish Social Enterprise Academy Feedback

LWTT and SSEA were commissioned to deliver collaborative leadership and management learning opportunities, resulting in the provision of provision of Institute of Leadership and Management Level 5 modules. They were very successful in their marketing and communication of the event, receiving 216 applications for the initial 100 places (which was increased due to demand) after advertising the opportunity via email, networks, websites, e-bulletins and leaflets.

To ensure the correct people were appropriately targeted, LWTT allocated places based on a quota of places for public and voluntary sector workers. They also ensured that participants worked on delivering CLD national priorities of adult learning, youth learning and building community capacity; and used geographical quotas designed by Lifelong Learning UK. Demand for e-learning rather than physical course attendance was higher among public sector workers, reflecting a lack of ability to leave the office for training. Age and gender splits reflected data gathered by Lifelong Learning UK, tending towards older, female participants.

Day 1 evaluation: Leadership

LWTT initiated their own detailed evaluation on top of participant feedback forms provided by Lifelong Learning UK, and gathered data from 78 participants on why they wanted training, and issues and challenges they faced at work. The majority mentioned a desire to develop their skills (including leadership skills and supporting other staff) and improving delivery, while facing the challenges of resource shortages and organisational change.

Change became a major theme of participant evaluations throughout the Programme, resulting from budget cuts (and subsequent redundancies or reducing staff hours), and change in organisational structures. Staff found themselves taking on other roles and remits in order to fill gaps.

Participants were particularly satisfied with how involved they felt during the session, and the presenters' level of knowledge. They also praised the presenters' ability to help in getting the most out of the session. The only negative points concerned participants who thought the material was not at the correct level for them, and were expecting something more challenging or complicated. Participants were also asked what action they would take as a result of the training, and the majority were related to personal improvement measures, such as using the training to build on their skills and improve their leadership styles for greater effect. Further research, and reflecting on and reviewing leadership styles were also frequently mentioned. Methods with which to achieve these goals included reviewing current practices, networking with partners, and practicalities like better time management. A positive attitude and further study were regarded as the next steps to further developing their skills. Reponses indicated that learners were keen to plan their CPD but were apprehensive about how easy it would be to implement change

Participants identified the main sources of expected support for their development as: colleagues and partners (48), management (44) and their organisations (42), with external help identified by 21 participants and one participant feeling that they would not need any help.

Day 2 evaluation: Motivation

A further 80 evaluations were received for Day 2, reflecting similar choices as Day 1. Participants cited personal skills development and improving delivery as the main reasons for undertaking training. Again organisational change was highlighted as a challenge, closely followed by budget cuts, changing of roles and remits, and time management due to an increasing workload. Operations do not appear to be scaled down; instead practitioners frequently mentioned taking on additional roles to support vacancy freezes, redundancies, and budget restraints.

Course presenters were again accorded high levels of satisfaction for their level of knowledge and facilitation, as well as enabling the course to meet its stated objectives. Out of all participants, only one expressed dissatisfaction with the course, with the majority of participants were 'very satisfied'.
Participants were less likely to feel they had gained new insights into leadership (10 per cent rating at level 3 or below), but this still accounted for 66 per cent satisfaction. Further research into whether the slight spike in dissatisfaction with insight is because of participants finding the undergraduate level of study too easy, is recommended. Subsequent action to help develop practitioners again referred to personal development and reflection on current practices. Support and motivation of colleagues also formed a considerable point for 'action', as well as studying in preparation for completion of the Level 5 award.

Participants said they would use the tools and ideas gained from the course to build on their current practice and knowledge, as well as applying practical exercise ideas used on the module to help assess motivation and skills needs of their CLD team. There was a strong interest in completing the course and related training, but rated third was a practical issue which all partnerships face – appropriate management of time to allow for everyday work and training. Participants were less certain about how easy it would be to develop in the three areas they had identified however, but they were more positive about their commitment to develop.

The sessions with LWTT tell us that although there is a willingness to learn and develop skills, but staff are concerned about the barriers preventing them from developing and improving their practice. The pro formas were filled out by lead officers for partnerships, but these participant evaluations help to focus on the barriers felt by practitioners which the lead officers may not be aware of.

North Highland College Feedback

North Highland successfully delivered a worthwhile experience for the six students who chose to complete the course. However, the college were not as successful as LWTT in attracting participants to the ILM Level 3 module. At first the module attracted 30 per cent of the intended participation levels, and subsequently some students dropped out citing work pressures. Interestingly, initial feedback from partnerships referred to a lack of opportunities for practitioners in rural areas which was why the opportunity was situated in the North of Scotland. There was a degree of taking the course 'for granted', as it was funded centrally by Lifelong Learning UK and not individual partnerships suggesting there was less pressure to attend. There is also a suggestion that there is less call for management courses pitched at SCQF 6, the equivalent to Scottish Highers, since there was overwhelming demand for SCQF 8/9 (undergraduate degree level) ILM qualifications.

Although the course was marketed through lead officer contacts, there was no direct contact with practitioners such as through CLD network bulletins, and so this may have affected the flow of information. With increasing pressures on lead officers it may be more effective for the future to target frontline workers – this relieves pressures on officers to communicate opportunities to staff in a timely manner. This will be taken into account in the communications planning for Phase 2.

Of the six students who went on to take part in the course, three returned feedback stating that they were 'very satisfied', leaving positive comments on the staff tutor. The tutor also maintained regular e-support with students - especially those on distance learning – to encourage and guide their studies. Since the course, half the students have enquired as to how to gain other ILM 3 modules and complete the award.

Scottish Community Development Centre Feedback

Some interesting points were brought to the fore during the recruitment for this course. SCDC received several queries which suggested a lack of awareness among voluntary staff about their connection to their local CLDP. This highlighted the fact that some voluntary sector organisations are not engaging with the partnerships. Participants' applications were checked to ensure their work fits into the three strands of CLD.

The course was marketed through lead officers, leaflets at relevant CLD events, and on the SCDC website. Like North Highland College, a longer lead-in time between recruitment and course delivery would have allowed participants to resolve any diary clashes and avoid any last-minute drop-outs.

