



Community Learning & Development Plan 2021-24

Update December 2022

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Background - why do we need a CLD Plan?

In June 2012 the Scottish Government issued the Strategic Guidance for Community Planning Partnerships - Community Learning and Development (CLD) which sets out the core purpose of CLD as follows:

CLD activity has a strong focus on early intervention, prevention and tackling inequalities

Community Learning and Development is widely understood to include:

- Community development (building the capacity of communities to meet their own needs, engaging with, and influencing decision makers)
- Youth work, and other early intervention work with children, young people, and families
- Community based adult learning, including adult literacies, family learning and English for Speakers of Other Languages (ESOL)
- Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- Volunteer development
- Learning support and guidance in the community

In September 2013 the Scottish Government introduced a legislative underpinning for CLD, 'The Requirements for Community Learning & Development (Scotland) Regulations', which placed a legal requirement on local authorities to fulfil a lead role in the implementation of the strategic guidance including the publication of a 3-year CLD Plan in collaboration with other public sector providers and the third sector. The Regulations set out the following policy goals:

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

"The key purpose of Community Learning & Development is to “empower people, individually and collectively, to make positive changes in their lives and in their communities, through learning”

CLD: Strategic Guidance for Community Planning Partnerships June 2012.

Update

The current CLD Plan for Fife was published in September 2021
[CLD plan 2021 - Final sept 21.pdf](#)

The Plan was developed around CLD's specific focused areas of:

1. Improved life chances of all ages through learning, personal development, and active citizenship
2. Stronger, more resilient, supportive, influential, and inclusive communities

The CLD plan is one of the key delivery vehicles for the Plan for Fife. It outlines how community learning and development activity will contribute to the Plan for Fife outcomes over the next three years. The plan identifies the needs and gaps in our current delivery around how we address poverty and inequality. The Plan sets out how we are going to collectively work to tackle these gaps and how we will report on progress through measurable impacts at a local and regional level. Our plan uses local and national research to help us to understand different aspects of life in Fife.

This update sits alongside the approved plan and the appendices attached include:

- an overview of the year 1 milestones, and sets out the year 2 milestones
- the 7 area CLD action plans that detail actions for year 2 and 3 of the plan, and include information on evidence of change
- a workforce development plan.

Supporting delivery of the Plan

The delivery of the Plan is supported by the CLD Partnership, and the Partnership have set out in their terms of reference the key objectives they are responsible for. These include:

- 6 monthly scrutiny report to the Communities & Wellbeing Partnership and an annual report to the Communities & Housing Committee.
- To engage annually with the National CLD Scrutiny Team to review the plan progress to date and agree areas for review or inclusion for the remainder of the plan period.

In order to meet these objectives, the Partnership will support the use of the How Good is our Community Learning and Development Framework (HGIOCLD4) to evaluate the actions set out in the Plan. This framework will enable us to fully understand our strengths and identify areas for improvement. This will enable delivery partners to further develop their key measures and on-going self-evaluation.

Appendix 1 CLD Partnership – Year 1 Milestones: Update and Year 2 Milestones

Description	Year 1 Milestones	Update	End of year 1	Year 2 Milestones
Work directly with area partnerships and staff teams to create local CLD delivery plans that support the local community planning approach and provide specific, measurable actions demonstrating the contribution the CLD sector is making to the Plan for Fife outcomes.	7 area CLD actions plans published by 31 August 2022 detailing specific, measurable actions for years 2 and 3 of the plans.	Worked has progressed on the area plans	7 are plans now finalised	Monitoring and Evaluation of area plans Further develop our measures of success
Work with education, colleges, and youth work providers to develop a mechanism to track and report on young people's achievements	Short-life working group in place to explore the challenges and make recommendations in June 2022 on how best to capture and report	No progress	Action carried forward and lead to be identified	Short-life working group in place to explore the challenges and make recommendations in June 2023 on how best to capture and report

