Community Learning and Development Workforce Survey

Acknowledgments

Communities Scotland and Avanté Consulting would like to thank all those who took time out of their busy schedules to take part in the study that has informed this report. The work would not have been possible without their contribution and we are grateful for their time, their own research and their frank and helpful insight into a complex area.

This is the first time that a study of this nature has been attempted; as such there is likely to be considerable debate about its content. It provides invaluable information for those involved in the national Community Learning and Development Performance Information Project and beyond. W-+

We hope that those of you who were good enough to participate will find it useful.

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Contents   Page

EXECUTIVE SUMMARY

1. Introduction

Scottish Executive policy has set a challenging agenda for the development of the community learning and development (CLD) workforce. Learning Connections, part of Communities Scotland, in partnership with Community Learning and Development Managers Scotland, wishes to establish the extent and nature of the CLD workforce in Scotland. It therefore commissioned this initial survey as part of the work of the Performance Information Project (PIP).

2. Methods

The survey took place between mid-January and the end of March 2006. An electronic questionnaire was distributed widely to CLD managers in local authorities and to a range of voluntary organisations. All recipients were encouraged to 'cascade' the questionnaire to any other organisations engaged in CLD activities. Seventy-nine questionnaires were returned. In addition, 30 completed interviews were undertaken with a range of stakeholders including managers of CLD staff in all sectors. These interviews gathered qualitative information, primarily on the recruitment and retention of staff and on the issues that might affect these.

3. Surveying the CLD workforce: practical difficulties and implications

The survey was commissioned partly in order to consider how best to gather information on the CLD workforce in future. Some technical lessons were learned, but more importantly, the pattern of responses raises some fundamental questions about who CLD workers are, where they are employed and how they may be classified.

Working and Learning Together to Build Stronger Communities: Scottish Executive guidance for community learning and development (January 2004) (WALT) was aimed at community planning partnerships (CPPs) and sets out the Scottish Executive's vision for CLD over the coming years. WALT definitions imply that the field should cover not only the whole of community based adult learning and youth work, but also the whole activity of community capacity building.

There are several reasons why a readily identifiable CLD workforce may not yet have fully developed. Indeed there are some influences which are pulling in the opposite direction. In addition some respondents, especially in local government, found the timescale for the survey too short, and some did not have systems in place for readily retrieving staffing information in the categories requested, or on particular groups such as sessional workers.

The methods used to distribute the survey attempted to reconcile the aims of inviting maximum participation and exploring the partially unknown limits of the sector, whilst ensuring comprehensive coverage of key sectors and avoiding double counting.

The majority of responses were made by local authorities. Only five did not return a response from their major CLD services by the extended deadline. In the majority of cases, where there were multiple responses from a single authority, these came from multiple locations in which CLD workers are employed. Two relatively small examples of double counting were identified.

The extent to which local authority staff outwith major recognised CLD services were included varied considerably, and was not always possible to discover from centralised responses.

Response from sectors other than local authorities was far more limited. We believe that this seriously under-represents the level of CLD activity in these sectors and that this initial survey therefore demonstrates the need for further investigation of them. There was greater difficulty in establishing a definitive list of contacts, and also perhaps differing understandings of CLD held by managers. Communications about the survey within CLD Partnerships have proved ineffective. Interviewees confirmed that there are qualified CLD workers in NHS posts, but no returns were received on them.

It was difficult to reach smaller voluntary organisations that employ CLD workers in one relatively quick trawl.

Though most respondents appear to have been familiar with WALT definitions of CLD workers, some local authority respondents left workers in non-CLD service environments out of the survey purely for practical reasons, and their numbers are probably underestimated. Definitions are probably more fluid in the voluntary sector.

Eleven per cent of the staff listed are defined as 'borderline' cases, 'whose involvement in CLD as a principal responsibility is open to interpretation'. These were a disparate mixture of CLD workers in non-core services, in specialist roles or in administrative and support positions.

Some respondents were very comfortable with classifying their workforce according to WALT priorities, others resisted this. Almost half used a 'generic' category to classify some of their CLD workforce. We suspect that this option was very much open to local interpretation.

It is strongly recommended that there is a need for further research into the location of CLD workers in the voluntary sector, and in the public sector outwith local authorities. A separate approach to surveying these sectors may always be required. A close link to the national activity survey and a clear definition of who is responsible for co-ordinating responses will work best for local authorities. A more exploratory 'snowballing' approach may be required for others

4. Profile of the CLD workforce

In total, respondents reported on 6,076 individual staff members. Of these, 2,595 were in full-time and part-time jobs, and 3,481 in 'sessional' posts. The 2,595 full and part-time jobs represented a total of 2,258 full-time equivalent positions.

We estimate that the total number of CLD staff working more than 10 hours per week in identifiable CLD services in Scottish local authorities is between 2,500 and 3,000, perhaps around 2,700. This represents around 2,350 full-time equivalent posts. This total would be increased by probably several hundred if more authorities had been more inclusive about reporting on CLD workers scattered in non-core services. It takes no account of any wider adoption of approaches based upon or similar to CLD.

Even allowing for underestimation of sessional staff, it seems likely that the total hours they contribute cannot amount to more than 1,000 full-time equivalent posts, which represents perhaps between one quarter and one third of the total CLD effort in local authorities.

Total numbers in other sectors cannot be estimated accurately from this survey.

The average number of full-time and part-time workers reported by local authorities was 96, and of all workers, including sessional, 211. Responses from other sectors showed a range of much smaller workforces.

Though 57 per cent of all reported staff were sessional, full-timers outnumbered part-timers by 2:1 amongst the remainder, or 3:1 when converted to full-time equivalents.

Just over three quarters of organisations said that there were no time periods in the year when they hired either more or less staff. Those that did showed a balance of term time and holiday increases.

The following table gives a summary profile of the staff in the survey.

Category	Total full-time equivalent numbers (excl. sessional)	Part time (%FT/PT posts)	Sessional (% all posts)	Qualified (%FT/PT posts)	Pay £20,500+ (%FT/PT posts)	Fixed term contracts (%FT/PT posts)
Adult learning	593	45%	62%	54%	66%	33%
Youth work	582	34%	73%	49%	35%	30%
Capacity building	310	21%	26%	56%	77%	26%
Generic	433	9%	7%	86%	67%	6%

Dark grey cells represent the highest values within each vertical column and white the lowest. Categories two per cent or less apart are treated as equal

Adult learning is a relatively heavy user of part-time and sessional staff. Youth Work is the heaviest user of sessional workers, with a ratio of 3.3 sessional posts to each full-time equivalent position. Capacity building and 'generic' work are much less likely to use either part-time or sessional staff.

 'Qualifications' were defined as 'community or adult education, youth or community development qualifications at degree or post-graduate level endorsed by Community Education Validation and Endorsement committee (CeVe)(or non-Scottish qualifications recognised as an alternative)'. Just over half (54 per cent) of staff (not including sessional) have qualifications. Seventy per cent of full-time staff are qualified, as compared to only 20 per cent of part-time staff.

A majority of adult learning and community work staff are qualified, and the overwhelming majority of 'generic' staff. Just under half of youth work staff are qualified. Ninety per cent of part-time youth workers are unqualified.

Many interviewees commented on the prevalence of limited term funding in CLD. We asked respondents to distinguish staff in posts whose funding was 'Permanent or open-ended' from those posts were guaranteed only for the 'duration of funding'. Twenty-four per cent of local authority posts were on such a 'fixed term' basis, and 41per cent of posts in the voluntary sector.

Fixed term funding was most prevalent in adult learning, where it applied to almost one third of staff. Generic workers were most likely to be 'permanent'. They often appear to represent the more established element in the profession.

CLD staff working in adult learning, community work, and generic CLD are predominantly paid at local authority scale AP4 or above (£20,500 +). Staff

working in youth work are more evenly spread across all categories, but nearly 20 per cent are paid at the lowest range up to £13,000 per annum.

The lowest paid group of sessional staff, who are paid less than £7.50 per hour, include about a quarter of those in youth work and a third of the small group of community work sessional workers.

Only a small minority carried out any specific monitoring of the CLD workforce in terms of gender, ethnic origin, disability or age. A majority stated that although equalities monitoring was carried out in their organisation, it was done on a whole workforce basis.

Nevertheless a surprisingly large number provided some breakdowns of their workforce. These must in large part represent personal judgement and do not include the whole workforce. They suggest that two thirds of staff are female and 95.4 per cent are white, and based on even lower numbers, eight per cent have disabilities.

Interviewees were asked about whether they felt that their workforce was balanced and appropriate to the communities it serves. There was some pessimism about the ability to recruit an appropriate number of black and minority ethnic (BME) workers. Impressions of the incidence of employees with disabilities were rather vague. Some felt that the workforce was currently imbalanced in favour of women. Many saw an ageing workforce as a problem, though youth workers were said to be generally younger.

5. Recruitment and retention of staff

A total of 242.61 full-time equivalent positions were reported to be available and unfilled. This represents a vacancy rate of 9.7 per cent. Vacancy rates were highest in 'generic' work at 11.8 per cent with adult learning and youth work not far behind. In community work they were significantly lower at 7.2 per cent.

Just over half of vacancies definitely required staff to have relevant qualifications. The proportion was close to average in adult learning and generic posts, but much lower in youth work (36 per cent) and much higher in community work (79 per cent).

In each category, the proportions of vacancies for short-term contract posts were fairly close to the equivalent proportions of filled posts, except in youth work where they were substantially less likely to be short-term than were filled posts.

With these vacancy rates it is perhaps surprising that more interviewees did not see vacancies and turnover as more of a problem. Many of them dismissed the issue. Several in the local authority sector suggested that there had been an improvement in the relatively recent past. Many interviewees stressed that the typical delay in filling a post was only what was necessary for the practical steps needed. Restructuring or savings exercises may help to

explain why there were significant vacancy rates recorded in spite of some perceptions of low turnover.

Descriptions of actual recruitment were much more divided. Some claimed that they had few problems with recruitment. Others reported difficulties, though in varying areas: core or sessional, youth or generic.

A typical recruitment strategy in local government is to recruit to basic grades externally and to fill senior posts internally. Voluntary organisations more rarely have the opportunity to appoint internally.

One recurring factor is geography. Rural and non-central belt local authorities often felt that they faced particular difficulties in recruitment; some of this being related to the proximity of training establishments as well as other more specific locality issues.

All shades of opinion on whether current pay and conditions attracted the right calibre of applicants were represented, but many argued that lower salary levels in comparison to professions such as teachers and social workers were a problem. Some authorities feel that they cannot compete with others who offer better packages for CLD workers, and there is far less consistency in pay levels within the voluntary and other sectors.

The voluntary sector is seen by several interviewees from various sectors as sometimes paying less and in particular offering poorer career paths.

Irregular hours and fixed term contracts were not considered a major disincentive by most, though some disagreed.

The general skills and suitability of the people in and entering CLD work attracted a great deal of comment, mostly of a general nature, such as commenting upon motivations and personal skills, rather than training. A few felt that training at all levels does not reflect the current enhanced role of the profession.

Several areas are seeking to recruit by training unqualified staff and other local people, partly because they feel that suitably mature and experienced people are not being supplied by current training. Others take this approach because of the difficulty of attracting outside applicants to more remote areas.

There was a sense of discontent that what managers saw as a challenging profession, with some specific and at times highly complex personal and professional skills and attributes required, was not necessarily well understood by others. Currently it appears not to attract the right range and calibre of entrants, or those with the potential of being promoted into supervisory or managerial positions. Indistinct and inaccurate public perceptions of the profession lead to inappropriate applications.

Though continuing professional development did not attract much comment, some did stress its importance. Some also commented that the study, while welcome, could use the opportunity to highlight the need to address the issues of quality in the planning and delivery of CLD.

Those who singled out particular sectors of the workforce as most likely to leave, varied between some that pointed to turnover at junior level and others who noted a tendency to lose more experienced people. The most commonly cited reasons for leaving involved promotion or progression within CLD rather than a drift away from the profession.

Others factors mentioned were the ending of fixed term contracts, the geographical difficulties that lead to a lack of opportunities in some areas, and a trend for people with CLD skills to be sought after in a number of other fields, which might pay more.

We asked about the single most important factor or factors that impacted on ability to either recruit or retain staff. These can be summed up under the headings of image, change and quality of management.

Image is important both for the profession as a whole and for individual employers. Some see a general image problem for CLD. Either the content of the work or its funding and prospects may be seen as having a poor reputation.

Organisational change is said to affect recruitment in local government, and in the NHS and related areas of the voluntary sector.

Management development is important from at least three points of view. Firstly it can improve the career prospects for CLD workers individually, especially in local government. Secondly, the quality of management is a significant factor in retention of staff. This was particularly raised in the voluntary sector. Some observers see an overall weakness in leadership in CLD.

This relates to the third view, which sees the importance of strong management located in strategic positions as crucial in securing a positive profile for the contribution of CLD work. Effective and well respected managers playing a central part in key partnerships and agency structures, were seen as essential in being able to articulate the benefits of CLD as well as identify the role it can play alongside others. It was noted that when this role was performed well, that staff are more likely to feel valued, motivated and able to operate in a complex environment.

6. Conclusions and recommendations

The survey was an initial attempt to map a workforce, which is relatively easy to identify in CLD services and units in local authorities. But the relationship between these workers and other types of CLD worker raises questions about the extent to which at present there is a coherent and identifiable CLD

workforce. Further research and consultation with the sector may be needed on the extent of the workforce to be included in any future surveys.

Future surveys, using broadly similar methods to those used in this study, could be used to obtain detailed information on the workforce in CLD services. A number of specific practical points have been identified that can be straightforwardly addressed.

But this must be accompanied or perhaps preceded by a survey or surveys in the voluntary sector, other public services and perhaps non-core services within local authorities, using a different kind of approach to that used in this study. This must involve a first phase involving consultation rather than formal research, to secure more 'buy-in' from the sectors involved; wider involvement and commitment to a continued 'cascade' approach to contacting possible respondents, carried out over a longer period; and flexibility in the categorisation of staff to types of CLD.

Finally, the study has highlighted possible areas for priority attention and action to support training, recruitment and retention of an effective CLD workforce, by bodies such as Learning Connections, CLD Managers Scotland, the new standards council and all employers of CLD workers. This includes the need to consider issues of quality.

1.0 Introduction

PIP is the Communities Scotland, Learning Connections, **performance information** project for community learning and development (CLD). Its aim is to support the development of better information on the **inputs**, **outputs** and **outcomes** of CLD at local and national level, and its effective use.

As part of the PIP programme of work, a study has been commissioned that is the subject of this report. This sets out information about the size and composition of the CLD workforce in Scotland, across statutory and voluntary sectors.

2.0 Background

On 25 June 2002 the Scottish Executive launched its community regeneration statement, 'Better Communities in Scotland: Closing the Gap' which set out how the Executive intends to turn around deprived communities and create a better life for those living in them. The statement made clear the importance of Community Learning and Development (CLD) in building skills and confidence in disadvantaged communities to promote social inclusion and pledged the Executive to work with national and local partners to build a shared vision for CLD. This included making sure that local people were able to engage effectively with community planning processes to improve service outcomes in disadvantaged communities.

During the next two years, the Scottish Executive published two further documents which further develop the role envisaged for CLD. The first, 'Empowered to Practice: The Future of Community Learning and Development Training in Scotland' (February 2003), details the Scottish Executive response to the Community Education Training Review and recognises the opportunities available to restructure and support a workforce able to demonstrate and promote inclusion and capacity building. The second, 'Working and Learning Together to Build Stronger Communities: Scottish Executive guidance for community learning and development' (January 2004) (WALT) was aimed at Community Planning Partnerships (CPPs) and sets out the Scottish Executive's vision for CLD over the coming years.

These two documents have set out a challenging agenda for CLD. The former recognises the need for the development of a workforce able to demonstrate and promote inclusion and capacity building, while the latter sets out, under three main priorities, the goals and vision of the Executive in relation to the role of CLD and states that these should be reflected in the CLD Strategies and Action Plans developed and delivered by community planning partners.

WALT provides the following definition of CLD:

"Community learning and development is 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."

The three priorities are:

- ***Achievement through learning for adults***

  Raising standards of achievement in learning for adults through community-based lifelong learning opportunities incorporating the core skills of literacy, numeracy, communications, working with others, problem-solving and information communications technology (ICT).

- ***Achievement through learning for young people***

  Engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and a place in society.

- ***Achievement through building community capacity***

  Building community capacity and influence by enabling people to develop the confidence, understanding and skills required to influence decision making and service delivery.

WALT also states that the "national priorities for CLD apply equally to urban and rural areas and are intended to focus on the needs of disadvantaged individuals and communities". It goes on to state that the priorities reflect those set out in the Executive's strategies on community regeneration, lifelong learning and education as well as the *Partnership Agreement for a Better Scotland* which "also commits Ministers to encourage the active participation of young people".