There were 115 places offered to develop practitioners' skills and approaches to outcome-focused practice, and 107 were filled by participants in Edinburgh, Glasgow and Aberdeen. However, there were several learner absences on the day of the seminar, totalling 21 people. 86 people attended in the end, with highest attendance in Glasgow, and lowest in Aberdeen. Again, competing work pressures were highlighted, as well as diary clashes due to the limited lead-in time between

recruitment and course delivery. There was 75 per cent attendance of the course, and it fairly representative in terms of age and gender, but attracting a greater degree of younger applicants and men.

The extra evaluation carried out by SCDC revealed issues and challenges faced by practitioners in relation to outcome-focused practice, and highlighted several areas to take into account in the future. These included: a refresh or explanation of terminology involved; how to work within an output and target driven culture and within the capacity of staff; developing ability to measure outcomes and link intermediate and end outcomes; and demonstrating impact across varying strategic priorities. We can conclude that as well as using development opportunities to their maximum potential, a slight shift in CLD culture is necessary to actively engage with an outcomes-focused approach and reconcile this with current reporting requirements. Participants commented that shared learning and peer support would be key to achieving this.

Logic modelling provided a challenge for participants. However, it was felt that further development of this method would be useful for forming a link between outcomes and strategy.

There was an obvious difference in participants' level of understanding of logic modelling. Recommendation included provision on logic modelling at a range of levels as well as more explicit communication of course content and knowledge requirements.

There was a good level of satisfaction with the seminars and lots of useful comments on how to develop the seminars for the future, such as devoting more time to applications and use of the LEAP tool. One of the partnerships went on to commission SCDC for further seminars as a result of their satisfaction with the course.

Consultation regarding Phase 2

A consultation on the priorities for Phase 2 of the CLD Upskilling Programme was conducted with managers, practitioners and stakeholders. A mini-survey was distributed via email to organisations involved in CLD; in-depth telephone interviews were conducted with stakeholders working at a strategic level, learning and training providers, and organisations delivering CLD services; and qualitative workshops were held with the CLD Partnership Managers (CLDMS) and other voluntary sector networks.

The first workshop and in-depth interviews covered over-lapping themes and questions, and came to similar conclusions and solutions for Phase 2. Respondents were asked about key tasks for developing a CPD infrastructure for CLD. 11 priorities were identified:

- *Leadership and Management* – improving leadership skills was seen as fundamental to the future success of the sector, as training up new practitioners who had since become managers
- *Measuring impact and monitoring and tracking progression* – this was seen as a priority
- *Self-evaluation* – developing skills to allow reflection (in line with HMIe's requirements)
- *Planning and identifying trends in the achievements of learners* – developing skills to inform the planning process
- *Communicating achievement* – demonstrating and promoting outcomes
- *Community engagement* – was felt to be of importance
- *Engaging with national policy agendas* – room for improved awareness was mentioned
- *Use of ICT* – including engagement with new social media and technologies
- *Collaboration* – encouraging links with schools and other providers
- *Being less 'inward facing'* – developing a better understanding of government strategies and priorities, opportunities for collaboration, shared learning, and impact on Scottish communities
- *Use of technology for CPD* – specifically Virtual Learning Environments

The workshop participants felt that formal planning mechanisms would help CPD infrastructures and allow public and voluntary sectors to effectively manage CLD training initiatives, including their funding and sourcing opportunities. The need to conduct regular training needs analyses was also recommended to establish development needs at regular intervals and measure the result of CPD interventions.

When asked about how a sustainable CPD infrastructure could be created, respondents suggested the creation of a clear framework with reference to the CLD competences, which ensures that learning and continuous improvement are embedded. The framework would also need to take into account ongoing partnership restructuring and local needs as well as the national picture. Workshop respondents emphasised the need for an infrastructure which will continue once the Programme is complete. They suggested that the framework should be used in conjunction with virtual learning environments to avoid costs further down the line.

Respondents were questioned on the types of training and development to be prioritised. They identified task-orientated or action learning CPD as a solution to budget cuts and releasing staff for training. Training specific to organisational change would also help staff adjust to restructuring and any new responsibilities in light of this. Both interviewees and workshop participants highlighted the need for statutory training for volunteers that may not be in the position to pay for their own mandatory training. Other suggestions made in the workshop included increasing leadership training opportunities and using virtual learning environments or blended learning, which would help relieve pressures to attend training off the job.

The political factors were also highlighted as influencing the Programme. Both the interviewees and workshop participants felt that the Westminster election is going to have a major economic impact once the full extent of budgets cuts is known. The Holyrood election in 2011 also poses a potential change for CLD and national priorities. Workshop respondents also highlighted a focus on mandatory CPD in other sectors, such as social care, and felt there was less priority for Community Learning and Development, as dictated by government.

Participants concluded that extra attention needs to be devoted to staff working in changing structures and budget reductions, and where there is less staff available for training. Interviewees also suggested developing collaborative approaches to share costs.

Both the workshop and interviews requested concise e-bulletins to distribute information on the Programme, perhaps including information on programme impact. There was less call for mailed newsletters, but some respondents find that emails tend to get buried among several communications.

Those interviewed also discussed strategic issues such as putting a CLD Upskilling Programme strategy in place so that partnership training plans can be developed with it in mind. Others said that more thought was needed around the implications that the Curriculum for Excellence will have for adult learning. Emphasis was placed on being able to reach the entire sector (voluntary and public) through expanding contact outside of partnerships and ensuring the third sector is equally informed. The use of local, regional and national CLD networks would help raise awareness of opportunities and improve the quality and consistency of service delivery. Collaboration was seen as a necessity to provide cost-effective CPD and build peer relationships through a natural rather than forced process.

Community Learning and Development Partnership Managers Workshop

Participants at this workshop were asked what national infrastructure should be developed. Several references were made to virtual learning environments: online learning materials, online support, and potential online portfolios which could be linked to course registration. In turn this could tie into national policy priorities. Networking between CLD leads and training providers, and forming regional networks was also mentioned. However, respondents noted that this should not be dictated

from above but should happen at a local level. The need to be mindful of voluntary sector infrastructures will also be important for developing a CLD infrastructure.

Collaboration with other sectors also recommended, including sectors such as the police. This could allow the sharing of facilities and result in savings. It was felt that getting agreement with national bodies would be important first steps. Again the subject of providing training for unpaid staff was highlighted as an important element of any new infrastructure.