Appendix 1

CLD Partnership – Year 1 Milestones: Update and Year 2 Milestones

Description	Year 1 Milestones	Update	End of year 1	Year 2 Milestones
Undertake research with young people aged 11 – 21 years to understand the effects of COVID on their learning, emotional and social development and how best the CLD sector can respond	<ul style="list-style-type: none"> ● Research framework and methodology agreed. ● Stakeholders panel established led by young people. ● Initial 6-month report provided in June 2022. ● Final recommendations presented to decision makers from March 2023. 	<ul style="list-style-type: none"> ● Inputs to Community Development Team Managers and CLD Partnership on research timelines and overview. ● Structured interviews conducted with youth workers to explore impacts of the COVID pandemic on young people. ● Research questions agreed. ● Initial meeting with interested young people held 29/03/22. ● Support of independent social researcher in place to act as a coach/mentor for the project. ● Post-holder enrolled on social research module at Dundee University. 	<p>The framework and methodology were agreed and led by young people.</p> <p>Presentation to partnership at end of summer including findings to date.</p> <p>Research interviews are still ongoing</p>	<p>Evaluate participatory research process</p> <p>Final project report in April 2023.</p> <p>Final recommendations presented to decision makers from April 2023 onwards</p>
Establish learner pathways with recognised points of entry into our community learning programmes and onwards to college, training, or employment.	College and CLD partnership group established to explore strengthened links and roles around progression routes from community-based programmes into college and training providers.	Meeting date was to be arranged between to explore further.	<p>Action to be carried forward</p> <p>Change in personnel has delayed this action – opportunity for TR and the college to work together.</p> <p>Exploration around re-instating the HNC working in Communities at Fife College to support a “grow our own” CLD Workforce – discussions have now commenced</p>	College and CLD partnership group established to explore strengthened links and roles around progression routes from community-based programmes into college and training providers.

Description	Year 1 Milestones	Update	End of year 1	Year 2 Milestones
<p>Establish learner pathways with recognised points of entry into our community learning programmes and onwards to college, training, or employment.</p>	<p>Renewed agreement on delivery of ESOL programmes using College credits to address gaps in community based ESOL provision to be agreed and ready for implementation for the 2022 academic year</p>	<ul style="list-style-type: none"> ● ESOL Strategy agreed between Fife Council and Fife College to be further developed ● Planning meetings held and agreement to explore three work areas – community / college transitions, young ESOL learners and employability academies. ● Community course designed by Fife Council with input from Fife College staff aimed at unsuccessful college applicants and community learners looking to apply to college for the next academic year. 	<p>Fife College colleagues, partners and Council have looked other partnership models in other LA, resulting in an improved understanding of what needs to happen to 'strengthen links and roles'.</p> <p>Partnership work and more frequent and fruitful discussions have led to larger numbers of Fife Council learners progressing onto accredited full-time accredited ESOL courses.</p> <p>Open Day jointly organised for our learners which allowed learners to participate in a tour, meet College staff and current students. This followed on from a Preparation for College Course run by a member of the Council's ESOL team.</p>	<p>Continue work on further update to agreement on delivery of ESOL (as per year 1) and use this to further strengthen join working relationship.</p>

Description	Year 1 Milestones	Update	End of year 1	Year 2 Milestones
Develop volunteering roles that offer meaningful, appropriate, and learning based opportunities to support individuals to make a real and sustained difference to their personal situations and to the wider community.	Short-life working group to be established to explore the volunteering strategy for Fife and the role of CLD providers in achieving this.	<ul style="list-style-type: none"> ● Fife Council CLD Volunteer Coordinator is liaising with FVA about volunteering. ● Fife Council CLD have submitted application for Investors in Volunteers award. 	<p>Fife Council granted investors in volunteer status, and this was recognised by an event in November.</p> <p>Action on short life working group to be carried forward</p>	Short-life working group to continue and will explore the volunteering strategy for Fife and the role of CLD providers in achieving this.
Improve community voice structures at local and regional level ensuring direct connectivity to decision makers.	Strengthen work with the National Standards for Community Engagement network and work with community groups and organisations to build opportunities for community influence.	<ul style="list-style-type: none"> ● New Community Education Worker (Community Engagement) post appointed too. ● New Community Portal pages being developed on Fife Council website in partnership with Fife Voluntary Action. 	<p>Action plan in place to strengthen work around Standards.</p> <p>Strengthened partnership with FVA and involvement in Project team.</p> <p>New community Portal pages have been created to support the cost-of-living crisis.</p> <p>Increase your income Cost of Living Support (fife.scot)</p> <p>Work ongoing with the more general page</p> <p>Our Fife - Creating a successful, confident and fairer Fife</p>	<p>Develop Community Engagement Network including facilitating a Conference Fife's Communities Matter.</p> <p>Launch a Consultation Diary to support sharing of community consultations.</p> <p>Development of a suite of support to strengthen and enhance practice.</p> <p>Involving all partners devise a Comms Strategy to widely inform practitioners and decision makers.</p>
		<ul style="list-style-type: none"> ● Work to develop awareness raising sessions on UNCRC in partnership with Education Scotland. 	To carry forward to year 2	