The Executive's commitment to Lifelong Learning states that there should be "the best possible match between the learning opportunities open to people and the skills, knowledge, attitudes and behaviours which will strengthen Scotland's economy and society. CLD work supports the 5 lifelong learning goals:

1. A Scotland where people have the confidence, enterprise, knowledge, creativity and skills they need to participate in economic, social and civic life

2. A Scotland where people demand and providers deliver a high quality learning experience

3. A Scotland where people's knowledge and skills are recognised, used and developed to best effect in their workplace

4. A Scotland where people are given the information, guidance and support they need to make effective learning decisions and transitions

5. A Scotland where people have the chance to learn, irrespective of their background or current personal circumstances.

3.0   Study Aims and Objectives

Learning Connections, part of Communities Scotland, carries responsibility for advising on policy in relation to CLD and supporting its implementation. In response to these recent developments, and in partnership with Community Learning and Development Managers Scotland, Learning Connections wishes to establish the extent and nature of the CLD workforce in Scotland. Avanté Consulting was commissioned by Learning Connections as part of the PIP programme of work, to carry out this research; which is the subject of this report.

The aim of the study was to make an initial survey to establish the nature and extent of the CLD workforce across Scotland, and to investigate how best to gather this information in future.

The specific objectives were

- To identify the extent and nature of the CLD workforce by organisations whose main function is CLD;

- To identify the extent to which representativeness of the workforce in terms of characteristics such as gender, ethnicity, disability, age etc. is being monitored, and to report of the appropriateness of this process;

- To identify the range of pay scales used in CLD work across Scotland;

- To identify the extent and nature of the workforce carrying out substantial CLD functions within other public sector agencies ;

- To identify the recruitment opportunities and issues currently associated with the CLD sector;

- To identify priorities for future action;

- To suggest a suitable approach to carrying out a workforce survey of the sector.

4.0   Methods

The study was undertaken over three months from January to the end of March 2006.   Relevant information was gathered by desk study of relevant

reports, publications and other materials. Throughout the course of the survey, the consultants maintained regular contact with the client, by telephone and meetings, ensuring that any adjustments to the process could be considered and agreed immediately.

4.1   Questionnaire

The core instrument for data collection on the workforce was an electronic questionnaire. A copy is reproduced in Appendix B. This was distributed in February 2006 in the form of an e-mail containing a 'hot' link to the survey site. Respondents could print a copy of the survey schedule for study, but were obliged to complete their response on-line[1]. They were required to register their identity and the name of their organisation at the start of the process, following which they could enter partial responses and return as many times as they wished to complete these before final submission of their returns.

The questionnaire was distributed to CLD managers in local authorities and to a range of voluntary organisations, including Councils for Voluntary Service and Volunteer Centres. All recipients were encouraged to "cascade" the questionnaire to any other organisations engaged in CLD activities. CLD Partnerships across Scotland were invited to distribute the questionnaire to all of their members, such as health services and colleges of further and higher education. Completion of one single return per organisation, e.g. per local authority, was encouraged but not required, provided that separate returns came from clearly distinct sub sections or services.

The questionnaire was designed to gather quantitative information, including the following:

- number of staff employed
- allocation of staff to the priority activities defined in WALT
- whether they are full-time, part time or sessional
- whether they are qualified or unqualified
- salary levels
- number and nature of unfilled vacancies
- equalities monitoring.

Some provision was also made to allow qualitative comments to be recorded, particularly in relation to the practical issues involved in completion of the survey.

79 questionnaires were returned, the findings from which were compiled into a database and analysed. Comments on the response received and the technical suitability of the approach taken are made in section 5.

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[1] Special provision was offered for anyone that required an alternative format

4.2   Interviews

In addition, 30 completed interviews were undertaken, largely by telephone with some held face-to-face. Interviewees included a range of stakeholders, such as local authority managers from all regions of Scotland, managers of local and national voluntary organisations, individuals working within the health sector, a representative of a funding agency, and representatives of relevant national agencies. The purpose of the interviews was, firstly, to obtain further comment from those involved on the practical issues raised by responding to a questionnaire on the CLD workforce. Secondly, the interviews gathered qualitative information, primarily on the recruitment and retention of staff and on the issues that might affect these, and also on the profile of the CLD workforce in relation to the communities being served.

A series of regional workshops was planned to allow further discussion of the issues and trends facing the profession. Interest in these was very low and with client agreement, they were cancelled in favour of additional interviews. So far as possible, questions on national and local issues and trends were included in the individual interviews.

5.0   Surveying the CLD workforce

- practical difficulties and implications

A survey of the Community Learning and Development Workforce has not previously been attempted, and this survey was commissioned as a contribution to the CLD Performance Information Project (PIP) not only 'to establish the nature and extent of the CLD workforce' but also partly in order to consider 'how best to gather this information' in future. In this section we look at some of the lessons learned from the survey about the practical difficulties and opportunities of obtaining information in this field. Some of these raise technical issues about the format of the survey, and about the capabilities of respondents to provide reliable information on Human Resources issues.

More importantly, the pattern of responses raises some fundamental questions about who CLD workers are, where they are employed and how they may be classified, which:

a) are essential to the correct interpretation of the responses reported later in this report
b) require to be addressed in the design of any future surveys
c) may need further investigation if a truly comprehensive picture of the CLD workforce is to be obtained.

5.1   Background

The notion of 'Community Learning and Development' as a coherent whole is a relatively recent and distinctively Scottish one, dating back not much further than 'Communities – change through learning' (Scottish Executive, 1998).

The idea of a Community Education Service in local government had become relatively familiar and established over the previous twenty to twenty-five years, and we may reasonably speculate that at a certain point, perhaps prior to the reorganisation of local government in 1996, it might have been a relatively straightforward exercise to survey the workforce in such Services. Community based adult education, all or most local authority supported youth work and, in some areas but not others, most local authority based community work staff were under a single management.

One trend of policy since then has been to emphasise the broadening of this unified area of work even further. Though the definitions of the three policy priorities for Community Learning and Development have only been available in their present form since the publication of 'Working and Learning Together to Build Stronger Communities' (Scottish Executive, 2004), previous guidance was similar. These definitions imply that the field should cover not only the whole of community based adult learning and youth work, but also the whole activity of community capacity building. Recent policy has also emphasised community based learning as the most appropriate approach to improving literacies.

But just as previously Community Development workers have been scattered across different sectors, agencies and sometimes departments within local government, so there can be many different contributions to community capacity building. Taylor (2006)[2] carried out case studies of the pattern of community capacity building in localities across England and found that a wide variety of sectors are involved in provision, and that local patterns varied considerably, with local authorities, community based groups, regeneration initiatives, and infrastructural bodies such as Councils of Voluntary Service amongst others having a predominant role in different neighbourhoods. Furthermore, only a minority of less than a quarter of the people contributing to capacity building were in jobs that were principally devoted to it.

Whilst it is probably true that in Scotland more conscious efforts have been made to bring this field together, it likely that a significant proportion of the people involved in capacity building here do not identify themselves as part of a Community Learning and Development workforce. This is discussed in more detail later in this report in relation to the findings as well being commented on below.

As well as this general issue about capacity building work, there are several reasons why a readily definable and identifiable CLD workforce may not yet have fully developed, and some influences which are pulling in the opposite direction to its further development.

- A tendency emerged in local government at reorganisation into unitary authorities, to merge both 'community education' and community work

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[2] Taylor P (2006) 'Who Are the Capacity Builders? A study of provision for strengthening the role of local communities' Community Development Foundation

- with other services, whose identity differs considerably between areas, and this has not generally been reversed.
- The idea of a CLD workforce or profession is still a relatively new one, and institutions may respond slowly, especially as initial training has not yet been fully reorganised on the new basis.

- Other aspects of policy may tend to blur the distinction between CLD workers and other professions. One is equally traceable back to 'Communities – change through learning'. This is the idea of CLD as an 'approach' that should be widely shared by people working in regeneration and related areas. Whilst it is conceptually perfectly possible to distinguish this from the development of a specialised CLD service, it is clear from responses to our research that there are differing understandings in the field about how this distinction should in practice be drawn.

- A more directly practical factor is that related policy developments have led to a demand for people who not only have a 'CLD approach' but who are in fact trained CLD specialists to work in non-traditional settings. The advent of Community Planning, and new approaches to community engagement in health, housing and other sectors have had this effect.

- In spite of the development of CLD Partnerships, national guidance may yet be seen as more directly relevant to the organisation of activities in local authorities than elsewhere. Certainly few if any organisations elsewhere in the public sector or in the voluntary sector would interpret national guidance as implying the need for them to reorganise their structures to bring CLD workers in line with national guidance or under single management.

5.2   Practicalities

First, we look at some of the practical issues about obtaining the desired responses from employers. Some people are more comfortable than others using an Internet based survey. Therefore, while this vehicle with all the advantages of ease of access and analysis, remains problematic for those that are not yet fully ready and equipped for this approach.

> 'Some problems with losing connection and, therefore, had to (part) complete the questionnaire 4 times and thus failed to meet 15th March dead-line'.
> *(Comment on questionnaire retuned by extended deadline)*

Another lesson is that one should never underestimate the time required for communications to flow, especially in local government. We know of one case where a respondent was alerted to the questionnaire by a colleague who had received the notice weeks before but forwarded it on the day the questionnaire was originally due to close.

> 'Details limited due to insufficient notice. The Council's PSE system holds all staffing data … but notice is required for info' *(Comment on questionnaire).*

Some respondents did not have systems in place for readily retrieving staffing information in the categories requested and found the exercise difficult.

> 'Major difficulty in collating the info in the format you wanted - hours of poring over staff lists with highlighter pen in hand'

> 'Information not always readily available – management information system being developed'

> 'As a service we offer a broad range of community based opportunities and collation has proved problematic'

> 'Staffing information kept centrally so difficult to get rates and hours and FTE checked' *(Questionnaires)*

> 'Within the one service, the units responsible for each of the three priority areas are spread across different locations and do not use standard recording procedures'

> 'We have our own issues within the Council on the accuracy of the staffing information held on the computer system. Some information was on this, some held manually, and not always compatible – I had to do some work to clarify this'. *(Interviews)*

If workforce surveys are repeated in future then, provided that CLD workers as a whole and the various sub-groups of them do not become further dispersed across organisational structures, managers will presumably increasingly come to hold data in appropriate formats. Many already do, as interviewees testified:

> 'Very straightforward – we have electronic versions of manpower data'

> 'We have our own database of who is doing what, where, and salaries'

> 'We have just reviewed the service and are just into a new structure. Six months ago, it wouldn't have been so easy'.

Others acknowledged the legitimacy of the exercise and regarded it as a valuable learning experience for themselves.

Some respondents encountered a lack of data or difficulties in retrieving it for particular categories of staff, notably sessional workers:

> 'There is no establishment for sessional posts - difficult to give a definitive response'

> 'Sessional staff vary from week to week'

> 'It is not possible for us to provide information on the sessional staff we employ, since this information is held in a large number of offices across the authority and is not routinely collated. We are looking into this'.

One respondent stated that their recording system continued to count part time employees even though they are no longer working. We have no evidence that this is a widespread problem.

5.3 Who responded to the survey?

The most fundamental issues for consideration in planning future research are raised by the analysis of who responded to the survey. The methods used to distribute the survey and invite participation attempted to reconcile the possibly conflicting aims of inviting maximum participation and exploring the partially unknown limits of the sector, whilst ensuring comprehensive coverage of key sectors and avoiding double counting.

The number of respondents by sector is shown in Table 5.1. The majority of responses, 45 in total, were made by people working in Scotland's 32 local authorities, and we shall look first at what these represent.

Table 5.1   Sector of survey respondents

	n	%
Local authority	45	57.0
Other public sector	4	5.1
Community-led organisation	6	7.6
Other voluntary sector	21	26.6
Private	1	1.3
Charity	2	2.5
Total	79	100

5.3.1 Local authorities

Local authority respondents were encouraged to co-ordinate a single response from their authority if possible, whilst passing the survey on to colleagues in other sectors. However separate responses from different sections were legitimate provided that double counting was avoided. At the same time, in order to encourage participation from other sectors, the invitation to take part was in general circulation, for example advertised on the Communities Scotland website and in Third Force News. Thus there could be no guarantee that particular units in local government might not respond in ignorance of a centrally co-ordinated exercise in their authority.

In spite of some of the practical difficulties that we have noted, a reasonably full response was received from Scotland's local authorities (Table 5.2). There was no response at all from only four out of the 32 (or, for practical purposes five, since the only response from West Dunbartonshire was from a small specialist project[3]). Non-respondents are a mixture of large and small, urban and rural authorities.

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[3] West Dunbartonshire worked on a central response, but missed the extended deadline

In other cases where a single response was received, it appears to have come from the main service that employs CLD workers. Table 5.3 lists the source of the single or largest single response per local authority. In some cases these describe only the unit to which an individual who was given responsibility for compiling a service–wide response, or possibly an authority-wide one (see below) belongs.

They demonstrate the diversity of services within which core CLD workers are located, but also, we believe, that the vast majority of core CLD services responded appropriately to the survey.

More concern naturally attaches to the information from authorities from which more than one return was received. Detailed examination shows that in the majority of cases the responses come from multiple locations in which CLD workers are employed – from Social Work in Glasgow, for example as well as Cultural and Leisure Services. Doubt attached to two: South Lanarkshire and Fife. In these cases the total extent of any overlap is not entirely certain – 'central' responses do not in fact always appear to have succeeded in including all the staff that the additional responses cover[4].

Table 5.2   Number of responses per local authority area

LA area:	Type of employer: Local authority	All voluntary sector	All other
Aberdeen, City of	1	1	
Aberdeenshire	1	1	
Angus	1	1	
Argyll & Bute			
Clackmannanshire	1		
Dumfries & Galloway	1	3	2
Dundee, City of	1	2	
East Ayrshire	1	1	
East Dunbartonshire	1		
East Lothian	1		1
East Renfrewshire	2	1	
Edinburgh, City of	1	1	
Eilean Siar	1	1	
Falkirk	1	1	
Fife	4	2	
Glasgow City	2	2	1
Highland	1	1	
Inverclyde	3		
Midlothian	2		
Moray	1	1	
North Ayrshire	1	1	
North Lanarkshire	1		

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[4] In the case of South Lanarkshire it appears that two responses are valid and the other four involve double counting to the extent of a maximum of 130 staff. One of these four was the zero response submitted in error referred to above. In Fife one return is reported to be definitive and three others to be submitted in error. However the 'central' return does not include any sessional staff, a significant number of whom are counted in two of the local returns. The total possible double counting in Fife is therefore 60.

Orkney Islands			
Perth & Kinross	4		
Renfrewshire		1	
Scottish Borders	1	1	
Shetland Islands	1		
South Ayrshire	1		
South Lanarkshire	6	1	
Stirling	2	1	
West Dunbartonshire	1		
West Lothian		1	
Several		3	1
National		1	
TOTAL	45	29	5

Table 5.3   Principal respondents within local authorities

Local authority:	Service making main or sole response
Aberdeen, City of	Strategic Leadership. Community Planning and Regeneration section (Community Learning and Development)
Aberdeenshire	Education & Recreation/ Lifelong Learning & Recreation/CLD
Angus	Education - Community Learning and Development Service
Argyll & Bute	n.a.
Clackmannanshire	Services to People
Dumfries & Galloway	Community Learning and Development Service
Dundee, City of	Leisure & Communities
East Ayrshire	Educational & Social Services Department, Community Learning & Development
East Dunbartonshire	Community Learning & Development
East Lothian	Community Services, Community Wellbeing, Culture and Community Development, Community Learning and Development Service
East Renfrewshire	Community Services
Edinburgh, City of	Community Learning and Development Strategic Planning
Eilean Siar	Department For Sustainable Communities
Falkirk	Community Services -- Community Education Service
Fife	Community Services, CLD Section
Glasgow City	Cultural and Leisure Services
Highland	Community Learning & Leisure within Education, Culture and Sport
Inverclyde	Community Support Services
Midlothian	Education Division, Community Learning and Development
Moray	Community Learning and Development
North Ayrshire	Community Learning and Development
North Lanarkshire	Community Services Department - Community Learning and Development Section
Orkney Islands	n.a.
Perth & Kinross	Education and Children's Services
Renfrewshire	n.a.
Scottish Borders	Community Learning and Development Service (part of Education and Lifelong Learning)
Shetland Islands	Community Development
South Ayrshire	Community Education Service
South Lanarkshire	Youth Learning Service
Stirling	Adult Learning and Strategic Support - Community Services
West Dunbartonshire	n.a.

West Lothian	n.a.

It has not been possible to make adjustments for these errors within the timetable for this study, and because of doubt over their exact extent. This is however only small, about 190, in relation to the total of 6,076 staff upon which respondents reported. It is one small factor that must be borne in mind, in conjunction with the much more significant factors of differing response rates in the different sectors and variations in interpretations of who to include, when making extrapolations from this exploratory survey.

The implication of a centralised response from a local authority is that it is not always possible to tell to what extent staff outwith major recognised CLD sections have been included. But comments on questionnaires and interviews make it clear that practice varied considerably, as discussed below ('Who is a CLD worker?')

5.3.2 Other sectors

Response from other sectors was considerably more limited. We believe that this seriously underrepresents the level of CLD activity in these sectors, and that this results from the greater difficulty in establishing a definitive list of contacts, and also perhaps from the differing or limited understandings of CLD held by managers and 'gatekeepers' who will have decided whether or not it was appropriate to respond.