When asked about what should be delivered at a local level, participants suggestions included increasing understanding of: government policies; outcome-focused practice; self-evaluation; competences; measurement and reporting; Curriculum for Excellence; and as well as revisiting core skills. It was also suggested that the CLD competences will need to be adjusted to meet changing priorities (which is a separate issue for the CLD Standards Council). The need to ensure CLD staff are kept motivated and not feeling de-skilled in a changing landscape was highlighted, including training for part-time staff and support to voluntary organisations. Participants felt that regional networks could be established to enable the sharing of training and resources. Inclusive training on cross-cutting areas such as inspections, community engagement and impact assessments was recommended. This raised further points relating to sustainability, and what kinds of support will be available to ensure legacy of the project. Participants asked, how can partnerships keep CPD going?

National opportunities were also requested, but at a limited level. Training would be ideally focused around opportunities to share good practice, promote the competences and accreditation frameworks, and any themes identified by local partnerships. A national performance framework was also suggested to encourage better use of data in planning.

The need to support staff in a changing landscape was also mentioned and how this change will affect the delivery of CLD national priorities, single outcome agreements, the Curriculum for Excellence, and their ability to engage in self-evaluation and partnership working. The need for a long-term approach was emphasised, including developing training needs analysis tools which could be used by more than one partnership, as well as paid for collaboratively. Evaluation has been a fundamental theme throughout the Programme, and it was agreed that rationalisation of data collection and tools would be helpful. It was also recommended that more guidance is required on how to engage in community planning.

A final point concerned development officers, and managers commented that they had made little use of them during Phase 1, so a firmer view and case for development officers should be addressed in Phase 2. CLDMS have expressed an interest in being represented on future planning groups to ensure their views are fed into the Programme.

Mini survey conclusions

The mini-survey re-iterates training and CPD needs of staff mentioned above. Respondents they would like to see the Upskilling funds used to develop planning and self-evaluation skills, management and leadership, ICT skills, and skills refreshers. It was also mentioned that that the needs of each practitioner are highly individualised and cannot be remedied by one overarching course.

Reassuringly, 86 per cent of all partnership staff had taken part in learning and training opportunities in the past 12 months and of those who rated the usefulness of these opportunities, found them have an positive effect on their practice. However, 82 per cent found there were always or occasionally barriers to learning. These were time and workload, availability, including limited staff resources, and funding for courses being unavailable despite the CLD Upskilling allocations.

There was a mixed response as to how the Programme can best help organisations to develop the right skills. The most common answers were: make funds available for specific staff training; provide tailored training for the profession; provide accessible and relevant learning opportunities; ensure

information on CLD and CPD opportunities is available; and encourage effective partnership working. This will require collaboration within local partnerships and across local authority boundaries.

Respondents cited a monthly e-bulletin from Lifelong Learning UK and the CLD Standards Council, and a dedicated webpage within the Lifelong Learning website as the best forms of communication about the Programme.

The legacy of the project was also considered, and respondents suggested that dedicated funding and commitment to drive agendas within a budget (within local authorities) would help ensure continuous CPD. The need for support for the development of the sector from government and local authorities was also highlighted. There were also nine references to developing registration or a professional standards 'licence' requiring a minimum level of CPD for practitioners.

Local vs. National Training Programmes

The consultation shows that there is a strong resistance to the Programme only providing national programmes. Unsurprisingly, practitioners and managers want to be able to use the Upskilling funds to address their specific skills issues at a local level. Evaluative feedback shows that national programmes can be more efficiently assessed with help from training providers, but they do not guarantee full quotas of attendance as partnerships still need to work around their own schedules. As mentioned earlier, there has also been issues around the types of training partnerships are planning or have already spent Upskilling funds upon (such as some partnership wishing to spend funds on statutory training).

As local authority restructures happen throughout Phase 1 (and look set to continue into Phase 2), new lead officers or front-line workers are becoming involved with the Upskilling project. This raised challenges for Lifelong Learning UK's communications because it meant new partnership staff needed to be bought up to speed quickly. Some staff were not aware that their partnership had signed a contract, or the terms and conditions of the grant. A handful could not locate the original contract they signed and so photocopies were sent again. While staff changes are unavoidable, communications in Phase 2 need to be even clearer about what the Upskilling funds can be spent on. There is also an opportunity to commission national programmes, and then offer these in regional areas according to partnership demand, so that partnerships may pick from a 'menu' of training opportunities with regional collaboration in mind. Partnerships can also be asked to state what perceivable improvements to service will result from the training they select, and how they plan to measure these.

12. Recommendations for the future

The final report presents recommendations for Phase 2 and includes suggestions from the partnerships. This section will also explore the 'legacy' of the Upskilling Programme:

Lifelong Learning UK is aiming to ensure the project achieves a sustainable legacy. Once the Programme finishes in 2011 it will be important for partnerships to continue implementing their CPD plans which have been developed as a result of Programme. The funding will end in 2011, therefore investment should be concentrated on activities which will require little or no funding after 2011.

The Programme must continue to contribute to the Scottish Government's national outcomes for the project are rooted in national priorities and outcomes (more specifically, outcomes 3, 4, 11, and 15 as listed in the introduction to this report). Achieving against these outcomes is obviously a long-term process.

Some practical recommendations for Phase 2 have arisen out of the Phase 1 data. Time constraints prohibited piloting questionnaires during Phase 1. Data inconsistencies also resulted due to estimates from partnerships – indeed some returned figures on trained staff outnumbered the figures given for actual staff. Any inconsistencies should be immediately resolved in Phase 2, by contacting the partnerships as a matter of urgency or asking the Development Officer to work closely with them when completing pro formas.

Improving promotion and perception of the programme

Promotion and perception of the Programme can be improved through more detailed communications planning and taking into account the challenges Phase 1 presented. Developing networks of contacts with which to share information with practitioners and stakeholders will be a major part of this; building on what is currently available and targeting organisations who did not feel as involved in Phase 1 of the programme – especially third sector organisations that do not have links with partnerships.