Description	Year 1 Milestones	Update	End of year 1	Year 2 Milestones
Implement a workforce development plan to support practitioners and volunteers respond to the expressed needs of local communities.	Joint workforce development plan agreed through the Tayside & Fife professional CLD Alliance.	CPD framework in draft form, awaiting final amendments and approval from Tayside & Fife Alliance	Final CPD Framework was approved, local priorities by areas to be added.	Fife CLD workforce priorities to be agreed and delivery plan developed
	Financial support secured through CLD Standards Council for delivery of workforce action plan.	Annual grant application to CLD Standards Council on behalf of Tayside & Fife Alliance overseen by Fife Council reps.		

Appendix 2

Area CLD Action Plans

The links to the 7 area CLD Plans are listed below:

- **Cowdenbeath Area CLD Action Plan**
www.fife.gov.uk/cld-plan-cowdenbeath
- **City of Dunfermline CLD Action Plan**
www.fife.gov.uk/cld-plan-dunfermline
- **Glenrothes Area CLD Action Plan**
www.fife.gov.uk/cld-plan-glenrothes
- **Kirkcaldy Area CLD Action Plan**
www.fife.gov.uk/cld-plan-kirkcaldy
- **Levenmouth Area CLD Action Plan**
www.fife.gov.uk/cld-plan-levenmouth
- **North East Fife Area CLD Action Plan**
www.fife.gov.uk/cld-plan-nef
- **South West Fife Area CLD Action Plan**
www.fife.gov.uk/cld-plan-swf

Tayside & Fife CLD Professional Learning Alliance: Workforce Development & Upskilling Framework 2021 - 2024

Introduction

This framework has been developed to support the workforce development and upskilling requirements of the CLD Plans for the authority areas covered by the Tayside and Fife CLD Professional Learning Alliance. The actions within the framework have been identified through a local needs analysis commissioned by the alliance members prior to the COVID-19 pandemic, and as a result of survey work by the CLD Standards Council to understand the learning and development needs of CLD practitioners to support recovery in the post-pandemic period.

Our ambition for this framework is to support practitioners (including volunteers) by:

- Introducing appropriate learning pathways to encourage practitioners to develop and upskill throughout their CLD careers.
- Providing learning opportunities that are relevant to current practice and prepare practitioners for new and emerging areas of future practice.
- Offer learning opportunities and programmes that practitioners can access easily and that reflect the responsibilities and priorities of the role they are undertaking.
- Supporting emerging practitioners to undertake high quality professional level practice placements, supervised, and mentored by qualified CLD practitioners.
- Critically evaluating what we do with a view to continually improving the learning and development opportunities on offer.

As a CLD professional learning alliance we are committed to ensuring that our practitioners, whether paid members of staff or in a volunteering role, are supported to continue to develop as competent, critical practitioners and we will reflect the CLD competency framework and registration requirements in all our professional learning and professional development programmes.

Purpose

The Framework seeks to provide a route map for CLD practitioners across the Tayside and Fife areas that will support them to achieve consistently high standards of professional practice and performance, enabling them to make significant change contribution to the lives of families, individuals, and communities. As such we seek to increase our membership rates of the CLD Standards Council across all 4 authority areas and in both professional and associate membership categories.

Throughout the framework, we refer to professional learning and professional development. This is consistent with the language used by the CLD Standards Council in the document “Growing the learning culture in CLD: A Strategy Statement and Framework for Action”. The CLD Standards Council define these terms as.

“We are using the term professional (or practitioner) learning to refer to the process of active learning through individual or shared reflection on practice, participation in formal or informal learning opportunities, and activities including planned reading, shadowing, secondments, and e-learning.

We are using the term professional (or practitioner) development to refer to the change that occurs as a result of professional learning: the enhanced skills, knowledge and understanding of practitioners, the sharing of these and their application to practice”

The underpinning principles of the Framework are: -

- Professional learning and professional development are continuous processes that every CLD practitioner is required to undertake as per the requirements of the CLD Standards Council professional registration system.
- Individuals are responsible for managing, undertaking, recording, and reporting their own professional learning and/or professional development activities and for ensuring that the learning is applied in their professional practice.
- Managers, supervisors, and peers have a role in supporting individual practitioners to identify and meet their development and upskilling needs.
- Professional learning and professional development opportunities should come from a wide range of activities, both formal and informal.
- Development is most effective when it is acknowledged as an integral part of all work activity rather than as an additional and optional activity.