The four non-local authority public sector respondents were three Further Education Colleges and one Partnership organisation. This suggests that communications about the survey within CLD Partnerships have proved significantly less effective than desired.

Not a single response was received from the NHS, despite our own and other respondents knowledge of staff on NHS contracts of employment in several areas, in Healthy Living Centres and other locations, who would consider themselves to be and are in some cases qualified as CLD workers. This is confirmed by interviews with people with knowledge of the sector.

> 'Within the community sector, community health development workers may well be CLD qualified – perhaps 50% have CLD qualifications. Quite a high proportion of staff see themselves as CLD workers, with a health focus.' *(Interview with Community Health Exchange (CHEX))*

> 'Out of approximately 10 people working in North Lanarkshire [health projects], two have Community Education degrees.' *(Interview with North Lanarkshire North CVS health project).*

Only one response was received from the private sector - from Gretna Football Club - but it is not thought that any great area of CLD work in this sector has been missed. Both 'other public' and private sectors will be included in totals quoted below, but not analysed separately.

The responses from 'community led' groups, 'other voluntary' groups and the two who described themselves as 'charities' are not thought in this case to represent distinctive sectors, and will be analysed together. Respondents who described themselves as 'community led' groups, and as 'other voluntary' groups both included a number of Councils of Voluntary Service. Indeed 14 of the 29 combined voluntary sector responses came from organisations that are CVSs, Volunteer Bureaus or both. Circulation of the survey to CVSs was clearly more effective in eliciting responses from them than in getting them to circulate it widely in their areas, as had been the intention. In particular the coverage of youth work in the voluntary sector appears to have been particularly weak.

Table 5.2 shows that responses from the voluntary sector were geographically patchy. There is clearly a problem about reaching the smaller voluntary organisations who undoubtedly employ CLD workers. We also suspect that there may be some cases, similar to those that we suspect have occurred in the broader public sector, where access to CLD workers may have not been given by 'gatekeepers' whose understanding of CLD may be limited. This may apply in larger, especially national, voluntary organisations. In two cases we attempted to interview major national voluntary organisations that had been recommended to us because of their experience in sponsoring community development work, but could find no-one at national level who could understand and deal with our enquiry effectively.

While this will be covered more in conclusions and recommendations, we strongly recommend that there is a need for further research into the location of CLD workers in the voluntary sector; and in the public sector outwith local authorities. We also believe that a separate approach to surveying these sectors may always be required.

The interpretation of the data received from the voluntary sector is further complicated by the fact that over half of the staff on which returns were made was included in one response from one organisation, the Workers Educational Association; as a result of the great number of sessional staff that it reports. Though the WEA is undoubtedly a major contributor to CLD work, this is unlikely to reflect the true overall picture, which is in any case much more balanced if sessional staff are excluded.

For these reasons we believe that the data gathered on CLD work in the voluntary sector is suggestive rather than definitive and we shall use it in analysis mainly to explore possible contrasts between voluntary sector and local authority work.

Our interviews did however cover a broader and perhaps more representative range of CLD employers in the voluntary, health and FE sectors, and our discussion of recruitment and retention of staff is fully informed by these (Section 7).

5.4   Who is a CLD worker?

Did respondents have a clear understanding of who they should count and include as CLD workers? We asked interviewees whether the survey had reflected their understanding of the CLD workforce, and many said it did – 'Quite reasonable – clear enough', 'made complete sense – understood what was meant in the various sections', 'because the PIP exercise came first, this made sense'.

But clearly they had also had to decide on their precise approach to including the more 'isolated' professionals who might be considered, or consider themselves to be CLD workers but were not in the obvious mainstream sections or departments. Two of the same interviewees just quoted also noted that 'I did have to make decisions, rightly or wrongly, about staff whose main duties were not CLD' or, by contrast, 'I very much left it up to people to select themselves'.

Others simply left such people out, for largely practical reasons:

> 'A number of the people who are CLD qualified do not see themselves as part of the CLD workforce: Community Planning, community regeneration, tenant participation, health improvement, equalities officers. I have not included any of these, for the sake of clarity. I didn't want to make the decision for them over how they define themselves, and didn't have the time to ask them'

> 'Very easy in relation to the CLD service within education and lifelong learning. The CLD workforce on a wider basis, across the rest of the Council, is not so easy because of the need to persuade people that they are part of this survey.' *(Local government interviewees).*

Some therefore have consciously restricted their responses to their own service, others do not see a wider interpretation as relevant – 'there is no-one else in the Council delivering CLD activity' *(interviewee)*. But some have made a serious effort to include all relevant cases:

> 'All Council staff participating in CLD working groups were surveyed. Only staff employed within Community Support Services [were eventually included], and two posts from housing and one from libraries which were identified as having CLD functions' *(Interviewee)*

Definitions are probably even more fluid in the voluntary sector

> 'A number of our staff are allocated across projects which makes the calculations difficult, especially if some are partly in CLD and partly borderline or in non-CLD work.' *(Questionnaire, voluntary sector)*

> 'Survey questions are probably designed with the 'standard local authority based Community Work person' in mind. Voluntary Organisations deliver Community Learning and Development type services in a more flexible and holistic way' (*Questionnaire).*

In principle the fact that CLD workers may be dispersed –'In local government it can be difficult because of the way things are split more than they used to be. Definitions may have been blurred' *(Interviewee)* – is distinct from the fact that a wider range of people can be seen as adopting a 'CLD approach'. Some have consciously left people out to whom the latter applies:

> 'A large number of staff whose work relates to Community Planning and involves a CLD approach have not been included in this return' *(Questionnaire, local government).*

Some would like to include them but find them reluctant to be counted.

> 'There may also be a need to consider a wider group of staff for whom CLD is "an approach" e.g. - local Community Planning officers, Health Improvement officers, equalities officers, who would not describe themselves as CLD staff'. *(Questionnaire, local government)*

> 'Sections out of my control, sitting as small parts of corporate parts of the Council, do not recognise that they are making a contribution and are not desperately interested. Their roles are not seen as CLD'. *(Interview)*

At least one interviewee thought cynically that they would be all too keen to be included:

> 'If these requests had gone to the Chief Executive, there is a likelihood that numbers might have been over-exaggerated. There are many applications for funding from different services, all claiming to deliver CLD activity because it's part of the criteria'.

For all these reasons it appears that the numbers of CLD workers in non-core service environments that are included in the survey is unlikely to be great and may indeed be an underestimate. We included in the questionnaire a section for 'Additional staff - who you wish to be considered for inclusion in the survey, but whose involvement in CLD as a principal responsibility is open to interpretation', mainly to allow some flexibility over this issue. 10.7% of all staff identified in the survey (excluding sessional) fell into this category, with the proportions in local government and the voluntary sector being very similar.

However a consideration of the descriptions which respondents gave of the people, whom they had included but defined as 'borderline' in this way, and why, raises other issues.

Out of the 24 respondents who described such cases, many certainly included the type of wider range of CLD worker that we have described – e.g.

- 'Health Improvement Co-ordinator for the Council , 4 Staff in Healthy Living programme'
- Civic Forum Development Worker, Youth Action Committee worker, Principal Development Officer (Community Engagement), Tenants Participation Officers

- 'Community Facilities Development Officer, Community Safety Development Officer, Equalities Development Officer, Health Development Officer',
- 'Community Regeneration Fund Manager',
- 'Heads of Community Use of Schools' ,
- 'Children's Work Co-ordinator, Playgroup Leader, Children's Information Worker',
- 'Librarians'.

But others seemed to regard certain people who might be thought to make vital, but specialist contributions to CLD as doubtful cases. Clearly, detailed investigation would be required to make a judgement on individual cases.

- 2 tutors who provide adult learning opportunities for people with mental health issues.
- CLD ICT Development worker, 2 Community-based video workers, 1 Equalities worker
- Community Centre Heads, Community Development Attendants
- 2 FTE senior community worker posts, who do not undertake substantial face to face work
- Return to Learn Team taking core skills and confidence building courses into workplace settings
- 2.8 FTE posts whose main aim is to assist, support and help to empower very excluded adults to engage in community activities
- '[Staff in] focused employability programme'.

Others again raised the issue of people who were essential parts of their teams but not working in direct professional roles, either because of their specialised support roles:

- Learning Manager & Team Leader, Quality Development
- Executive Officer with role for coordinating work of CVSs and representation of the interests of the voluntary Sector in community planning and other partnerships
- Information and Resource Worker .

Or because they provide administrative support:

- Admin clerical support staff
- All our work is supported by a very small admin team, who provide a quality service.
- Clerical support.

Most respondents presumably did not include these latter roles in their totals at all, though one regretted this, commenting that the survey:

'Misses out a whole component of staff who support our work - clerical staff and all caretaking staff'.

These 'borderline' cases are included in our overall analyses where respondents gave the required details, but given their disparate nature, we shall not analyse them further as a group.

5.5   How are CLD workers classified?

It is also important to see whether respondents found it easy to respond to the request to classify staff according to the three main 'Working and Learning Together' (and PIP) priority categories, with the additional option of classifying staff as 'generic CLD workers', and whether they appear to have done so consistently.

Some interviewees found this to be no problem.

> 'Straightforward – [I have] staff lists, categorising staff under the various headings'.
> 'Very straightforward, making returns specifically for our service. Had it been more generally across the partnership or across the Council, it would have been much more difficult'.

Others, from very different points of view, had reservations about the complete appropriateness of using the WALT priorities.

> 'Categories suggest an over rigid mindset reflecting the realities of a decade ago. CLD is much more fluid now'
> 'Many of us are still doing work that does not feature in WALT'.

Voluntary sector interviewees were particularly likely to point to issues about categorisation.
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> 'WALT definitions are somewhat rigid – activity is much more organic' (Voluntary sector funder)
> '[Health work] is much more related to topics and settings' (CHEX)
> 'Very difficult [to apply the definitions], especially with regard to community capacity building. Our understanding of CLD is not necessarily included in the WALT definitions, it is related more to active citizenship' (CVS).

In spite of offering people the option of classifying workers as 'generic CLD', some still seem to have felt under pressure to classify.

> 'Not at all easy – we are mainly a generic service. I had to give a "guesstimate" of how people are using their time'.
> 'It is sometimes difficult to place people in a box. There is a danger of double counting'

Styles of work can vary considerably even within areas, as for example explained by a Fife interviewee. In East Fife, all but one worker are attached to centres, working with voluntary management committees with presumably a wide range of groups. In Glenrothes, all staff have responsibility for a geographical area, which again presumably encourages generic work. But in West Fife, staff are all specialists – adult workers, youth workers etc.

Another example, from Angus, shows some of the changing patterns of approach. Historically, the service was built on a patch arrangement. Staff were located in geographical areas, carrying out a generic CLD role. Recently, as a result of new initiatives and external funding, the balance has

shifted slightly. The literacy and youth work teams are growing. But 'the core of the service is still fairly generic'.

Just under half of the organisations that responded to the survey (37/79) used the 'generic' category to classify some of their CLD workforce, and some interesting contrasts emerge between these workers and others. Nevertheless, we suspect that understanding of this option was very much open to local or indeed individual manager's interpretation. Fuller guidance on its use might be required in future work, and would probably encounter some resistance.

5.6   Implications

It appears that the approaches required to obtain a full and accurate picture of CLD work in mainstream CLD and similar sections on the one hand, and in the voluntary sector, other public agencies and even perhaps elsewhere in local government on the other, are different. A close link to the PIP process and a clear definition of who is responsible for co-ordinating responses will work best for the former. A more exploratory 'snowballing' approach may be required for the latter. We tend to agree with the respondent who commented:

> 'To get a fully comprehensive picture of CLD perhaps it would be worth considering dedicated/targeted research within the Voluntary Sector'.

In local authorities, even without specific additional research, a fuller programme of advance consultation about understandings of the CLD workforce and its limits would be desirable. Many of the reported difficulties would presumably be overcome if the the task of reporting on CLD staff became a regular routine. A longer period of adaptation to still relatively recent changes in policy and in the profession might also remove some current areas of doubt.

> 'It would be good to know is this was to become an annual event as we would begin to collate data in a format useful for this purpose' *(Questionnaire).*

But it could also become more difficult if the tendency to use CLD expertise across a wide range of services and agencies continues to grow.

6.0   Profile of the CLD workforce

6.1   Types of employment

In total, respondents reported on 6,076 individual staff members. Of these 2,595 were in full time and part time jobs, and 3,481 in what we shall refer to as 'sessional' posts[5]. The 2,595 full and part time jobs represented a total of

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[5] We defined them as people employed 'on a sessional basis OR on a part-time contract offering 10 hours or less work per week' in the knowledge that in some areas at least there has been a move to put previously sessional staff on such contracts.

2,258 full time equivalent positions[6]. Two technical factors affect these totals. Firstly, although the questionnaire asked firstly for numbers of full time posts and then for the total numbers of part-time posts, a significant minority of respondents insisted on including fractional numbers of full time posts. We presume that they intended these to indicate people who are in full time posts but make only a part time contribution either to CLD generally or to the particular aspect in question. Fractional totals therefore appear in some tables in this section and in Appendix A, where tables giving fuller breakdowns of survey responses may be found.

Secondly, as we have noted above, some respondents reported a difficulty in gathering information about sessional staff. We assume that every local authority CLD service does in fact employ some people on this basis – the position in the voluntary sector is less easy to generalise. Three local authorities however included no sessional staff in their returns. In the rest the proportion of sessional staff in the total reported varied from 11% to 81%.

The total numbers reported by sector are shown in Figure 6.1. 92% of all full and part time staff were in local authorities as were 90% of all sessional staff – the contribution of the voluntary sector to this category being explained largely by the use of large numbers of sessional staff by the WEA. Though a large majority of CLD workers do almost certainly work for local authorities, we do not believe that these figures represent a true picture of the balance of CLD work and of the role of the voluntary sector and of other public bodies, as argued above.

We are confident that our coverage of full and part time workers in local authority CLD services is reasonably full. This is the only category in which we think some extrapolation from these returns to a possible national total figure is permissible. Adjusting the total of 2,384 for non-respondents and the small amount of double counting identified, we can say that **the total number of CLD staff working more than 10 hours per week in Scottish local authority CLD services is between 2,500 and 3,000, perhaps around 2,700.** (This would represent around 2,350 fulltime equivalent posts). This total however would be increased by probably several hundred if more authorities had been more inclusive about reporting on CLD workers scattered in non-core services. It also takes no account of the wider adoption of 'CLD approaches'.

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[6] In a handful of cases part-time staff were included but full time equivalents not given, or vice versa.

Figure 6.1 Number of staff reported in each sector
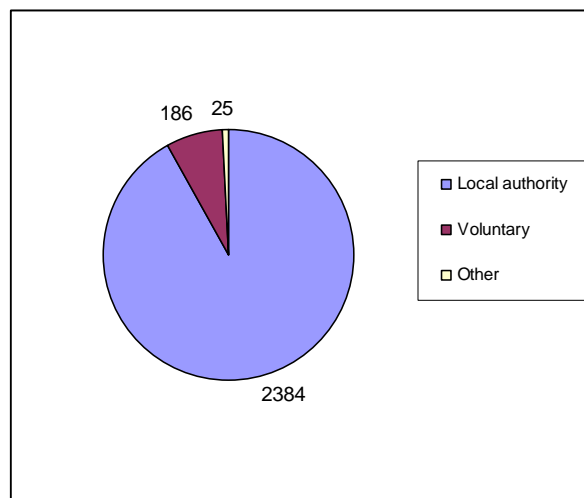
A) Fulltime and part time   B) Sessional
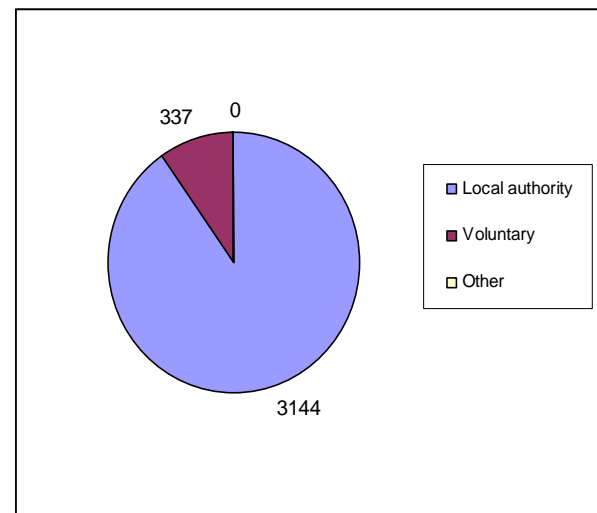
To these we can add at least the 3,144 sessional staff recorded in local authorities, but this may be a significant under-estimate. Even allowing for considerable underestimation, it seems likely that the total hours contributed by sessional staff working less than 10 per week each cannot amount to more than 1,000 full time equivalent posts, i.e. perhaps between one quarter and one third of the total CLD effort in local authorities. It may however be argued that this represents a higher proportion of the time that CLD workers spend in direct contact with the public, since full time staff will tend to have a range of administrative and other roles.

The average number of full time and part time workers reported by local authorities was 96, and of all workers, including sessional, 211. The range of sizes of workforce that were reported is shown in Table 6.1.