Holding meetings with relevant parties early on in the project will help to build relationships and establish common ground. These meetings can also be used to address concerns and questions. Development Officers will also play an important role in this as they can provide a higher level of face-to-face contact with partnerships.

Recommendations for working with the CLD Partnerships

We recommended that:

- An audit of CLD partnerships' capacity is carried out and assessment made of their ability to complete Phase 1 and deliver Phase 2.
- If CLD partnerships are identified as having limited capacity a Development Officer should be supplied to work with the partnership. Funds should only be paid out once capacity has increased and appropriate plans are in place.
- Guidelines are produced indicating who the Upskilling activities are aimed at and what type of activities can be included.
- CLD partnerships adopt clustering arrangements to share resources where appropriate.
- Development Officers are recruited to work within these clusters and embed processes which will enable these clusters to continue to work together after the funding period.
- Development Officers are recruited to deliver some of the Upskilling activities where this is agreed with CLD partnerships.

Recommendations regarding the CLD CPD Strategy and Framework

- The implementation plan for both the CPD Strategy and Continuous Learning Framework is communicated to the CLD partnerships and Lifelong Learning UK so that Upskilling activities can be planned within that context.
- Both documents complement the CLD qualifications framework which underpins progression routes.

Recommendations regarding CPD Opportunities mapping

- That colleges and higher education institutions are encouraged to work with the Upskilling Programme so that the remaining courses are checked by them for accuracy thus allowing mapping to be completed and the online CPD tool to be published.
- Work with non FE and HE training providers is undertaken in order to extend the mapping.
- Align research with the SDS course search tool which is currently under development.

Recommendations on national programmes

- That the training programmes suggested by the partnerships are considered for the Phase 2 national programmes. These are:
  - Leadership
  - Self-evaluation - principles and practice
  - Management
  - A skills 'refresh' on the new CLD competences
  - Useful CLD toolkits
  - Training the 'Trainers'
- That outcomes in relation to the Single Outcome Agreements are measured and evidenced.
- That further key training priorities identified by the Scottish Government, for example, implementation of the Curriculum for Excellence, are delivered through national programmes.
- That tenders for future training programmes are advertised on the Scotland e-procurement website with longer lead times for reply.
- That the national training programmes continue to be accessed directly by participants.
- That the national training programmes are advertised across Third Sector networks and also through new channels within CLD partnerships. In addition, this should be embedded in Lifelong Learning UK's Communications Plan for the Programme.
- That ILM courses continue to be provided to allow over-subscription in Phase 1 to be met and those who were successful in Phase 1 to progress their ILM qualification.

Recommendations on the Interim and Final reports

- That an independent review and evaluation of the impact of the entire Upskilling Programme is undertaken by an independent body, once Phase 2 is complete and training has become embedded.

Further recommendations for Phase 2

- Development Officers are recruited from the existing CLD workforce to help guide partnerships in choosing their training plans for Phase 2 if not already completed.
- Communications must be much clearer about the way funding is spent to ensure mandatory training remains the employer's responsibility.
- More effective communication channels should be developed, for example increased use of online technology and use of existing third sector networks.
- A Programme e-bulletin, a dedicated Upskilling page on the LLUK website, and articles within the CLD Standards Council e-bulletin should be produced.
- Discussions with partnerships about the intended legacy of the project is recommended to help cement the idea of sustainability.
- Opportunities to share good practice should be promoted.
- Promotion of online learning should be undertaken.
- The formation of regional networks and collaborations should be supported by the Development Officers.
- Increase networking opportunities for CLD lead officers.
- Recommendations for local delivery identified in Phase 1 included: training on outcome-focused practice; self-evaluation; the competences and; measurement and reporting.
- Curriculum for Excellence training should be provided through national and local programmes.
- Inclusive training should be offered on new inspections, community engagement and impact assessment.
- Action learning should be developed as a way to combat low course attendance due to insufficient staff to cover others for training.
- A CPD infrastructure for CLD should be developed.
- Project successes should be celebrated and shared.

13. Appendices

Appendix 1: Programme Implementation

The CLD Upskilling Programme is being implemented with the use of Prince 2 project methodology. During Phase 1 the Steering Group met each month to provide advice and guidance to the Upskilling Programme team. The Planning Committee also met three times – in January, February and March 2010 to inform the creation of milestones for Phase 2.

Community Learning and Development (CLD) practitioners do not have a statutory right to training unlike other professions, such as teaching, therefore this investment by the Scottish Government at a time when local training budgets are under pressure has been welcomed by the CLD community.

The Programme commenced in November 2009 when the Programme Manager and Programme Administrator were recruited and by January 2010 many CLD Partnerships had received the first payment of their grant. It was decided that the allocation of payments to each partnership would be done over two instalments – 70% followed by 30% on the completion and submission of two forms which showed how the CLD Partnerships were using, or intended to use, the funds.

The main challenge facing the Programme was trying to condense activities which normally would take 12 months into a much shorter timeframe. CLD Partnerships which had previously received funding for other sources and had already conducted training needs analyses or had a mechanism in place to engage with the CLD practitioners in their area, tended to progress more quickly in terms of delivering CPD activity. Development Officer roles have been critical in supporting the CLD partnerships during Phase 1. Their role will be increased during Phase 2 so that they source and deliver training in addition to providing advice and guidance.

Two Development Officers with a background in CLD were recruited to offer advice and guidance to the CLD Partnerships and many Partnerships availed themselves of this support. In addition, Development Officers sourced examples of good practice and collected more detailed information about how Partnerships were using the funds to enable the Upskilling Programme Communications team to highlight this in Upskilling Programme literature.

Research was carried out to establish what CPD provision currently exists for CLD within HE and FE institutions and to illustrate pathways to professional development. This data has been collected but checking of the data has proved problematic. The SQA have checked their data however, the CLD Standards Council and some HE and FE institutions are yet to do this. There is a growing demand within the CLD community to access this information and therefore a growing imperative that this quality checking exercise is complete.

Another key strand of the Programme was the selection of training providers to deliver leadership and self evaluation/evidencing outcomes training. Procurement occurred over Christmas 2009 which limited the number of providers who could tender for the work but this was necessary in order that training was delivered by the end of the 2009/2010 financial year. Practitioners were able to register their interest on courses directly with the provider. Providers were given guidance on how to select applicants for courses so that provision was balanced in terms of geography, sector and role. Communicating the availability of these opportunities proved challenging because there is not a single portal online for all CLD Practitioners to access therefore a number of communications channels were used. In Phase 2 this will be reviewed and improved with the aim of reaching more of the profession.