Learning and Development Themes

The study commissioned by the alliance recommended that future learning and development opportunities that the alliance offer should be categorised by 6 distinct theme areas and went on to suggest areas for action within each theme. The survey work undertaken during the pandemic period by the CLD Standards Council, reinforced these theme areas as remaining relevant to practitioners during and post the pandemic period.

Professional Learning/Professional Development Theme	Areas for action
Information Technology	Social media, digital media, digital engagement tools and approaches, online facilitation skills
Community Empowerment	Participatory budgeting, participation requests, asset transfer, community resilience, community engagement (methods and tools), political literacy.
Team/Service Based	Strategic planning, team management/leadership, working smarter, performance and scrutiny, critical writing.
Awareness	Mental health awareness, risk assessments, child and adult protection, impacts of poverty, dignity principles in action, UNCRC, Equality Act duties.
Specialism	Dealing with challenging behaviours, dealing with difficult conversations, improving our communication skills, family learning
Professional	Entry level pathways in CLD qualification programmes, early career coaching, mid-career CPD and support, support for professional registration requirements, revisiting theory and practice, support for reflective learning.

Reporting Impact

An outcome and evaluation plan will be developed to complement the delivery plan, and this will measure impact

Tayside & Fife CLD Alliance Delivery Plan 2021 - 2024

Theme Area	Our Practitioners Will	2022/2023 Actions	2023/2024 Actions
INFORMATION TECHNOLOGY	Be confident and competent digital skills champions. Utilising new technologies in their every-day practice as tools for learning and engagement.	Workshop on Digital CLD award requirements	Run 2 digital storytelling workshops Workshop exploring 'digital expectations and entitlements', focus on inclusion and accessibility
COMMUNITY EMPOWERMENT	Demonstrate knowledge and awareness of the requirements of the Community Empowerment Act and be confident in how they apply creative community engagement approaches.	Launch the updated TFPLA Community Empowerment e-module Promote an accredited course for staff and volunteers around participatory budgeting. https://pbscotland.scot/blog/2022/5/20/new-pb-qualification-for-young-people-launches-in-fife https://www.fife.ac.uk/courses/search-all-courses/onpbg5/ Practice sharing event on Narrative Enquiry projects in Fife and Dundee (Winter learning festival event)	Develop an accredited course for staff and volunteers on use of the National Standards for Community Engagement Deliver a practitioner led event focusing on participatory budgeting approaches and methodology. (CE network to lead)
TEAM/SERVICE BASED	Display leadership qualities in their day-to-day practice and planning, work smarter and critically review their performance and practice.	Deliver workshop for new and returning supervisors of student placements and internships (Nov)	Support up to 2 staff from each authority to undertake the national CLD Leadership programme.

Theme Area	Our Practitioners Will	2022/2023 Actions	2023/2024 Actions
AWARENESS	Develop an understanding of how social issues and legislation requirements inform and influence their work.	Deliver 1 x critical evaluative writing course for up to 20 practitioners.	
SPECIALISM	Embrace new approaches and practice examples as a means of improving their every-day practice in new and emerging priority agenda areas.	CLD in ESOL practice- for volunteers (including Ethics)	Adult Learning 'Multiply' programme- series of practice sharing workshops from intro to implementation to impact
PROFESSIONAL	Establish upskilling and continuous professional improvement as part of their every-day practice.	Deliver 2 PDA Youth Work programmes targeting youth workers from each authority area. Increase attendance at the Praxis Lunches from practitioners across the 4 authorities.	Develop network of SQA assessors and IVs Explore pathways with FE colleges for routes into CLD

In addition to the joint actions noted above, Fife's CLD Partnership will also set out local delivery actions that further support the wider CLD workforce in Fife. This will include learning around community engagement, poverty, youth work, adult learning and the How Good is our CLD framework. This will also include further collaboration with our colleagues in the South East Consortium.

Community Learning & Development Plan 2021-2024

Update December 2022



Alternative Formats

Information about Fife Council can be made available in large print, braille, audio CD/tape and Gaelic on request by calling **03451 55 55 00**



British Sign Language

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