The largest reported workforce excluding sessional was 280 and the smallest 17. Responses from other sectors showed a range of much smaller workforces (Table 6.2), with the exception of the WEA sessional workforce. Two organisations returned questionnaires whilst reporting no actual CLD staff. The largest reported workforce excluding sessional was 25.

Though 57% of all reported staff were sessional, of the remainder, full timers outnumbered part-timers by 2:1 (Table 6.3). If the part time posts are converted to full-time equivalents, they represent only 23% of the workforce, excluding sessional.

Table 6.   Range of local authority CLD workforce sizes [7]

All staff Range of sizes	N of orgs.	Excluding sessional Range of sizes	N of orgs.
0-50	1	15-30	6
51-100	9	31-50	2
101-200	7	51-100	9
201-300	4	101-200	7
301-400	0	201+	3
401-500	3		
501+	3		
TOTAL	27	TOTAL	27

Table 6.2   Range of workforce sizes – all non local authority employers

All staff Range of sizes	N of orgs.	Excluding sessional Range of sizes	N of orgs.
0	2	0	2
1	3	1	3
2-4	9	2-4	14
5-10	11	5-10	9
11-20	6	11-20	3
20-30	2	20-30	2
300+	1		
TOTAL	34	TOTAL	34

Table 6.3   Staff by hours and category of work

		A Full time posts	B Part time posts	FTEs	Total* FTEs	C Session al	D Total# posts
Adult Learning	N	438	363	155	593	1291	2092
	% of D	20.9%	17.4%			61.7%	100.0%
Youth Work	N	468.5	239	114	582.5	1933	2640.5
	% of D	17.7%	9.1%			73.2%	100.0%
Community work etc	N	279	76	31.2	310.2	124	479
	% of D	58.2%	15.9%			25.9%	100.0%
Generic	N	413	41	20.12	433.12	35	489
	% of D	84.5%	8.4%			7.2%	100.0%
TOTAL**	N	1729.5	865	528.52	2258.02	3481	6075.5
	% of D	28.5%	14.2%			57.3%	100.0%

* Full time plus part time only   # A+B+C   ** These totals also include 'borderline' cases

Before looking at the considerable variations between people in the various categories of CLD work, there is one other type of variation in working patterns to consider. Some CLD work follows academic terms. Some activities are particularly in demand during school holidays. The survey took place during February and March. We asked respondents whether there were 'times

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[7] For this table, unlike all other analyses, we have made an estimated downward adjustment for the 2 authorities where some double counting is suspected

of year when you typically employ significantly more staff than at present (including sessional)' and also if there were times when they employed less. However, just over three quarters of organisations said there 'were no time periods when they hired either more or less staff (Table 6.4).

Though 'term time' could be seen as simply the inverse of 'holidays', several people wrote it in, so it has been included as a separate category.

> 'A few staff have school term-time contracts. Many are re-deployed during holidays' *(Comment on questionnaire).*

Table 6.4   Periods at which staff numbers vary

	More staff		Less staff	
Period	#	%	#	%
None	60	75.9	63	79.7
Summer holidays	2	2.5	5	6.3
School holidays generally	4	5.1	5	6.3
Term time	6	7.6	3	3.8
Other	7	8.9	3	3.8
	79	100.0	79	100.0

#, number of organisations

Explanations of 'other' responses included:
   more staff:
- August – June (Youth Work)
- September to December
- September to June
- Varies throughout year
- When projects are funded
   less staff
- Varies throughout year.

Of a total of 79 responding organisations, 76% (60) employed at least some full or part time staff whose work was predominantly Adult Learning, 44% (35) Youth Work, 65% (51) Community Work etc and 47% (37) 'generic' CLD (Appendix A, Table A1). That Table also provides a breakdown by sector.

Figure 6.2 illustrates the distribution of staff numbers between these types of work (further discussion of unfilled positions is contained in section 7).

Figure 6.2

Distribution of staff among CLD types, as percentages

Full and part time staff	Sessional staff	Unfilled positions
30.9	37.1	29.3
27.3	55.5	31.1
13.7	3.6	9.9
17.5	1.0	35.1
10.7	2.8	7.8

Adult learning   Youth work   Community work   Generic CLD   Additional staff
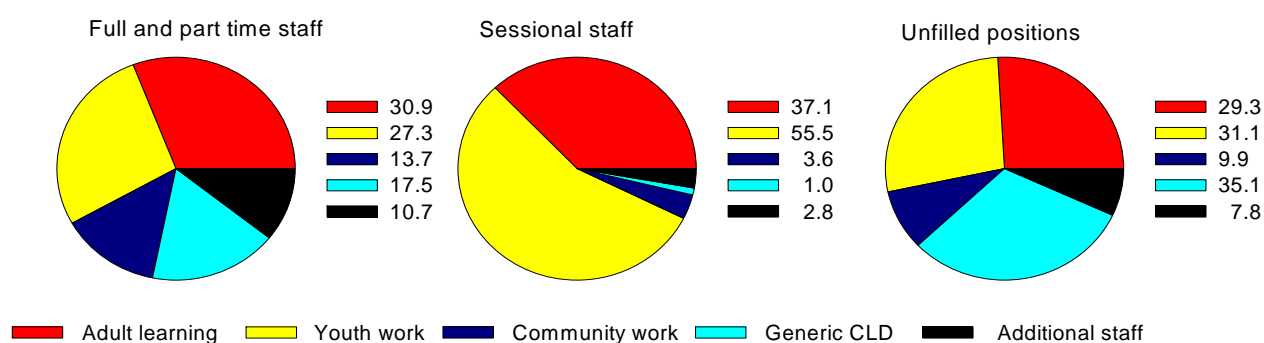
In adult learning, about 55% of (non-sessional) staff are in full time positions (Figure 6.3 and Table A2). These represent about 74% of total full time equivalent staffing. Adult learning is also a relatively heavy user of sessional staff, with almost 1,300 recorded (Table A1).

In Youth Work two thirds are in full time positions, 80% of full time equivalent staffing. But Youth Work is also the heaviest user of sessional workers, with almost 2,000 recorded, a ratio of 3.3 sessional posts to each full time equivalent position.

Figure   6.3   Full and part time CLD staff
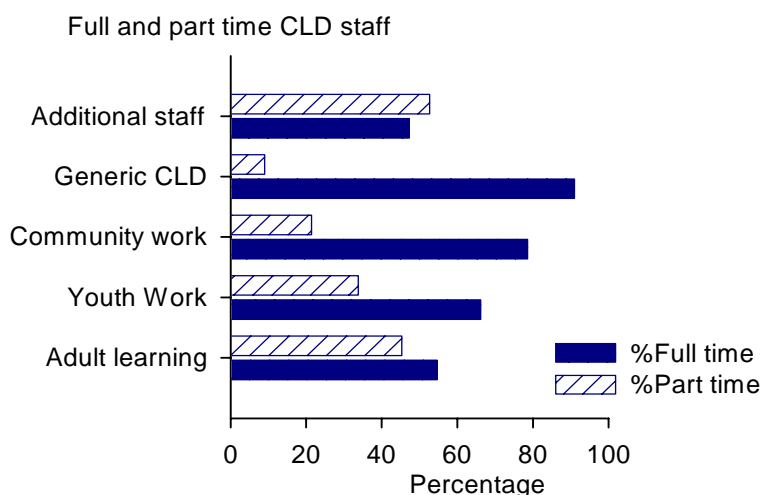
Other types of work are more likely to rely on full time staff. Capacity building, community work etc has 70% of its non-sessional staff (90% of FTEs) in full time positions and only 124 sessional workers are reported in this field (by only 9 local authorities and 4 voluntary organisations). 'Generic' work is a designation reserved almost entirely to full-timers – 91% of staff and 95% of FTEs, and only a handful of sessional staff in 7 organisations.

6.2   Qualifications

We defined 'qualifications 'for the purpose of this survey as 'community or adult education, youth or community development qualifications at degree or post-graduate level endorsed by CeVe (or non-Scottish qualifications recognised as an alternative)'. Just over half (54%) of the staff reported upon have qualifications (Figure 6.4) (we did not ask about sessional staff). The qualification status of just under 7% was unknown to our respondents, but this is largely because almost half of 'borderline case' staff had unknown qualifications, along with a small proportion (9%) of community workers. Indeed only 18 staff known to be qualified were counted as 'borderline' in the entire survey.

Figure 6.4   Qualifications of full and part time staff.
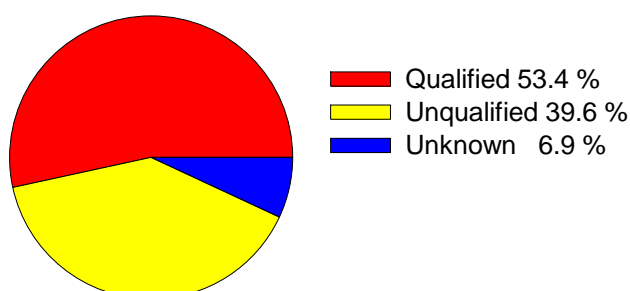
Considering full and part time staff separately, 70.2% of full time staff are qualified, as compared to only 19.9% of part-time staff (Figure 6.5) (with a higher proportion of part-time staff having an unknown status). The net result is that 57.5% of full time equivalent positions are held by qualified staff and 37.8% by unqualified (4.7% unknown).

Figure 6.5

All full and part time staff qualifications
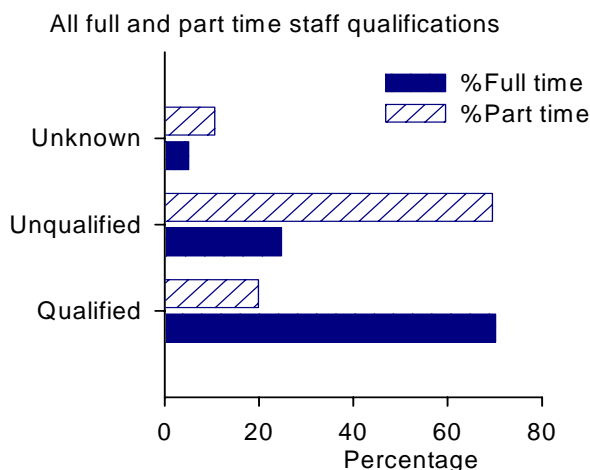
A majority of adult learning (54%) and community work (56%) staff are qualified, and the overwhelming majority of 'generic' staff (86%), (Figure 6.6). However just under half of all full time and part time CLD staff working with youth are qualified, although within full time youth staff alone, 69% have qualifications. Among part time youth staff, 90% do not (Table A2).

Figure 6.6

Percentage of full and part time CLD staff who are qualified
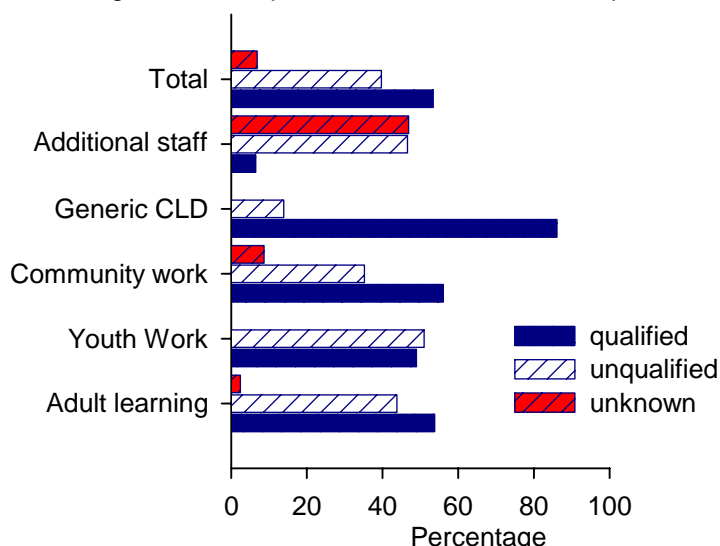
Part timers were rather more likely to be qualified in adult learning than in youth work, but the proportion was still only 27%, as compared to 76% of full-timers. Voluntary organisations would appear to have a higher percentage of qualified part time staff than local authorities, but the low numbers of

organisations involved and the large variation among local authorities makes the difference not significant.

In community work, levels of qualification amongst full time staff are comparatively low (65%), whilst being around average (22%) for the small number of part-timers (by comparison with part-timers elsewhere). Only in 'generic' CLD were the majority of both full and part time staff qualified.

6.3   Security of funding

Many interviewees commented on the prevalence of limited term funding in CLD generally, thorough specific grants to local authorities for adult literacy work, for example, and through the use of funding programmes such as the Community Regeneration Fund to support additional work. It is often argued that insecure funding is particularly prevalent in the voluntary sector.

We asked respondents to distinguish staff in posts whose funding was 'Permanent or open-ended' from those posts were guaranteed only for the 'duration of funding' (in addition a total of 8 people were reported to be on 'other temporary' contracts) (Table 6.5).

Table 6.5   Security of funding, by sector

	Permanent		Specific term		Total	
	N	%	N	%	N	%
ADULT LEARNING						
Local authority	461	67.8	219	32.2	680	100.0
Voluntary sector	47	58.0	34	42.0	81	100.0
Other	3	42.9	4	57.1	7	100.0
Total	511	66.5	257	33.5	768	100.0
YOUTH WORK						
Local authority	484	70.2	205.25	29.8	689.25	100.0
Voluntary sector	4	34.8	7.5	65.2	11.5	100.0
Other	1	50.0	1	50.0	2	100.0
Total	489	69.6	213.75	30.4	702.75	100.0
COMMUNITY WORK etc						
local authority	206	75.2	68	24.8	274	100.0
other voluntary sector	32	61.0	20.5	39.0	52.5	100.0
Other	9	100.0	0	0.0	9	100.0
Total	247	73.6	88.5	26.4	335.5	100.0
GENERIC						
local authority	407	93.7	27.5	6.3	434.5	100.0
other voluntary sector	17	89.5	2	10.5	19	100.0
Other	1	100.0	0	0.0	1	100.0
Total	425	93.5	29.5	6.5	454.5	100.0
ALL (incl 'borderline')						
local authority	1759	76.1	551.75	23.9	2310.75	100.0
other voluntary sector	106	59.2	73	40.8	179	100.0
Other:	14	73.7	5	26.3	19	100.0
Total	1879	74.9	629.75	25.1	2508.75	100.0

(Full and part time staff only, excludes people on 'other ' contracts)

We are not aware of any technical difficulties experienced in responding to this question, apart from one respondent who claimed to been unsure whether to include 'temporary funded staff whose contracts are ending' and had not done so.

Over three quarters of local authority staff were on 'permanent' contracts, and staff in the voluntary sector were less likely to be so, though 59% were. Our voluntary sector interviewees would emphasise their status as being 'open-ended' rather than permanent.

Fixed term funding was most prevalent in adult learning, where it applied to almost one third of staff, possibly reflecting in part the impact of literacies funding. 30% of youth workers and a quarter of community workers were also on similar terms. Generic workers were unlikely to be so, confirming the impression, created by the fact that they are more often employed full-time, and more likely to be qualified, that they are likely to include many of the longer term, more senior workers in the profession..

Voluntary sector youth workers appear to be the most likely group to be on fixed term funding (65%), on this evidence, but our coverage of this grouping is very patchy.

6.4   Pay and conditions

We investigated the salary scales of each category of CLD worker (figure 6.7). Two technical issues arise. Firstly, there were occasional discrepancies between the total numbers of staff reported and the numbers for whom salary scales were given (salary scales were usually, but not always, reported for fewer staff).

Figure 6.7   Summary of salary levels
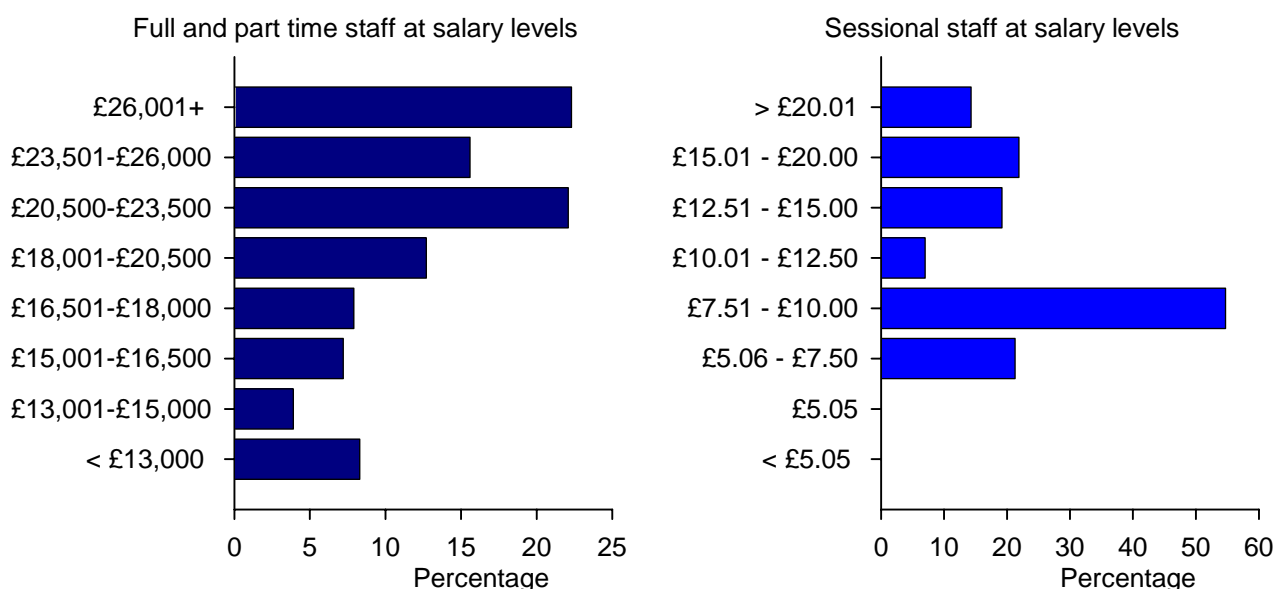
Secondly, we asked for people to be placed within pay bands which began and ended on round numbers, and within which each of the bands in the local authority GS/AP/PO system falls (a system also sometimes adopted in the voluntary sector). However a few complaints about this banding were recorded.