The CLD Standards Council is producing a Strategy and Framework for Continuing Professional Development for CLD which will also support the development of people working in CLD. The CPD Strategy and Framework is in development while the Upskilling Programme is being implemented,

therefore close partnership between the CLD Standards Council and the Upskilling Programme team is needed to prevent a disconnect.

Overall implementation of Phase 1 has been a success and this has created an appetite for further funding not only for CPD opportunities this year but for online provision which can continue to offer opportunities in the years to come.

Appendix 2: Pro forma questionnaire

Lifelong Learning UK

CLD Upskilling Programme - Survey

This survey aims to capture baseline information so that we can evidence the impact of the CLD Upskilling Programme. It will only take a few minutes to complete.

Please answer all the questions.

ABOUT YOUR ORGANISATION

1. **How many paid staff (whose main role is CLD) does your organisation employ?**

   Please give the approximate figure:

2. **How many volunteers (whose main role is CLD) does your organisation employ?**

   Please give the approximate figure:

3. **How many paid staff (whose main role is CLD) have received training, on- or off-the-job, paid for by your service?**

   Please give the approximate figure:

4. **How many volunteers (whose main role is CLD) have received training, on- or off-the-job, paid for by your service?**

   Please give the approximate figure:

5. **How many Third Sector organisations does your CLD Partnership engage with?**

   Please give the approximate figure:

6. **In the last year has your organisation:**

   ☐ Increased in size?
   ☐ Decreased in size?
   ☐ Remained about the same?

TRAINING THAT YOUR ORGANISATION CURRENTLY PROVIDES

7. **What training do you currently deliver?** Please select all that apply from the list below:

☐ On the job training
☐ Off the job training

☐ Statutory training
☐ Non-statutory training

☐ Training for managers
☐ Training for practitioners
☐ Training for support staff

☐ Other (please specify in the box below)

8. **How satisfied are you with the overall level of training that your service is currently able to provide?** Please select <u>one</u> of the following options.
☐ Very satisfied
☐ Satisfied
☐ Neither satisfied, nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

FUTURE TRAINING ACTIVITIES – UPSKILLING GRANT

9. **What training does your organisation plan to provide with the upskilling grant?** Please select all that apply from the list below:

☐ Training needs analysis of the CLD workforce
☐ Develop sustainable CLD workforce development programmes
☐ Develop sustainable CLD workforce development products
☐ Increase number of training places available to the CLD workforce
☐ Increase variety of training places available to the CLD workforce
☐ Review progress and plans for continuing CLD development
☐ Strategic leadership (linked to partnership working)
☐ Use of assessment so participants identify and build own learning experience
☐ Widening of content of training to reflect growing diversity

☐ Deliver collaborative leadership and management learning opportunities

If so, please say how many places will be provided:

☐ Other (please specify in the box below)

10. **How many staff will be targeted by the training listed above?**

Please give the approximate figure:

11. Are there barriers that prevent or impede the training that your service is able to provide?
Please select all that apply from the list below

☐ Cost
☐ Lack of suitable training in the local area
☐ Lack of suitable training available at all
☐ Staff cover for individuals away for training
☐ Staff too busy to take the time for training

☐ Other (please specify in the box below)

☐ There are no barriers

12. Are there any training / learning programmes which you would like to see delivered nationally by the Upskilling Programme in venues throughout Scotland.

Please provide details in the box below:

13. Will you need to carry forward this grant to the financial year 2010 / 2011?

☐ Yes
☐ No

I am committed to the objectives of the CLD Upskilling Programme being led by Lifelong Learning UK Scotland and confirm that the information I have submitted is correct to the best of my knowledge.

Name   Date

Name of organisation

Thank you for taking the time to complete this important survey. Your help is very much appreciated.

Appendix 3: Completion questionnaire

Lifelong Learning UK

CLD Upskilling Programme – Completion Survey

This survey aims to capture information on your activities (and planned activities) to date so that we can show the impact of the CLD Upskilling Programme. It should only take about 10 minutes to complete.

Please answer all the questions.

LEARNING OPPORTUNITIES THAT YOUR ORGANISATION HAS PROVIDED (PAID FOR USING THE UPSKILLING GRANT)

1. What sort of learning opportunities has your partnership delivered or will deliver? Please select all that apply from the list below:

    ☐ On the job
    ☐ Off the job

    ☐ Statutory
    ☐ Non-statutory

    ☐ Training for managers
    ☐ Training for practitioners
    ☐ Training for support staff
    ☐ Provision for trainees (such as Modern Apprenticeships, induction, etc)

    ☐ Other (please specify in the box below)

2. What learning opportunities did your partnership provide (or plans to provide) with the Upskilling grant? Please select all that apply from the list below:

    ☐ Training needs analysis of the CLD partnership workforce
    ☐ Developing sustainable CLD workforce development programmes
    ☐ Developing sustainable CLD workforce development products
    ☐ Increasing number of training places available to the CLD workforce
    ☐ Increasing variety of training places available to the CLD workforce
    ☐ Reviewing progress and plans for continuing CLD workforce development
    ☐ Strategic leadership training (linked to partnership working)
    ☐ Use of learner's self-assessment so participants identify and build own learning experience
    ☐ Widening of content of training to reflect growing learner diversity

    ☐ Delivering collaborative leadership and management learning opportunities

       If so, how many places have been / will be provided:

    ☐ Other (please specify in the box below)

3. **How satisfied were you with the overall level of learning opportunities that your partnership was able to provide?** Please select <u>one</u> of the following options.

☐ Very satisfied
☐ Satisfied
☐ Neither satisfied, nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

4. **How many staff benefitted from the learning opportunities listed above?**

Please give the approximate figure of paid staff:

Please give the approximate figure of volunteers:

5. **Were there barriers that prevented or impeded the learning opportunities that your partnership was able to provide?** Please select all that apply from the list below

☐ Cost
☐ Lack of suitable opportunities in the local area
☐ Lack of suitable provision available at all
☐ Staff cover for individuals away for training
☐ Staff too busy to take the time for training

☐ Other (please specify in the box below)

☐ There are no barriers

6. **Are there any training / learning programmes which you would like to see delivered nationally by the Upskilling Programme in venues throughout Scotland?**

Please provide details in the box below:

7. **Have you begun your Upskilling grant-funded activities?**

☐ Yes
☐ No

8. **Will you need to carry forward this grant to the financial year 2010 / 2011?**

☐ Yes
☐ No

9. **Please list any planned activities occurring in 2010/2011 that will be paid for using the Upskilling grant:**

    Please provide a high level list of activities with planned completion dates in the box below (including approximate dates and numbers of staff who will benefit, if possible), e.g. 50 people attend Leadership training by 30 April 2010

10. **Could you return completed "Participant Feedback Form" using the address labels provided. These will be used by the Programme Office in the final evaluation report of the Upskilling Programme.**

Please note that no individuals or partnerships will be identified in this final report.

I confirm that the information I have submitted is correct to the best of my knowledge.

Name   Date

Name of organisation

Thank you for taking the time to complete this important survey. Your help is very much appreciated.

Appendix 4: Phase 2 consultation survey

Community Learning and Development Upskilling Programme

Short survey on skills issues for the
CLD workforce in Scotland – March 2010

Lifelong Learning UK is delivering an upskilling programme for the CLD sector, on behalf of the Scottish Government. We are really keen to gather the views of as many managers and practitioners working in CLD – that includes: Adult learning; Youth work; and Community Capacity Building. **We would like to know which skills and training issues are most important in the work which you do**. We would be extremely grateful if you could take 10 minutes to complete this questionnaire and **email it back to** katesankey@lluk.org **by 22 March 2010**. All who respond by this date will be entered into a free prize draw to win **£50 in Amazon vouchers**.

Finding from this survey will help us develop the programme over the next year. The project involves a range of activities including investment in new courses and seminars and supporting CLD organisations in developing their staff in the longer term. For further information about the project, please see the attached factsheet.

Name and email (optional for entry to prize draw)

Job title

Area of Scotland you work in

Please note that all data will be **anonymised**. No comments will be attributed to specific organisations or individuals. All respondent details (such as email address) will be kept confidential.

1a. Have you had any involvement in the CLD Upskilling programme?
1b. If yes, in what way were you involved?

2. In your organisation, what are your specific needs in relation to training, learning and the Continuing Professional Development of staff?

3a. Have you taken part in any learning or training opportunities in the last 12 months?
3b. If yes, how was this useful for your role / your professional development?

4a. Are there any barriers to yourself or CLD colleagues in relation to training and Continuing Professional Development?

4b. If yes, please explain what these barriers are, and if possible, how they have arisen?

5. How do you think the Upskilling Programme can best help you and your organisation to continue to gain and develop the right skills for the job?

6. How would you like to be kept informed about the CLD Upskilling Programme?	**Favourite choice 1**	**2**	**3**	**4**	**Least favourite choice 5**
An article within the LLUK Scotland e-bulletin					
A CLD Upskilling Programme monthly e-bulletin					
An article within the CLD Standards Council eBulletin					
An article within the Learning Connections / Scottish Government eBulletin					
An article within Third Force News eBulletin					
A dedicated CLD Upskilling Programme webpage within the LLUK website					
Information on other websites. Please specify which sites:					

7. In your opinion, what needs to happen to ensure CLD staff across Scotland receive appropriate learning or upskilling opportunities after the Upskilling Programme ends?

Thank you very much for your time.

Appendix 5: Phase 2 consultation workshop guide

Workshop guide

Consultation regarding
Phase 2 of the CLD Upskilling Programme
March 2010

Aim: To ascertain the views of managers and practitioners on what the priorities for Phase 2 of the CLD Upskilling Programme should be.

Introduction
- Explain the purpose of the interview (as above)
- A few points before we begin:
    - No right or wrong answers / all views, ideas and suggestions are welcome etc.
    - All comments are totally anonymous.
    - Any questions?

The Upskilling project
- Have you been involved in the Upskilling project so far?
- If so, in what way?

Political and economic factors
- What are the key political and economic factors (local and national) that should influence the focus and shape of the national CLD Upskilling Programme for 2010 – 11?

Links to key national priorities and policy agendas
- How do you think the Upskilling programme could better prepare the CLD workforce for delivering local and national government strategies? such as:
    - The achievement of outcomes within the National Performance Framework;
    - The Early Years Framework;
    - The Skills Strategy;
    - Curriculum for Excellence;
    - and equality and inclusion policies.

Strategic issues
- Are there any key strategic issues that you think the planning group for this Programme should consider in developing and implementing a plan for 2010 – 2011?
- How would you like to be kept informed about the CLD Upskilling Programme?

Developing a CPD infrastructure for CLD
- What aspects of Continuing Professional Development do you find it difficult to respond to at a local level?
- In relation to training and CPD of staff – which areas should be prioritised? Where are the biggest skills gaps in your view?
- What training/CPD providers have you used locally that you would recommend to other organisations?
- How much potential is there for inter-authority/regional collaboration in the development and delivery of sustainable learning and development arrangements for CLD in Scotland?
- Are there some opportunities which could be implemented in the short tem? Say in the next 12 months
- And what about the longer term – say the next 5 years?

- How do you think the upskilling programme can best help you and your partners to create a <u>sustainable infrastructure</u> for continued learning and development activity beyond March 2011?

Thank you for your time.

Appendix 6: Phase 2 consultation telephone guide

Telephone guide

Consultation regarding Phase 2 of the CLD Upskilling Programme
March 2010

Aim: To ascertain the views of managers and practitioners on what the priorities for Phase 2 of the CLD Upskilling Programme should be.

Introduction
- Explain the purpose of the interview (as above)
- A few points before we begin:
  - No right or wrong answers / all views, ideas and suggestions are welcome etc.
  - All comments are totally anonymous.
  - Any questions?
- Can you tell me about what it is you do and a little about your organisation?

The Upskilling project
- Have you been involved in the Upskilling project so far?
- If so, in what way?