> 'Current Youth Work salary scales were not compatible with the options presented. F/T Youth Workers are not on occupational grades'.
> 'Salary scales for some staff are on the broad band AP1-AP4. The staff involved have been averaged at AP2'.
> 'The way you have divided salary bands is not helpful. Qualified staff here are employed on SCP 23 - 31. This goes across 3 of your bands and staff on SCP 31 will skew your AP5 band.' *(Comments on questionnaires)*

Whilst it would clearly be easier for respondents to have to locate staff simply by reference to the entire scale upon which they are paid, it is not clear that there is enough consistency across sectors to allow this, and some scales are so long as to be of limited value for survey purposes. The implication of the above comments is that these and probably other respondents have reported on staff salaries with regard to the scales assigned to each post, rather than the actual positions on these scales that individuals may be in.

CLD staff working in adult learning, community work, and generic CLD are predominantly paid in the top four of the salary bands used (Appendix A, Table A.3). About a third of staff in community work and generic CLD are paid at the top scale. Strangely, over half of the 'borderline' staff reported are in band AP4 (£20,500- £23,500).

The contrast between pay rates in youth work and other branches of CLD emerges strongly. Staff working in youth work are more evenly spread across all categories, but nearly 20% are paid at the lowest range up to £13,000.

For sessional staff, none are paid less than or at the minimum wage for staff aged 22 or over. The lowest paid group include about a quarter of youth work sessional staff and a third of the small group of community work sessional workers, who are paid less than £7.50 per hour.

The relatively lower paid status of youth work emerges strongly again in the fact that over two thirds of youth work sessional staff are paid in the next band - £7.51 to £10. While only about 8% of youth work sessional staff are paid over £10 per hour, over half of sessional staff in all other types of CLD work are paid over £10 per hour. About a quarter to a third of sessional staff working in adult learning and generic CLD are paid over £20 per hour.

Appendix A, Table A4 breaks this information down further, between 'permanent' and fixed term staff. In adult learning, 30% of staff in open ended positions are at the top end of the scale, with 17-20% in the two bands below that. Of contract staff, about 30% are within scale AP4, and 15-20% in the bordering bands, AP3 and AP5.

Youth work positions of both kinds are much more evenly spread among the pay scales. About 20% of the permanent positions were at or below the lowest pay scale, GS1, and about 26% of the contract positions were on scale AP1. Although there are some higher paid permanent positions, the total is heavily biased towards the lower end of the pay scale.

Of staff whose work involves providing community development, community work, or community capacity building support who were in permanent or open ended positions over 90% were in the top three grades, similar to the situation for adult learning, but contrasting to youth work. Fixed term contract staff salaries were more evenly spread across all the pay scales, with only 39% in the top three grades. Not enough 'generic' workers were on fixed term contracts for any useful generalisations to be made.

6.5   Equalities Issues

We asked whether employers routinely monitor the composition of the CLD workforce in terms of gender, ethnic origin, disability or age. Only 10 organisations claimed that they carried out any specific monitoring of this grouping (Table 6.8). A majority stated that although equalities monitoring was carried out, this was on a whole workforce basis. Several comments on questionnaires noted that such data was not easily accessible, typically held centrally by a Human Resources department. A surprisingly high proportion, for a group of mainly public sector respondents, said that they did not monitor the workforce. This may however be another way of saying that there was no system for specifically identifying CLD workers. Indeed, given the doubts that many respondents had over who to include in this survey, it is in principle unlikely that they could have established procedures to monitor the composition of the same group of staff.

> 'Although we don't monitor staff in terms of gender, ethnic origin or disability, this is done by Personnel during the application and interview process' *(Comment on questionnaire).*

Table 6.8   Extent of equalities monitoring

monitoring	YES CLD workforce #	%	YES all workforce #	%	no #	%	total #
Gender	10	12.7	45	57.0	24	30.4	79
Ethnic origin	10	12.7	45	57.0	24	30.4	79
Disability	10	12.7	45	57.0	24	30.4	79
Age	9	12.2	39	52.7	26	35.1	74

number of organisations.

Oddly, although only 10 organisations claimed to monitor the CLD workforce, 68 proceeded to answer a question about the gender composition of their workforce, and smaller majorities the questions about other equalities groups. These answers we surmise, must in large part represent personal judgement and experience. Moreover, only 1167 staff are included in the gender monitoring, compared to the entire workforce of 2595 full time and part time

staff. This suggests that the larger organisations, where respondents would presumably feel less able to rely on personal judgement, have been less likely to respond, and also perhaps that even where provided these figures may not cover all the staff reported on in the rest of the survey.

Two thirds (65.6%) of staff on whom information was given were female. In the 55 organisations that reported on ethnicity, 95.4% of monitored staff are white, a bare majority of the remaining 4.6% having an Asian ethnic background.

Fifty two organisations reported on disabilities – the numbers reported on in this case being reduced to a minority of 557 staff. 91.9% had no disability. A total of 57 organisations reported on age structure. About 82% of staff were between 26 to 55 years old, and the remainder were fairly evenly split between younger and older age groups.

For these reasons, these figures should be treated with considerable caution. They do however suggest that some progress has been made towards achieving a representative workforce.

We asked interviewees about whether they felt that their workforce is balanced and appropriate to the communities it serves. Answers might have been expected in terms of gender, age, disability, ethnicity and also possibly religion and sexual orientation.

Many felt that they had 'no gaps' or a 'broadly balanced' workforce, or felt that in any case their ability to influence the balance was limited. Some comments suggest that either staff have limited awareness of legitimate equal opportunities approaches, or limited capability to put them into practice.

> 'It depends who responds to adverts. We have 1 full timer from an ethnic minority background. I don't know about part-timers. Our policy is to recruit from a wide variety of backgrounds and then to select the best candidates'.

> 'I am not aware of any major gaps. You appoint according to the system – the best person who applies. This can lead to the wrong balance. There is insufficient flexibility to address these situations'.

> 'While the Council monitors ethnicity etc, it tends not to recruit on the basis that there is a gap. It looks at the quality of staff'.

> 'There are very few black and ethnic minority people in X, though in principle it would be good to be representative of the wider world. But we have difficulties in recruiting people at all.'

> 'Sometimes the supply can determine the appointments – a few years ago, CLD students were predominantly women'. *(Interviewees)*

Others however identified particular gaps. There was some pessimism about the ability to recruit an appropriate number of BME workers.

> 'We are keen to recruit from BME groups but there are few applications. I can't remember interviewing a disabled person [even though] we guarantee an interview if disabled applicants meet the basic criteria'

> 'We have no ethnicity balance whatsoever in terms of staff working over 10 hours. But we have a significant number of part-time staff and adult learning tutors from a range of BME backgrounds'. *(Interviewees)*

There were suggestions that the voluntary sector could achieve 'a greater diversity of background and experience than in local authority workforces'. A range of projects recruiting ethnic minority workers to work in their communities were described and praised by the Voluntary Action Fund and CHEX. Glasgow City Council is working with BME communities and BEMIS to "grow" community workers, though our interviewee noted that older people in these communities may not see CLD as a valuable career option.

Three council interviewees, some from rural areas, spoke of a growing need to reach out to people of Eastern European origin ('and Southern', in one case). One already had some Polish speaking sessional staff.

Impressions of the incidence of employees with disabilities were rather vague. 'I am not always aware of who is disabled'. Two interviewees could only think of one example and another of '3-4 part-time staff'.

In terms of gender and age balance, there is room for some debate as to what an appropriate balance might be, especially in youth work, where people's personal characteristics do appear to be important in their communication with young people. Overall, one interviewee thought that there were 'too many women', another 'slightly more women but not too many'. A third thought that 'there is an imbalance towards women, but less marked than it might have been two or three years ago. In excess of 2:1'.

A national youth work organisation estimated that youth work was now at least 60:40 female: male, a reversal of the historic position. Blame was placed on 'a general reluctance to get involved' by men, due in part at least to the current atmosphere surrounding child protection. 'This affects youth work more than you would think. Especially men of 30-50 – mature enough to be good father figures where these are lacking – are not there any more'.

Another voluntary organisation points out that

> 'It might be difficult to find the right balance for working with young people. Whilst there is merit in peer support, this must be balanced with experience, knowledge, confidence and the ability to handle certain situations'.

Some claimed to have 'a wide range of ages across the service', and in Glasgow apparently 'a large percentage are always new recruits, young people', with some 50% 35 years and under. In general, however, an aging workforce was seen as the problem.

> 'The staff group is probably slightly older than it should be'

'The workforce is too old, and ageing rapidly'
'No [we do not have a balance] – most people came in the 70s'.

Youth workers were said to tend to be younger, though one person complained that 'there are not so many young people coming into youth work'. Sessional staff could also be younger. In one organisation 'at least 75% of sessional youth workers are under 25'.

There was little or no suggestion that other equalities issues were monitored. Only one interviewee even commented that 'I do know that there are LGBT staff within the section'.

7.0   Recruitment and retention of staff

7.1   Vacancies and turnover

We asked survey respondents about any unfilled vacancies in each category of CLD work. Answers were requested and given in the form of full-time equivalent posts, since presumably it is not always decided in advance what balance of full and part-timers will be recruited. A total of 242.61 positions were reported to be available and unfilled. Added to the total FTE filled posts, this represents a vacancy rate of 9.7%. Table 7.1 shows both the number of agencies that reported vacancies in each category and the number of posts involved.

Table 7.1   Unfilled vacancies by category and qualifications

Sector	Qualified		Unqualified		Unknown		Total
	#	N	#	N	#	N	N
Adult learning	14	36.5	10	15.5	2	7	71.0
Youth Work	10	27.5	12	36.0	0	0	75.5
Community work	12	19.0	2	3.0	0	0	24.0
Generic CLD	12	43.2	4	37.9	0	0	85.1
Additional staff	0	0.0	1	2.0	1	15	19.0
Total		126.2		94.4		22	242.6
%		52.0		38.9		9.1	100.0

Vacancy rates in comparison to total FTEs were highest in 'generic' work at 11.8% and youth work at 11.5%, with adult learning not far behind at 10.7%. In community work they were significantly lower at 7.2%. Hardly anyone reported vacancies in 'borderline' posts, which probably reflects respondents' lack of managerial responsibility for these posts rather than the true position.

Just over half of vacancies definitely required staff to have relevant qualifications. The proportion was close to average in adult learning and generic posts, but much lower in youth work (36.4%) and much higher in community work (79.2%).

In all five sectors, between 90-100% of unfilled positions were with local authorities (Appendix A, Table A5), but numbers of voluntary organisation responses are too low to make accurate comparisons between the sectors.

70.6% of the unfilled positions in adult learning and 76% in community work were permanent or open ended (Appendix A, Table A6), so a quarter or more depended on short –term funding in these fields. . Fixed term posts were less important in youth work (85.0% permanent) and generic work (94.4% permanent).

These are fairly close to the equivalent proportions of filled posts of each status (Table 6.5), except that the vacancies in youth work were substantially less likely to be in short term contract posts than were the current filled posts.

Vacancies in adult learning were heavily concentrated in salary scales AP3 and AP4 (£18,000-£23,500), over a third in each (Table A6). In youth work they were relatively evenly spread over the bottom half of the pay scale range, with the largest concentration in bands GS2/3 (£13-£15,000 per annum). The few unfilled contract positions were however mostly in the next higher band, AP1.

All the permanent community work vacancies were by contrast in the top three salary grades. The contract positions included some in band AP1. All but one vacancy for generic CLD was for permanent or open-ended posts, with about two thirds in the top two salary ranges, AP5 and PO grades, and almost all of the rest in the next two lower grades, AP3 and AP4.

With vacancy rates running at around 10% it is perhaps surprising that our interviewees did not see vacancies and turnover as more of a problem. Many of them dismissed the issue:

> 'Not frequent – not a problem'
> 'No, not a problem. Regular turnover'.
> 'Vacancies are easy to fill – there tends to be a demand for our service' *(local authorities).*
> 'Not frequent'
> 'We have only lost 1 in 5 years, because a funding stream came to an end' *(voluntary sector)*
> 'Pretty steady right now. We have had the same group of staff for 2 years…. There are more than enough people looking for work' *(Community Health).*
> 'No attrition rate whatsoever – they love it! '*(Further Education College)*

Glasgow City Council reports 'no more than 10% turnover of total complement in the year' which might perhaps be considered high in some areas, but appears to be considered acceptable there.

Some felt that they had simply not had many opportunities to fill vacancies. 'Once the council have met their efficiency savings, we may be able to recruit again'.

Several in the local authority sector suggested that that had been an improvement in the relatively recent past, though by contrast one did claim that 'recruitment has become a bigger problem of late, we have had a number of vacancies'. Another reported that there has been increased turnover because of the increased demands for CLD expertise from other sectors, and that there was 'a bit of a problem 'backfilling' at basic grade level' after such appointments or promotions.

The only situation in which a serious turnover problem was reported was in the somewhat specialised situation of projects funded by the Voluntary Action Fund, typically employing only one professional staff member, for which turnover was said to be 'high – 50%. It is a major problem. 'The success of a project is determined by the length of time spent by the project leader'.

The corollary of low vacancies and turnover is that vacancies do not lie unfilled for long periods. Many interviewees stressed that the typical delay was only what was necessary for the practical steps needed to fill a post, which was described variously as being between 2 and 4 months. Only one local authority complained that 'some have lain for 6 months.'

There were two other factors. Local authorities were not uncommonly in the throes of restructuring or other exercises that may lead to vacancies being frozen. This may help to explain why there was significant vacancy rates recorded in spite of these perceptions of low turnover.

> '[Vacancies are] not open long for reasons related to the candidates – only for internal structural reasons'.

Secondly, a degree of turnover is made almost inevitable by fixed term funding, in both main sectors. This includes the major turnover often experienced towards the end of funding periods because of uncertainty about ongoing funding.

> 'Funding determines the turnover – One quarter of staff on permanent, long term contracts' *(voluntary sector interviewee)*

> 'Turnover is not huge. But a lot of our Council posts are temporary – many through CRF funding plus all the adult literacy posts. The permanent core is very small'.

Several also pointed out that sometimes 'turnover is not a problem. Often it is younger staff looking for new experiences, more challenges'.

> 'Yes there is high turnover – but it is not a negative issue, it's a positive There is lots of movement between projects and as a result of training. But they are not leaving the service or area'

> 'Sometimes it's not a good thing that people don't leave – all senior managers in X have been here for their entire career'.

7.2   Recruitment

It follows from the above that many interviewees also claimed that they had few problems with recruitment: 'no problems at all', 'generally oversubscribed', 'plenty of scope for short-leeting, give or take the time of year', 'always 3 or 4 to choose from', 'there is a lot of interest in this field' (Community Health) 'problems are due to moratoriums and finance, rather than availability of people'. The suggestion that recruitment to local authorities had recently improved again came up several times: 'it has been much more positive in the last year or so'.

But descriptions of actual recruitment are much more divided. One interviewee had recently readvertised some posts 2-3 times. Others described 'a surprisingly small number of appropriate applicants' and 'not a huge number of applicants. It is getting more difficult, especially to get people with experience'. Another said interest had been 'minimal for some posts in recent years'.

The core of the apparent discrepancy was perhaps summed up by one interviewee:

> 'In quantity, yes – enough to be able to shortleet. But the quality is not always what you would want.'

However accounts of where the main difficulties lay differed widely.
One reported:

> 'Specifically, it is more difficult to recruit for youth work. Some see adult education or capacity building as easier'

> Whilst another had the opposite experience:

> 'If it is a specific youth work post, then there are plenty of applicants. There are less applicants for generic posts'.

For one local authority 'It can be difficult to fill core posts which, though permanent are slightly less well paid and are less sexy than projects. Because the CLD qualification has gained prominence and been emphasised in government policy, there are less people available to do the core stuff'.

Another emphasised the difficulty of finding sessional staff;

> 'It is always difficult to get the right calibre. The remuneration and support structure may be lacking. But there is a lack of interest in such jobs. Trying to get the right people has become more difficult in recent years'.

A typical recruitment strategy in local government is to recruit to basic grades externally and to fill senior posts internally, though some smaller employers even in local government tend to advertise both internally and externally at the same time, and as one person pointed out, any internal recruitment has a

knock-on effect in requiring a post to be filled externally. Voluntary organisations more rarely have the opportunity to appoint internally.

Some authorities reported that they deliberately seek to recruit to full time posts from their sessional and part time staff. Apart from any other advantages, this leads to speedier recruitment: 'Often just putting a memo out – it's quick, you know the people and it offers them an opportunity for longer employment' *(Youth worker).*

Several also reported that they were running or planning a traineeship scheme, which they saw as assisting them in overcoming any recruitment difficulties. One had deliberately seconded a member of staff into a post while she acquired the necessary qualification, with the intention of then readvertising.

Local authority interviewees gave varying accounts of the sources of external recruitment. Some said that it came 'in the main, straight from university'. 'basic grade posts are mostly newly qualified'. Another claimed 'we mostly get people with experience elsewhere, not straight from college'. Other statutory and voluntary CLD organisations were mentioned as possible sources.

Voluntary sector providers did not appear to recruit extensively from local authorities. One youth work organisation described recruiting people who were 'new to the CLD work force but often coming from project activity. 'People who have been involved in the voluntary sector, in youth work' .

Amongst these rather divergent accounts of the situation one recurring factor is geography. Rural and non-Central belt local authorities often felt that they faced particular difficulties in recruitment. Recruits had to be 'home grown - students with a link to the area – often a family link – or people who have moved into the area'. Within Aberdeenshire, apparently, success in recruitment often depends on distance from Aberdeen – there is no problem filling posts within easy commuting distance of the city. The Voluntary Action Fund reports that in its experience 'major urban centres can succeed [in recruitment] first time around; rural areas have much more difficulty'. By contrast Glasgow City reports that one of the main reasons why it can attract applicants is the presence of major training institutions in the city.

Recruitment was also related to the 'word of mouth' issues that permeate those working in the field. Examples cited included it being known that some authorities had poor HMIE reports, had perceived 'poor managers' or that it was known that CLD staff were not understood to 'have a voice' at a strategic level thus affecting the morale of staff in the service, who feel that their actual and potential contribution goes unrecognised.

7.3   Issues of pay and conditions

We asked interviewees whether current pay and conditions attracted the right calibre of applicants to CLD, and many also raised related issues when talking about recruitment and retention. Again all shades of opinion were

represented. Some did not see pay as a major issue, especially at basic grades which are 'probably no better or worse than other Council jobs at lower grade'.

> 'We offer fairly well-paid employment in [local] terms. Pay is not a barrier. It may be a barrier further up the ladder, but not at basic grade' *(rural area)*

But a more common response was to suggest that 'the salary may be a factor', particularly in comparison to other local government professions. Teachers and social workers were often mentioned.

> 'When you are in the profession, the major complaint is about falling behind in terms of salaries – McCrone has had an impact. Lack of social workers is raising their salaries in order to attract staff. Single status might improve this.'

> 'They are paid a lot less than teaching now, particularly in rural areas – at least £5000 less'

> 'Social workers have the same training, but are £2500 better off after 6 years'.

Contrasts were made between CLD workers starting at a basic AP3 and others - 'teachers, sports development officers' - at AP4.

In view of the considerable discrepancy between pay levels in youth work and other sectors, it is perhaps surprising that more CLD managers did not single this out as an issue. However one local authority youth work manager denounced the situation comprehensively:

> 'Youth workers are grossly underpaid – sessional youth workers, working with hard to reach people are paid £8.00 per hour, while sessional workers working with adults (who want to be there) are paid £20.00 per hour. We are looking for trained, qualified staff to work with really difficult young people, but are not willing to pay for it. Youth workers are historically regarded as the "bottom of the pile". People come in to youth work because they want to do it – they are passionate about it and put up with the salaries. Many of them would do it for nothing – they get so much out of it. But it is demotivating.'

Geographical variations were mentioned. Allowances are less standardised across the country than they were previously, and some authorities feel that they cannot compete with others who offer better packages. On the other hand a national organisation felt that it had 'to pay people slightly better to get them to live in Edinburgh'.

There is far less consistency in pay levels within the voluntary and other sectors. For example the 45 healthy living centres across Scotland have no standard pay structure.

Some voluntary sector interviewees downplayed the extent of differing pay levels between statutory and voluntary sectors. 'Some of the voluntary sector pays very well – especially for projects and short term appointments'. But more felt that there was a discrepancy.

> 'There are better money and conditions of service in statutory agencies, better career paths in statutory agencies'

Career paths may be the most significant factor. Others also noted that the voluntary sector struggled to match the range and pay scales of management posts available in the statutory sector. However, for some the voluntary sector has other attractions:

> 'Money helps, but lots of people are working in the voluntary sector {because it is] perceived as being more interesting, more exciting. People are prepared to take more risks now'.

Unlike responses to pay, comments on the irregular hours typically required in CLD work were on balance likely to dismiss it as a factor. Several did feel that, for example:

> 'The hours and weekend working are increasingly unattractive'

> 'A lot of evening work can make it difficult for some people'

> 'Unsocial hours are definitely a barrier - particularly to generic CLD posts. People don't need to go into these posts – they have a big choice.'

But more disagreed:

> 'The hours can be an attraction, because of flexibility'.

> 'Unsocial hours are not an issue – it's part of the job'.

> 'People generally know that that's part of the job – so it shouldn't be a barrier'

> 'For some people, unsocial hours are a good thing – especially for family commitments'.

One enthusiastic voluntary sector manager emphasised the importance of the flexibility that the sector can sometimes show in its employment practices:

> '[The most important factor in recruitment and retention is our] informal friendly approach. Work is not the thing that comes first all the time. We will be flexible to help people meet e.g. family commitments. We try our best to be very sensitive to needs, go beyond statutory rights, offer leave of absence for care of dependents , a very generous holiday allowance, will consider job share etc'

Perhaps more surprisingly, the prevalence of fixed term contracts was also on balance not rated as a factor in deterring suitable applicants. Some thought:

> 'Fixed term appointments are definitely a barrier'
> 'Short term funding doesn't help',
> 'Short term funding is a big issue –makes people think twice about coming into the voluntary sector'.

But more either thought that they were now the norm: 'there is a different attitude to employment – people bounce from job to job', or offered attractions:

> 'Fixed term appointments are not a problem – they can often lead on to something else.'
> '[People leave] looking for new challenges – sometimes new opportunities within short-term projects'.

One Council noted that it was in any case able to retain a 'core group of people who move on to the next funding stream'.

7.4   Qualifications and suitability

The general skills and suitability of the people in and entering CLD work attracted a great deal of comment from interviewees. Much of this was of a general nature commenting upon people's motivations and personal skills, rather than focused upon the training they have received. A few interviewees did feel that training at all levels specifically did not reflect the current enhanced and in some areas considerably more complex role of the profession. One wanted to see strategic thinking competencies improved, and another was:

> 'Not sure if the training is preparing people for the agenda that now exists. The universities are working to Community Education competences that do not reflect the current situation post Local Government Act'.

But those that commented on pre-qualifying training at all were more likely to simply have a general sense that it was an inadequate preparation for practice:

> "There have been more examples recently of people finding themselves in the profession and not liking it. This is due partly to methods of recruitment into higher education'
>
> 'The problem with graduates is, they have qualifications, but no skills'.

One argued strongly that the change in emphasis from diplomas to degrees had deterred mature students.

> 'The Diploma attracted people who had decided that community education was what they wanted to do. Experienced individuals, who had spent time working in communities.'

While another commented

> 'Are we assuming that all who are engaged are equally capable? Staff who may be perfectly competent in one area may not be in another. Maybe what we need is a recognition that we need a degree of specialisation. We seem to be unwilling to accept that there are deficits and problems with some of the workforce. What we really need is to be able to look at performance

measurement; and to recognise that some of the roles that we're asking people to perform require a really high skill and experience base. We might need part of the workforce to be able to operate at a much higher level – way beyond the kind of training that most CLD workers receive. We need people able to operate at a very advanced level – a cadre of high calibre workers'.

Such feelings are one of the motivations for the apparently increasing interest in 'growing your own' qualified workforce. Glasgow is looking at 'proper opportunities for people moving from sessional to full time work' through 'a mix and match of training opportunities'. Others take similar approaches because of the difficulty of attracting outside applicants to remoter areas. One authority is perfectly prepared to 'appoint someone without a qualification over someone who does, and tie them into a qualification'. Their advertisements read, "ideally you should be qualified, however ….." They justify this by the need to find 'the right person to fit in to diverse communities'.

But there are major barriers to such approaches. One local authority has youth workers doing modern apprenticeships, including the HNC in "Working in Communities", but complains that this does not earn them even one year of exemption from a degree course. More generally, the voluntary sector is unlikely to have the funding and resources to support internal training programmes of this nature. It may however, as some interviewees pointed out be freer 'to look at a broader range of experience and qualifications'.

Overall, there was a sense of discontent that what managers saw as a challenging profession, with some specific and at times highly complex personal and professional skills and attributes required, was not necessarily well understood by others, or attracting the right range or calibre of entrants. One voluntary sector interviewee did welcome the growth of a more diverse workforce:

> 'It has recently attracted people with a different set of skills and ethos than before. It was regarded as a white middle class role, and not always for females. Now we have more of a gender and age mix.'

But several others lamented the difficulties in matching the right people to the profession:

> 'It is increasingly not [easy to recruit the right people]. It is a very difficult job – walking a fine line between communities with a lot of demands and politicians ... Better life doing something else, for better money! '

> 'We are finding it difficult to attract the right people. [The job] is very demanding even in terms of basic grade posts. They are expected to deliver, unsupervised. They must be self-reliant, self-supporting, enthusiastic'.

> 'It is difficult to find the right mix of qualities in terms of working with young people with complex needs'.

Indistinct and inaccurate public images of the profession lead to inappropriate applications, as several people report:

> 'Too many people who don't know exactly what they are applying to'
> *(voluntary sector youth work)*
>
> 'There is a perception that anyone can do it, but this is not the case. A professional background and experience (whether qualified or not) stand out'.
>
> 'It tends to attract people without the core experience and qualifications that we are looking for – you get rogue applicants, e.g. someone with a degree in agriculture, who thinks they can do community development'.
>
> 'We are attracting the wrong people – seeing the word "learning" and coming in from the private sector or technical based learning'.
>
> 'The difficulty with youth work is that people often think they have the right qualifications and experience – e.g. I've been a mother, I used to take a football team'.

There can also be a similar effect in internal recruitment. One local authority which found some posts hard to fill said that as a result 'promotions can happen too early without the experience to justify them. Though this <u>can</u> work, it can also lead to disaster, with a detrimental effect on services'.

Though Continuing Professional Development (CPD) did not attract significant comment, to one manager it was the single most important factor in the retention of staff 'so as to have a dynamic workforce that retains its skills and competences and is mobile between jobs'. Another called for greater support to management development in CLD, including through CPD. The issue of the need for stronger more able managers was raised both by practitioners, and those with a national perspective, who noted that those managers who were most able to secure a place at 'strategic tables' and were able to articulate the role and contribution of CLD, were highly valued. They were also seen as playing a crucial role in supporting and developing the workforce as they were more likely to have a sound understanding of the range of skills needed to meet national and local agenda.

It was noted that it could be difficult to progress as a youth worker, and that people had to move on to different areas of work in order to progress to senior management.

YouthLink Scotland called for work with the UK Sector Skills Council, backed by central money and support, work on recruitment and on much more CPD at all levels.

7.5   Retention

Although some degree of turnover is healthy, an ability to retain staff as well as recruit them is essential to a low vacancy level and effective workforce. Some interviewees insisted that there was no particular pattern in who tended to leave: 'there is no rhyme or reason to it'.

Those that singled out particular sectors of the workforce as most likely to leave varied between those that pointed to turnover at junior level to those who noted a tendency to loose more experienced people:

> 'Younger members of staff have a shorter cycle in jobs'

> 'There is more of a tendency to lose younger staff. They are less settled, professionally and personally.'

> 'Young staff, looking for more experience – we lose really good youth workers, looking for more challenge'.

> 'Experienced people who have been with us a while'.

> 'We are losing some at senior/ team leader level'

> 'Mostly professional staff – senior development officers looking for managerial posts' *(voluntary sector)*

A few mentioned higher turnover of part time staff. The only particular category of work that was specifically suggested to have a higher turnover was youth work, albeit for contrasting reasons: 'current staff reach their burnout point '; 'sometimes because they don't want to leave youth work and take on adult education'.

People obviously leave for a great variety of reasons, but the most commonly cited involved promotion or progression within CLD rather than a drift away from the profession, although issues around the quality of management and supervision also featured.

> 'Permanent posts, promotions – it is not a problem about people not enjoying the work'

> 'We did have a very flat structure, so those interested in progressing had to move'

> 'Moving to another area for promotion because we are a very small service'.

> 'Very few people leaving are leaving the CLD sector totally. They go to new projects, the voluntary sector, other authorities' (Glasgow).

> 'We need to look at those in supervisory roles as well as senior managers. A lot of people have been promoted through longevity rather than because they are skilled managers. It is a different role and while knowledge of CLD is important, and the credentials from years of practice can be helpful, being a skilled manager is much more important. We don't spend enough time developing this. Good managers build your workforce's abilities and their loyalty so they are less likely to move on'.

The issue of morale and motivation featured, with one respondent commenting

> 'We need to consider the criteria for what makes a good CLD worker. It is not clear if motivation and values are enough, we need to be able to agree how

these should be expressed. Should we accept highly motivated workers if they are mediocre?'

There was some suggestion from the voluntary sector that it was not in fact so easy as it should be for their staff to further their careers into the statutory sector.

'A lot of talent is not being given an opportunity in the statutory sector. [People are] more likely to go to another voluntary organisation, another project'.

Others factors that lead to losing staff which attracted a number of mentions were the ending of fixed term contracts, and the geographical difficulties (referred to above) that lead to a lack of opportunities in some areas – moves from Angus to Dundee and the Borders to Edinburgh City or Midlothian were cited.

'Moving into other areas where they can access distinctly different professional experiences'

This problem could be compounded because in these same areas changes of job by the partners of staff may often lead to a move away fro the area.

A few local authority interviewees also saw a trend for people with CLD skills to be sought after in a number of areas, which might pay more, such as Community Planning, regeneration, and integrated community schools.

7.6   Trends and issues

A number of general issues about the profession were raised throughout, but emerged particularly when we asked people to sum up the single most important factor or factors that impacted on their ability to either recruit or retain staff. These can be summed up under the headings of image, change and quality of management.

Image is important both for the profession as a whole and for individual employers. Some of these believe that they have distinctive strengths:

'We have a good reputation in X – a good HMIE inspection, often piloting initiatives, good development opportunities'.

'People want to work with us. We have a reputation for interesting work and for trying to be good and supportive '(*voluntary sector)*

Whilst at least one felt that 'the infrastructure of the Department within which we work and how this is seen by potential employees' was a negative factor.

Some specific sectors feel that they have an image problem. In community health there was said to be a 'lack of recognition of the value of this work'. YouthLink Scotland wants the national youth strategy to recognise the value

of youth work to 'Curriculum for Excellence' and the whole of government policy – active citizenship, community planning etc.

Others see a general image problem for CLD. 'There is a huge choice of careers for young people – why would they choose this?' Either the content of the work or its funding and prospects may be seen as having a poor reputation.

> 'It's a lot about the image – not a glamorous image, low status. Still shaking off the 70s community education image'

> 'The decline has been dramatic since re-organisation. The service can only be kept going through short term funding. So it is not perceived as a thriving sector of work to get into – that tends to put people off'.

> 'CLD struggles from years of a perception that Community Education didn't have a clue. People really struggled to understand what it was all about and workers were seen as not really 'doing the business. But where the workforce has developed its ability it is now grabbing the attention of senior officers, including Chief Executives, who previously didn't register it on their radar'.

> 'There is an issue of professional self-confidence. CLD has come from being on the margins to being much more valued and appreciated.'

> 'Where there is a strong conceptual coherence, these are the places where there is a strong motivated workforce, but for others, they have not bridged the credibility gap.'

> 'CLD suffers from the usual stereotypes of 'evening classes for the middle classes.'

The impact of change can either be seen as a totally negative factor for recruitment:

> 'The change agenda is not helping. There is huge uncertainty in local authorities, threats to budgets, and an unstable environment'.

Or it can be disruptive, whilst perhaps creating some opportunities

> 'Changes in national priorities will encourage staff to look for new challenges and opportunities'.

In Glasgow the previous move from Education to Cultural and Leisure Services is said to have led to the loss of quite a few staff, and current reorganisation around community planning areas also 'causes unsettlement amongst staff'.

Organisational change is also said to be a major factor affecting recruitment in the NHS and related areas of the voluntary sector.

Management development is important from at least three points of view. Firstly it can improve the career prospects for CLD workers individually,

especially in local government. 'It is rarely the CLD person who secures the management post'.

Secondly, the quality of management is a significant factor in retention of staff and this is covered in part above in discussing the issues of retention.

> 'It's often a general management issue – good managers can keep staff'.
> 'Good management is a key factor for success. A good package of training and support as well as salary, a good working environment, employees highly valued, compensates for the lower salary'.