Developing a CPD infrastructure for CLD
- What aspects of Continuing Professional Development do you find it difficult to respond to at a local level?
- In relation to training and CPD of staff – which areas should be prioritised? Where are the biggest skills gaps in your view?
- What training/CPD providers have you used locally that you would recommend to other organisations?
- How do you think the upskilling programme can best help you and your partners to create a sustainable infrastructure for continued learning and development activity at a local level beyond March 2011?
- How much potential is there for inter-authority/regional collaboration in the development and delivery of sustainable learning and development arrangements for CLD in Scotland?
- Are there some opportunities which could be implemented in the short tem? Such as within the next 12 months?
- And what about the longer term – say the next 5 years?

Political and economic factors
- What are the key political and economic factors (local and national) that should influence the focus and shape of the national CLD Upskilling Programme for 2010 – 11?

Links to key national priorities and policy agendas
- How do you think the Upskilling programme could better prepare the CLD workforce for delivering local and national government strategies? such as:
  - The achievement of outcomes within the National Performance Framework;
  - The Early Years Framework;
  - The Skills Strategy;
  - Curriculum for Excellence;
  - and equality and inclusion policies.

Developing a national infrastructure for CLD in Scotland

- What do you think needs to be put in place at a national level to support continued and sustainable learning and development activity for CLD practitioners beyond March 2010?

Strategic issues
- Are there any key strategic issues that you think the planning group for this Programme should consider in developing and implementing a plan for 2010 – 2011?

- How would you like to be kept informed about the CLD Upskilling Programme?

(Re-cap key points made by respondent)

- Is there anything else you would like to add?

Thank you for your time.

Appendix 7: Linked Work Training Trust and Social Enterprise Academy Leaflet

(Text version of leaflet)

Leading for Change, Meeting the Challenge
Upskilling the CLD Workforce

What is it?
A leadership development course for Community Learning and Development (CLD) leading to the Institute of Leadership and Management Level 5 (SCQF 8/9) Award and Certificate in Leadership delivered by Linked Work and Training Trust and the Scottish Social Enterprise Academy.

Why should I take part?
Recent developments such as; the joint statement on Community Learning and Development from the Scottish Government and COSLA; the Scottish Community Empowerment Action Plan; the establishment of the CLD Standards Council for Scotland; and the increasing interest in partnership working and community engagement have all highlighted the need for strong leadership and an effective training and support programme. The current economic climate and its impact have added to the need for strong leadership.

These new demands will not be met by traditional leadership development models and approaches. On this programme, you will gain invaluable insight into what it takes to become a leader and the qualities of vision, inspiration, and empowering others that this role embodies.

What is the structure?
There are two options to complete this award:
1. Attendance at two 1 day workshops where you will work with others addressing issues around leadership and motivation, linked in a practical way to your work
2. Completion of the workshop activities and materials through e-learning

The two core themes of the Award are:
• Community leadership styles and approaches for CLD
• Securing and sustaining CLD value based commitment and strong leadership in communities

There is a single assessment, regardless of learning method. This is a 1,500/ 2,000 word report which requires learners to examine the leadership styles and approaches within their own professional CLD context using the knowledge and understanding learned on the programme and then to reflect on their own leadership style to meet the challenges that come with their own role and responsibilities within a professional CLD context. All learners are registered with ILM when they sign up. This gives two years of studying membership of the Institute and allows them to complete the assessment at their own pace.

Who is it for?

It will suit CLD staff, across statutory and voluntary sectors who are leading teams, projects, initiatives or involved in partnership work.

Where does it lead?

The 2 modules successfully attained for the ILM Level 5 Award mean that participants can go on to the certificate, ILM L5 (SCQF 8/9) Certificate in Leadership: Achieving Effective Leadership by completing the final 2 core themes while also engaging in regular, facilitated Action Learning Sets:
• Emotional intelligence in CLD Leadership
• Communities setting and communicating direction

What is the ILM?

This programme is accredited by the Institute of Leadership and Management. The ILM is a professional body with a worldwide network of over 2,000 accredited centres providing flexible and practical management development programmes which are quality assured to ILM's standards.

How much does it cost?

The course and registration with the Institute of Leadership and Management for the award is **free**. Please note there is a limited number of places so it is advisable to register early.

Where and when?

The workshops may be in Aberdeen, Edinburgh, Perth, Inverness, Glasgow, or Dundee depending on what is convenient for most people. Alternatively sign up for the e-learning option. Dates for the workshops, are given on the registration form.

How do I apply?

Register your interest and request an application form
from the Social Enterprise Academy by email quoting
'LWTT Leadership Award'. Email the Academy at:
- **learn@theacademy-ssea.org**

Or call on:
- **0131 243 2670**
Please apply by Friday 12 February 2010

Appendix 8: Linked Work Training Trust and Social Enterprise Academy Leadership Evaluation

Training evaluation - Day 1 - Leadership

Name:	Job title or role:
Name of your organisation or community group:	
Phone number:	Email:

Why did you want to come on the Training (please tick whichever applies)
Personal skill development
General interest
Looked Useful
Will help me in my job
Other (please specify)

Please identify three issues or challenges currently facing you at work

1.………

2.……….……………………………………………………………………………………………………....……
…

3.…….

Your view of the session (please tick)

	Not at all	1	2	3	4	5	6	Fully
To what extent did the session meet its stated objectives?								
How useful will the session content be to you?								
How involved did you feel during the session?								
To what extent did you gain new insights in relation to leadership?								
	Poor	1	2	3	4	5	6	Excellent
How effective were the presenters in helping you to get the most from the session?								
How would you rate the presenters' level of knowledge?								
Overall how would you rate this workshop?								

From the session, please identify the top three actions you will take to develop your leadership skills

1:

2:

3:

What is your initial thinking on how you might address these?

Meeting your development needs

	Not at all	1	2	3	4	5	6	Very
How easy do you think it will it be for you to develop in these three areas after the training?								
How committed are you to developing in these three areas?								