> 'Middle managers need to be better at demonstrating the difference that CLD makes.'

> 'Those in team leader positions are the most dangerous. There's a host of workers who have passion, energy and commitment but who struggle against poor middle and/or senior managers. And it is the older workforce who can find it hard to change but who find themselves in crucial team leader positions.'

A good quality of management and leadership was seen as important in building the self-confidence and image of a service, and ensuring that it is not seen as peripheral to major developments such as Community Planning. Those interviewees who have a national overview, tended to emphasise a lack of leadership in the CLD field generally. Having some service managers who were not themselves from a CLD background was not automatically a problem, but they must be enabled to become involved in developing the profession and its role.

This issue of management was most discussed by voluntary sector interviewees and those with a national perspective.

> 'Senior managers and chief executives of voluntary organisations are in a very difficult and isolated position – constantly battling to survive both at a personal and organisational level. This has a very significant impact on their ability to manage a workforce' .

In many voluntary sector situations the role of manager and sometimes sole professional worker are combined.

> 'One of the success factors is the quality of the key member of staff in the project. If the recruitment has been successful and the member of staff stays for three years, then the project is almost invariably a success'.

> 'There can be high expectations, and [people can be] unsupported within the organisation. The only full time member of staff is often a lonely and isolated position.'

> 'Often the exciting new projects fail as a result of their inability to be good employers. They are inexperienced and naïve and there is a lack of understanding that you have to invest in people and support effectively'.

A succinct summary of many responses was given by the interviewee who said that the single most important factor that impacts on recruitment is 'Image', and on retention 'Support mechanisms'.

The third view, sees the importance of strong management located in strategic positions as crucial in securing a positive profile for the contribution of CLD work. Effective and well respected managers playing a central part in key partnerships and agency structures, were seen as essential in being able to articulate the benefits of CLD as well as identify the role it can play alongside others. It was noted that when this role was performed well that staff are more likely to feel valued, motivated and able to operate in an increasingly complex environment.

However, a further important comment was received from one respondent who noted the considerable contribution made to CLD work from those in wider professions, such as for example, librarians, sports development workers, housing officers etc. In order to fully maximise the contribution of these workers to the CLD agenda it was felt that

> 'We need to be able to support these staff with skilled, able and profiled CLD staff able to make the links for these other workers. '

One respondent placed considerable emphasis on the issues of management stating

> 'There are endemic strategic leadership issues for managers both in terms of their skill as managers and their conceptual thinking. The complexity of change is a big issues and we need strong managers who can enable staff to feel and be confident in their skills to meet the challenges, they need a lot of support to be able to do this.

> 'If we want to change the situation we need to develop the workforce, but more problematic is that those in positions of power, do not want to 'cede' this.'

8.0   Conclusions and recommendations

8.1   Conclusions

8.1.1 Profile of the workforce

This survey was an initial attempt to map a workforce that is identified using a designation, Community Learning and Development, that is relatively recent, unevenly adopted across sectors, and which can be used to describe either the workforce that we are seeking to identify, or an approach used to varying extents as part of the practice of other professions.

One major element of this workforce is relatively easy to identify (Figure 8.1). It consists of services and units in local authorities, sometimes one per

authority, sometimes more, which employ staff principally to work on tasks conforming to the WALT definitions of CLD activities, which are involved in the PIP process and which are likely to be represented on the CLD Managers Scotland group. Many of these units now have CLD in their titles, though they may form part of a variety of wider educational, cultural, corporate or other services.

Figure 8.1   Sectors of CLD
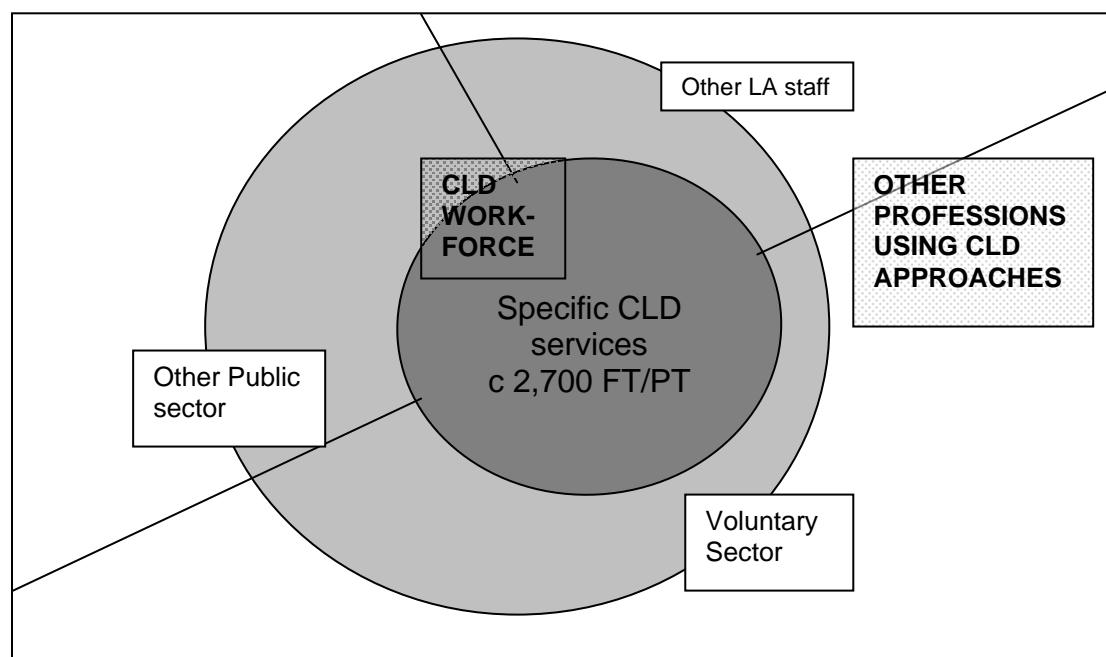
Not drawn to scale

We estimate that the total number of CLD staff working more than 10 hours per week in Scottish local authorities is between 2,500 and 3,000, perhaps around 2,700[8]. This represents around 2,350 fulltime equivalent posts. Sessional workers, or those working less than 10 hours per week, also make a major contribution, but the total hours they contribute are unlikely to amount to more than an additional 1,000 full time equivalent posts, i.e. perhaps between one quarter and one third of the total CLD effort in local authorities. This may however represent a higher proportion of the time that CLD workers are able to spend in direct contact with the public.

Elsewhere in local government there are undoubtedly others, perhaps several hundred, who also have jobs whose primary purpose conforms to the WALT definitions (the above totals already include a few such people who were included in local authority returns).

There are also people working in other public sector organisations, including the NHS and Further Education, whose jobs also have aspects of CLD as their primary purpose. Their numbers may similarly amount to several hundred. The extent to which such people, in local government or elsewhere,

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[8] Adjusted estimate based on actual returns on 2,384 staff

consciously regard themselves as CLD workers will depend on their background and qualifications, the partnerships they work in and many other factors.

In addition there are many CLD workers in the voluntary sector, a very substantial number but one that we are unable to estimate.

The relationship between the more specialised services and these other types of CLD workers raises some questions about the extent to which a coherent CLD workforce can be identified. Increased familiarity with the terminology and longer experience of partnership working may help to resolve these questions, though any increased tendency to recruit people with CLD expertise to other services will counteract this.

None of the elements of the CLD workforce that we have described include people whose jobs have some other primary purpose, but who, perhaps because of their role in supporting community engagement, apply values and approaches that are those of CLD. National policy has supported the adoption of CLD approaches in other professions[9]. This raises a fundamental issue about whether in future CLD will be identifiable as a separate profession at all, especially within the field of community capacity building. In some parts of the voluntary sector in particular, it is not clear that CLD roles are widely and readily identified as a distinctive section of the workforce. Further research may be needed on the extent of the workforce to be included in any future research, and consultation with the sector on the applicability and impact of such initiatives as the proposed standards body.

The current survey yields a profile of the CLD workforce very much centred on the core services and roles. Table 8.1 gives a summary profile of the staff in the survey.

A substantial number are regarded as 'generic' CLD workers. Whilst this identification may be encouraged by the emergence of the CLD designation, some complain that they feel driven by current policy and the PIP process, including this survey, to divide their workforce up according to the three WALT priorities. Whatever the truth of this, in the minority of organisations that identify them these 'generic ' workers tend to be the core of the workforce – the most likely to be qualified in CLD and working full time.

Roughly even numbers work in adult learning and youth work and rather fewer in capacity building. Overall, two thirds of the workforce (excluding sessional) is full-time and one third part-time. This corresponds to a 76:24 full-time: part-time ratio expressed in terms of full time equivalent positions. Adult learning is a relatively heavy user of part time and sessional staff. Youth Work is the heaviest user of sessional workers, with a ratio of 3.3 sessional posts to

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[9] The 2003 guidance on 'Working and learning together to build stronger communities' 'strongly supports' the trend for 'other public service disciplines' to use 'community learning and development styles of working'

each full time equivalent position. Capacity building and 'generic' work are much less likely to use either part time or sessional staff.

Table 8.1   Summary Profile

Category	Total FTE numbers (excl. sessional)	Part Time (%FT/PT posts)	Sessional (% all posts)	Qualified (%FT/PT posts)	Pay £20,500+ (%FT/PT posts)	Fixed term contracts (%FT/PT posts)
Adult Learning	593	45%	62%	54%	66%	33%
Youth Work	582	34%	73%	49%	35%	30%
Capacity Building	310	21%	26%	56%	77%	26%
Generic	433	9%	7%	86%	67%	6%

Dark grey cells represent the highest values within each category of CLD worker, and white the lowest. Categories 2% or less apart are treated as equal.

Just over half (54%) of staff (not including sessional) have qualifications. 70% of full time staff are qualified, as compared to only 20% of part-time staff. A majority of adult learning and community work staff are qualified, and the overwhelming majority of 'generic' staff. Just under half of youth work staff are qualified. Specifically, 90% of part time youth workers lack CLD qualifications.

CLD staff working in adult learning, community work, and generic CLD are paid at broadly similar levels, predominantly at local authority scale AP4 or above (£20,500 +), with capacity building workers most likely to be at or above this level. The biggest difference in pay levels is between youth work and the rest. Nearly 20% in youth work are paid at the lowest range, up to £13,000 per annum. The difference extends to sessional staff. The lowest paid group of these, who are paid less than £7.50 per hour, include about a quarter of those in youth work.

Fixed term contracts for the duration of funding are a common feature of the sector, though not overwhelmingly so. 24% of local authority posts are on such a basis, and 41% of posts in the voluntary sector. Fixed term funding is most prevalent in adult learning, where it applies to almost one third of staff.

Equalities monitoring data on the CLD workforce is sketchy and likely to remain so for those workers not forming part of specialised CLD units. The workforce has clearly become predominantly – perhaps $^2/_3$ - female and by several accounts is an aging one. Both have implications for recruitment and retention, as well as for practice. Youth work may have a younger profile, but is also recruiting a minority of males.

The workforce is generally white and able-bodied, but the extent of any unrepresentativeness is difficult to gauge. Sessional workers may be used to

increase the representation of certain communities, and particular projects and voluntary organisations make a major contribution.

8.1.2 Issues affecting development of workforce

There was an overall vacancy rate of 9.7%, with the highest rates in 'generic' work and the lowest in community work. Overall, vacancies were not especially more prevalent in either qualified or unqualified posts, nor in short term contract posts.

Restructuring or savings exercises may help to explain why there were significant vacancy rates recorded in spite of some interviewees' perceptions that turnover was generally low and recruitment levels satisfactory at least in quantitative terms, though perhaps not in quality. Specialist posts, such as those requiring work with the most difficult young people, may be harder to fill.

Issues affecting recruitment and retention of staff were explored in interviews with managers. Significant numbers see pay levels in relation to other professions such as teachers and social workers as affecting recruitment and retention of CLD staff. The gap is particularly marked for youth workers and the need to consider how they might at least more easily access career routes leading to higher paid positions emerges quite strongly. Flat structures with small differences between grades are reported to make retention of staff more difficult.

Inconsistency in pay levels between local authorities is seen to affect recruitment, especially in combination with other geographical factors. Rural areas and areas outwith the main cities or Central Belt more frequently report recruitment difficulties. Persuading people to locate there is an obvious issue, compounded some say by the gender imbalance, since a partner's employment prospects still often influence a woman's choice of location. A lack of proximity to training centres is also a factor, and one which could possibly be addressed by a greater flexibility in study modes. The geographical factor is one motivation for a growth in schemes to support on the job training of existing staff or activists.

Though some disagree, irregular hours and the prevalence of short term contracts were perceived by many interviewees to be widely accepted as established ways of working, and to be less influential in recruitment and retention than other factors, both financial and organisational.

It was beyond the scope of this project to investigate the quality of the work undertaken or the variety of approaches taken and issues targeted, other than the three WALT priorities. But some concerns emerge when considering influences on recruitment and retention. Two quite distinct areas of concern about the quality of the available qualified workforce and of its training emerged from interviews. One was the suggestion that initial and CPD training had not caught up with the potentially enhanced role and profile of the profession and in particular the need for strategic and management skills. Ongoing CPD was seen as particularly lacking.

The other area of concern was based on the belief that appropriate experience, motivation and values are important to success in CLD work and that the undergraduate degree was not necessarily attracting or accessible to people who have these. This was the primary motivation for the 'grow your own' approach to recruitment in both rural and urban areas. In the voluntary sector people often rate their ability to be more flexible about what qualifications are required as a positive factor allowing them to recruit people with appropriate experience. Although many aspects of CLD services have a high degree of dependence on unqualified part time and sessional staff for their delivery, there is a lack of any consistent framework encouraging such staff to progress to qualified status if they wish, in spite of innovative work in particular areas and projects.

But the most important factors affecting the ability to either recruit or retain CLD staff appear to be the related areas of the image of CLD work, its organisation and the quality of management and leadership.

These may be related to economic factors: the influence of CLD workers on other professions, or their willingness to exert it, may be affected by pay differentials. But more generally, there is a perception that, in spite of the crucial role that CLD is currently supposed to play in the development of Community Planning and other key policy areas, it is not yet either sufficiently well understood by other professions and the general public, nor seen as sufficiently credible, to play this role consistently. Several well informed interviewees argued that where a clear link to strategic priorities is made, recruitment and retention are assisted.

The issues of organisation, management and leadership have a close two way relationship to those of image and credibility. Some core CLD services have failed to receive any priority for growth or protection from cuts, even if other services are beginning to value and recruit CLD expertise. This makes them appear unattractive career prospects and allows little movement along career paths. At the same time interviewees identified other CLD services that have changed too much or too often, losing coherence in professional approach.

Management and leadership, from whatever professional background, which understands CLD practice and values and can, link them to strategic developments and enhanced roles.

In the voluntary sector, management may be an even bigger issue. A strong value base and, frequently, employment practices that accommodate individual needs may aid retention of staff. But small organisations and short term funding can lead to inexperienced management and consequent lack of support and development for staff.

8.1.3 Potential for future surveys

The feasibility and nature of future surveys of the CLD workforce depend heavily upon decisions, which themselves will have wider policy and practical implications, about the extent of the workforce that is to be covered. These will presumably be closely related to decisions about the implementation of the Performance Information Project.

If the aim is to obtain detailed information on a core workforce organised in services or units whose function is exclusively or mainly to deliver CLD outcomes, then repeated surveys (or, strictly speaking, censuses) using broadly the methods used for this study would be feasible. Indeed repetition and the expectation of it would ensure that procedures were put in place that would make the exercise significantly easier for many participants in future and improve the quality of the data collected. Whilst we have not tested reactions to the idea of surveying individual workers, it would appear that they should in principle be accessible using the same channels.

Our experience suggests a number of points for further consideration in such surveys:

➢ The principal criterion for inclusion must continue to be active involvement in the delivery of CLD work. Restriction to qualified staff for example would not reflect the nature of work in the field accurately. Further consultation and guidance on the inclusion or exclusion of staff with management, administrative and specialist roles, and on the treatment of people in full-time jobs which are only partly devoted to CLD will be required.

➢ There is some seasonal variation in staff numbers, but the level is not so great as to be a major threat to the validity of future surveys, and some of the variations cancel each other out in aggregate

➢ The difficulties some services currently have in reporting on sessional staff may be overcome if regular reporting is required, but consultations should seek to establish whether this is possible

➢ Local authorities are unlikely to have the ability to give fully accurate equalities monitoring data on the CLD workforce in isolation in the immediate future

➢ There is a place for the continued use of Internet based surveys. However, survey instruments must allow for the maximum possible speed and flexibility of navigation backwards and forwards within questionnaires, and for easy retention and printing of copies of completed schedules by the respondent. Appropriate alternative formats should continue to be available for those whose needs dictate or who have a strong preference for this.

➢ Longer notice of and time for completion of survey schedules must be allowed if 100% coverage is sought

> ➢ The volume of quantitative detail requested in the present study is probably close to the limit that can realistically be obtained from managers without jeopardising their co-operation. Some additional simple qualitative or yes/no questions on trends in recruitment and retention might be included.

Major difficulties arise if it is desired to extend the coverage of future surveys beyond the 'core' local authority services (Figure 8.1) to the entire workforce that is involved in delivering work that fits the WALT definitions.