What help and support do you think you might need to develop in these three areas?
Please tick as appropriate:

Help from your organisation		Help from your colleagues or partners	
Help from your manager		External help	
No help needed			

THANK YOU FOR YOUR FEEDBACK

Appendix 9: Linked Work Training Trust and Social Enterprise Academy Motivation Evaluation

Training evaluation - Motivation

Name:	Job title or role:
Name of your organisation or community group:	
Phone number:	Email:

Why did you want to come on the Training (please tick whichever applies)
Personal skill development
General interest
Looked Useful
Will help me in my job
Other (please specify)

Please identify three issues or challenges currently facing you at work

1.……

2.……………………………………………………………...……………………………………………………....……
…

3.……….

Your view of the session (please tick)

	Not at all	1	2	3	4	5	6	Fully
To what extent did the session meet its stated objectives?								
How useful will the session content be to you?								
How involved did you feel during the session?								
To what extent did you gain new insights in relation to leadership?								
	Poor	1	2	3	4	5	6	Excellent
How effective were the presenters in helping you to get the most from the session?								
How would you rate the presenters' level of knowledge?								
Overall how would you rate this workshop?								

From the session, please identify the top three actions you will take to develop your leadership skills

1:

2:

3:

What is your initial thinking on how you might address these?

Meeting your development needs

	Not at all	1	2	3	4	5	6	Very
How easy do you think it will it be for you to develop in these three areas after the training?								
How committed are you to developing in these three areas?								

What help and support do you think you might need to develop in these three areas?
   Please tick as appropriate:

Help from your organisation		Help from your colleagues or partners	
Help from your manager		External help	
No help needed			

THANK YOU FOR YOUR FEEDBACK

Appendix 10: North Highland College ILM 3 Leaflet

BUSINESS MANAGEMENT SECTION

"Motivating to perform in the workplace"

As part of your continuing professional development, through the Community Learning and Development
Up-skilling Programme you are invited to apply to undertake training with North Highland College.

The training offered is based upon a certificated unit drawn from the Institute of Leadership and Management (ILM) Level 3 Award in First Line Management. The training is aimed at practising or aspiring first line managers.

The unit being delivered is called "**Motivating to perform in the workplace**" and is one of four titles required to complete the full ILM level 3 award in First Line Management. Completion of this unit will result in unit certification.

There is a choice of 2 programme options, the 2nd being on an open learning basis.

Training Programme 1 (10 places)	Training Programme 2 (10 places)
Induction – 23 February 2010 - Ramada Hotel (Caledonian Suite) Inverness, 33 Church Street, Inverness, IV1 1DX **Homestudy using workbook supplied** **Training Day and Assessment Preparation – 9 March 2010 - Inverness College, Longman Campus, 3 Longman Road, Longman South, Inverness, IV1 1SA** **Assessment Submission by 19th March 2010**	**Induction – 23 February 2010 - Ramada Hotel (Caledonian Suite) Inverness, 33 Church Street, Inverness, IV1 1DX** **Homestudy using workbook supplied** **Student support on an open learning basis** **Assessment Submission by 19th March 2010**

To apply: Email – dorothy.budge@thurso.uhi.ac.uk
by 5pm on the 5th March 2010.
With:
your name, contact email address and telephone number details of your present role and CLD
Partner

The ILM Level 3 qualifications in First Line Management have been specially designed to give practising or aspiring first line managers a solid foundation in their formal development as a manager.

The Unit called **Motivating to Perform in the Workplace,** worth two credits, is an ideal starting unit for understanding one of the most important skills required by a manager. Successful completion of it will earn you a unit certificate and/or put you two fifths of the way towards the Award. You will be given a Super Series workbook which will contain all the theory required, you will receive tuition to help you relate this to your workplace or life experience, and you will benefit from individual support to encourage you to complete the connected assignment.

The Award in First Line Management is a concise qualification which gives an introduction to the basic skills, knowledge, and understanding required by today's first line manager. The mandatory unit in 'Solving Problems and Making Decisions' is designed to develop practical techniques for tackling managerial problems and decisions from gathering and interpreting information through to the effective communication of outcomes. You complete this two credit unit plus others of one or two credit values making a total of 5 credits for the Award.

The Certificate in First Line Management builds and broadens the skills and knowledge gained in the Award. Here organisational change is explored along with the crucial skill of time management is also explored in three additional mandatory units. A total of twenty credits is required in order to gain the Certificate. You can choose the most suitable subjects for your work experience.

The Diploma in First Line Management develops a very comprehensive range of management skills, providing learners with the broad body of knowledge required by a first line manager. Additional mandatory units cover business communication, creativity and innovation for the workplace as well as information gathering and analysis, and managing customer service. All learners then choose optional units to a total value of thirty –seven credits.

Appendix 11: SCDC seminar flyer

The Scottish Community Development Centre is delivering a series of seminars on Outcome-Focused Practice in CLD as part of Lifelong Learning UK's (LLUK) 'Upskilling the CLD Workforce' programme. The seminars will be useful to both CLD practitioners and managers and each CLDP in Scotland has been allocated a number of places at these seminars. These free, full day seminars will cover:

- The context for outcome-focused planning, practice and evaluation in CLD
- What is meant by outcome-focused planning, practice and evaluation in CLD
- The key steps and stages in outcome-focused planning and evaluation
- An introduction to the new electronic LEAP tool (developed by SCDC on behalf of Scottish Government) and how it supports outcome-focused planning, practice and evaluation.
- An assessment of support needs in relation to outcome focused planning, practice and evaluation in CLD that will inform the next phase of the national 'Upskilling the CLD Workforce' programme

Edinburgh - Tuesday 9 March 2010
Glasgow - Wednesday 10 March 2010
Inverness -Thursday 25 March 2010

To register for these seminars, please contact Aileen Skillen, aileen@scdc.org.uk.

Please note that the closing date for registration is **Wednesday 24 February 2010**.

Appendix 12: SCDC seminar programme

Outcome-focused practice seminar Programme

9.30-10am   Registration/tea/coffee

10am   Welcome and introductions

10.10am   Background & context

10.30am   Challenges in outcome-focused practice (group discussion)

11.15am   Comfort break

11.30am   Applying an outcome-focused approach (group exercises)

12.45pm   Lunch

1.15pm   Applying an outcome-focused approach (group exercises)

2.30pm   Comfort break

2.45pm   Electronic LEAP

3.15pm   Review – questions and feedback

3.30pm   Prioritising future support needs

4pm   Evaluation & Close

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