Firstly, the response experienced within local government to the issue of including or otherwise individuals located in other services whose work fits CLD definitions was not sufficiently consistent for 'whole local authority' returns to be an acceptable basis for future work as things stand. Either some clear prior consultation on and registration of which additional posts are to be included would be required, or returns would have to be broken down by role or service in order to allow different local interpretations to be identified. But the latter approach would add very significantly to the task of data collection and analysis for both respondents and researchers.

Secondly, CLD workers in other public services are also, like 'non-core' local authority staff, likely to be scattered in individual and local circumstances which central managers or Human Resources sections may find it difficult to identify. Furthermore such services share with the voluntary sector the fact that the timescales and communication channels available for this study were clearly not sufficient to identify and obtain a response from an adequate number of employers of CLD staff.

It might therefore be tempting to argue that initial work should concentrate upon the core local authority workforce, with additional sectors to be studied further at a later date. Clearly, however, it cannot be considered legitimate or credible to describe the CLD workforce whilst excluding the voluntary sector, in particular.

We therefore conclude that any survey of the local authority workforce must be accompanied or perhaps preceded by a survey or surveys of other sectors using a different approach. This will involve much fuller initial consultation, in the attempt to get 'buy-in' and awareness of the significance of the CLD workforce within these sectors. For the voluntary sector it may be necessary to stress the possible advantages that it might gain by raising issues concerning the image and status of CLD work, the role of short term contracts etc across sectoral and geographical boundaries.

The alternative approach applicable to the voluntary sector, other public services and perhaps non-core services within local authorities must therefore involve consultation and dialogue about who is included and why, caution about the applicability and acceptance of CLD definitions and terminology, and a continued 'cascade' approach to contacting possible respondents, carried out over a longer period. The initial aim may simply be to identify who

does employ various types of CLD worker, with surveys providing more detailed profiles to follow later.

One final note is an area that was raised by those interviewed, but that falls outwith the remit of the study; and that is the issue of quality. Interviewees noted that while the survey would be able to start the process of quantifying the CLD workforce and some of the associated issues, the survey would not be able to demonstrate the quality of the outcomes or outputs from the efforts of this workforce. For some, this was seen as a missing link and an area that merits further exploration as it is intrinsically linked to the work of the PIP.

8.2   Recommendations

8.2.1 Approach to future surveys

The preceding section has outlined our conclusions on how the CLD workforce and issues affecting it might be studied in future. In summary:

- All future research, including any focused on local authority CLD services would benefit from a prior period of consultation with the sector involved on their interpretations of the boundaries and subdivisions of the CLD workforce

- Repeat surveys of the core CLD workforce in local authorities can be undertaken using methods similar to those used in this study, though the maximum possible notice should be given, and the balance between on-line and paper based methods could be reviewed

- A more accurate monitoring of the extent to which the CLD workforce is representative of the communities it serves must rely on future survey work aimed at individual workers

- Surveys of the core must be supplemented by additional research which, initially at least, should use different methods, into the CLD workforce in the voluntary sector, in other public bodies and probably in additional areas of local government

- These methods will require:

  o a first phase involving consultation rather than formal research, to get 'buy-in' from the sectors involved and identify the degree of understanding of CLD definitions and roles in different parts of the sectors involved

  o further 'cascade' research seeking an initial less detailed profile of the CLD workers employed

o flexibility in the categorisation of staff to types of CLD work (e.g. by a number of possibly overlapping roles and enumerating how many play each of them)

o invitations to participate that are tailored to the sector and type of organisation involved.

8.2.2 Issues for action

The evidence about recruitment and retention of the CLD workforce and the issues and trends affecting its development that has been gathered here is suggestive but not sufficient to yield detailed recommendations for action without further research. It does however highlight possible areas for priority attention and action by bodies such as Learning Connections, CLD Managers Scotland, the proposed standards body and all employers of CLD workers.

Possible priorities include:

- Continued dialogue to clarify the contemporary boundaries and purpose of the CLD workforce, and to develop a consistent understanding of the three-way relationship between CLD services, other workers employed elsewhere specifically to deliver CLD outcomes, and the wider group whose work requires elements of CLD approaches, including those responsible for engaging with communities.

- Continued dialogue about the links between capacity building and both adult and youth learning, and the extent to which a generic practice involving all of these should be the norm

- Reform of training at all levels to ensure that it:

  o equips people to understand the contemporary role of CLD
  o enables them to operate in a modern public sector environment
  o alerts them to the possibility of future management and strategic responsibilities and, at the appropriate level, prepares them for these.

- Attention to career paths and structures, and support for Continuing Professional Development, to increase retention of staff and improve the potential for effective leadership

- Reform of pre-degree training opportunities, and wider choice of study methods and locations at all levels of training, to assist the ability of people being trained on the job or within communities to access training and use their initial training and experience to make progress up to a professional level. Current work being carried out by the Consortium of training providers will inform this process, including

impacts on work based routes into training and support to minority ethnic community activists.

- National encouragement for the development of such inclusive approaches to training in order to tackle local recruitment difficulties, increase social representativeness of the workforce and ensure that people with appropriate experience and motivation are enabled to enter the profession

- Particular emphasis on opening training opportunities to existing part-time and sessional staff

- Support to voluntary and community organisations to assist them to allow their staff or members to access CLD training

- Continuing attention to improving the status of sessional or 'very part-time' workers, e.g. considering what access they have to CPD or support from the proposed standards body

- Attention to the impact of salary differentials between CLD and comparable professions, and between CLD work in core services and in other locations

- As a priority, a review of the status, pay levels and career structures offered within youth work

- A move away from the use of fixed term funding to support areas of work of long term strategic importance to CLD work such as literacies and youth strategies

- A co-ordinated campaign by all agencies involved to publicise the contemporary role of CLD, increase public awareness and improve the image of the profession

- Support and encouragement to the voluntary sector to become fully involved at both national and local level in shaping priorities for CLD

- Attention to the middle and senior management needs of those supporting CLD staff .

Appendices

APPENDIX A Additional tables of survey responses

<u>Table A1</u>   <u>Staff by role and sector</u>

| Sector: | FULL AND PART TIME STAFF | | | | | | | | | | | | | | | | |
| | Adult Learning | | | Youth Work | | | Community Work etc | | | Generic CLD | | | Borderline | | | TOTAL | |
	Orgs*	N of staff	% of staff	Orgs*	N of staff	% of staff	Orgs*	N of staff	% of staff	Orgs*	N of staff	% of staff	Orgs*	N of staff	% of staff	N of staff	% of staff
Local authority	33	700	29.4%	28	696	29.2%	28	292	12.2%	24	434	18.2%	15	262	11.0%	2384	100.0%
Voluntary	24	88	47.3%	5	10	5.4%	21	54	29.0%	12	19	10.2%	5	15	8.1%	186	100.0%
Other	3	13	52.0%	2	2	8.0%	2	9	36.0%	1	1	4.0%	0	0	0.0%	25	100.0%
TOTAL	60	801	30.9%	35	708	27.3%	51	355	13.7%	37	454	17.5%	20	277	10.7%	2595	100.0%

| Sector: | SESSIONAL STAFF | | | | | | | | | | | | | | | | |
| | Adult Learning | | | Youth Work | | | Community Work etc | | | Generic CLD | | | Borderline | | | TOTAL | |
	Orgs*	N of staff	% of staff	Orgs*	N of staff	% of staff	Orgs*	N of staff	% of staff	Orgs*	N of staff	% of staff	Orgs*	N of staff	% of staff	N of staff	% of staff
Local authority	24	1004	31.9%	25	1929	61.4%	9	117	3.7%	3	21	0.7%	4	73	2.3%	3144	100.0%
Voluntary	7	287	85.2%	2	4	1.2%	4	7	2.1%	4	14	4.2%	1	25	7.4%	337	100.0%
Other	0	0		0	0		0	0		0	0		0	0		0	
TOTAL	31	1291	37.1%	27	1933	55.5%	13	124	3.6%	7	35	1.0%	5	98	2.8%	3481	100.0%

* Number of respondent organisations reporting any staff in this category

TABLE A2   Full/part time status and qualifications of staff

1. Adult Learning Staff

Staff status	Full time		Part time		FTE		Total staff		Total positions	
	N	%	N	%	N	%	N	%	N	%
Qualified	332	75.8	99	27.3	48.9	31.5	431	53.8	381	64.2
Unqualified	99	22.6	252	69.4	95.8	61.7	351	43.8	195	32.8
Unknown	7	1.6	12	3.3	10.5	6.8	19	2.4	17.5	3.0
Total	438	100.0	363	100.0	155	100.0	801	100.0	593	100.0
% staff	54.7		45.3				100			
% positions	73.8				26.2				100	

2. Youth Work Staff

Staff status	Full time		Part time		FTE		Total staff		Total positions	
	N	%	N	%	N	%	N	%	N	%
Qualified	321.5	68.6	25	10.5	12.75	11.2	347	49.0	334.3	57.4
Unqualified	147	31.4	214	89.5	97.54	85.5	361	51.0	244.5	42.0
Unknown	0	0.0	0	0.0	3.74	3.3	0	0.0	3.74	0.6
Total	468.5	100.0	239	100.0	114	100.0	707.5	100.0	582.5	100.0
% staff	66.22		33.78				100			
% positions	80.43				19.57				100	

3. Community Work etc staff

Staff status	Full time		Part time		FTE		Total staff		Total positions	
	N	%	N	%	N	%	N	%	N	%
Qualified	182	65.2	17	22.4	8.51	27.3	199	56.1	190.5	61.4
Unqualified	70	25.1	55	72.4	22.69	72.7	125	35.2	92.69	29.9
Unknown	27	9.7	4	5.3	0	0.0	31	8.7	27	8.7
Total	279	100.0	76	100.0	31.2	100.0	355	100.0	310.2	100.0
% staff	78.59		21.41				100			
% positions	89.94				10.06				100	

4. 'Generic' CLD staff

Staff status	Full time		Part time		FTE		Total staff		Total positions	
	N	%	N	%	N	%	N	%	N	%
Qualified	365	88.4	26	63.4	15.21	75.6	391	86.1	380.2	87.8
Unqualified	48	11.6	15	36.6	4.91	24.4	63	13.9	52.91	12.2
Unknown	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	413	100.0	41	100.0	20.12	100.0	454	100.0	433.1	100.0
% staff	90.97		9.031				100			
% positions	95.35				4.645				100	

TABLE A3   Salary scales by category of work

Full & part time staff Salary range	Adult learning		Youth Work		Community work		Generic CLD		Additional staff		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Up to £13,000 (GS1)	10	1.3	128	18.2	12	3.6	35	7.7	24	9.7	209	8.3
£13,001-£15,000 (GS2/3)	15	1.9	63	8.9	3	0.9	5	1.1	13	5.2	99	3.9
£15,001-£16,500 (AP1)	62	8.0	80.25	11.4	20	6.0	10	2.2	8	3.2	180.25	7.2
£16,501-£18,000 (AP2)	58	7.5	103	14.6	15	4.5	20.5	4.5	3	1.2	199.5	7.9
£18,001-£20,500 (AP3)	121	15.6	82	11.6	26	7.8	80	17.6	10	4.0	319	12.7
£20,500-£23,500 (AP 4)	192	24.8	82.5	11.7	57.4	17.1	78	17.2	145	58.5	554.9	22.1
£23,501-£26,000 (AP5)	135	17.4	83	11.8	82	24.5	76	16.7	16	6.5	392	15.6
£26,001+ (PO grades)	181	23.4	83	11.8	119.6	35.7	149.5	32.9	29	11.7	562.1	22.3
Total N	774	100.0	704.75	100.0	335	100.0	454	100.0	248	100.0	2515.8	100.0
%	30.8		28.0		13.3		18.0		9.9		100.0	

Sessional staff Salary range	Adult learning		Youth Work		Community work		Generic CLD		Additional staff		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
less than £5.05	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
£5.05	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
£5.06 - £7.50	17	1.3	471	24.4	45	36.3	2	5.7	0	0.0	535	21.3
£7.51 - £10.00	43	3.3	1310	67.8	5	4.0	16	45.7	3	3.1	1377	54.7
£10.01 - £12.50	51	4.0	122	6.3	0	0.0	2	5.7	0	0.0	175	7.0
£12.51 - £15.00	364	28.2	22	1.1	26	21.0	2	5.7	69	70.4	483	19.2
£15.01 - £20.00	509	39.4	1	0.1	42	33.9	0	0.0	0	0.0	552	21.9
more than £20.01	307	23.8	7	0.4	6	4.8	13	37.1	26	26.5	359	14.3
Total N	1291	100.0	1933	100.0	124	100.0	35	100.0	98	100.0	3481	138.4
%	37.1		55.5		3.6		1.0		2.8		100.0	

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TABLE A4   Salary scales by category of work and nature of funding

A. Adult learning

Salary range	Permanent or open ended			Duration of funding			Other temporary			Total	
	#	N	%	#	N	%	#	N	%	N	%
Up to £13,000 (GS1)	4	6	1.2	3	4	1.6	0	0	0.0	10	1.3
£13,001-£15,000 (GS2/3)	2	2	0.4	3	13	5.1	0	0	0.0	15	1.9
£15,001-£16,500 (AP1)	4	36	7.0	7	26	10.1	0	0	0.0	62	8.0
£16,501-£18,000 (AP2)	11	33	6.5	8	24	9.3	1	1	16.7	58	7.5
£18,001-£20,500 (AP3)	13	83	16.2	15	38	14.8	0	0	0.0	121	15.6
£20,500-£23,500 (AP 4)	18	107	20.9	17	84	32.7	1	1	16.7	192	24.8
£23,501-£26,000 (AP5)	24	88	17.2	17	47	18.3	0	0	0.0	135	17.4
£26,001+ (PO grades)	29	156	30.5	12	21	8.2	1	4	66.7	181	23.4
Total N		511	100.0		257	100.0		6	100.0	774	100.0
%		66.0			33.2			0.8		100.0	

#, number of organisations   N, number of staff

B. Youth Work

Salary range	Permanent or open ended			Duration of funding			Other temporary			Total	
	#	N	%	#	N	%	#	N	%	N	%
Up to £13,000 (GS1)	5	103	21.1	5	25	11.7	0	0	0.0	128	18.2
£13,001-£15,000 (GS2/3)	4	49	10.0	4	14	6.5	0	0	0.0	63	8.9
£15,001-£16,500 (AP1)	6	23.5	4.8	9	55.75	26.1	1	1	50.0	80.25	11.4
£16,501-£18,000 (AP2)	7	77	15.7	8	26	12.2	0	0	0.0	103	14.6
£18,001-£20,500 (AP3)	13	39	8.0	12	42	19.6	1	1	50.0	82	11.6
£20,500-£23,500 (AP 4)	13	56.5	11.6	9	26	12.2	0	0	0.0	82.5	11.7
£23,501-£26,000 (AP5)	13	73	14.9	2	10	4.7	0	0	0.0	83	11.8
£26,001+ (PO grades)	20	68	13.9	7	15	7.0	0	0	0.0	83	11.8
Total N		489	100.0		213.75	100.0		2	100.0	704.75	100.0
%		69.4			30.3			0.3		100.0	

#, number or organisations   N, number of staff

C. Community work etc.

Salary range	Permanent or open ended			Duration of funding			Other temporary	Total	
	#	N	%	#	N	%	#	N	%
Up to £13,000 (GS1)	0	0	0.0	2	12	13.6	0	12	3.6
£13,001-£15,000 (GS2/3)	1	1	0.4	2	2	2.3	0	3	0.9
£15,001-£16,500 (AP1)	5	8	3.2	4	12	13.6	0	20	6.0
£16,501-£18,000 (AP2)	2	2	0.8	8	13	14.7	0	15	4.5
£18,001-£20,500 (AP3)	8	11	4.5	10	15	16.9	0	26	7.8
£20,500-£23,500 (AP 4)	10	40	16.2	11	17.4	19.7	0	57.4	17.1
£23,501-£26,000 (AP5)	20	73	29.6	7	9	10.2	0	82	24.5
£26,001+ (PO grades)	24	111.5	45.2	8	8.1	9.2	0	119.6	35.7
Total N		246.5	100.0		88.5	100.0		335	100.0
%		73.6			26.4			100.0	

#, number or organisations　　N, number of staff

D. Generic CLD

Salary range	Permanent or open ended			Duration of funding			Other temporary	Total	
	#	N	%	#	N	%	#	N	%
Up to £13,000 (GS1)	1	33	7.8	2	2	6.8	0	35	7.7
£13,001-£15,000 (GS2/3)	4	5	1.2	0	0	0.0	0	5	1.1
£15,001-£16,500 (AP1)	3	9	2.1	1	1	3.4	0	10	2.2
£16,501-£18,000 (AP2)	2	6	1.4	4	14.5	49.2	0	20.5	4.5
£18,001-£20,500 (AP3)	8	77	18.1	3	3	10.2	0	80	17.6
£20,500-£23,500 (AP 4)	12	77	18.1	1	1	3.4	0	78	17.2
£23,501-£26,000 (AP5)	13	72	17.0	2	4	13.6	0	76	16.7
£26,001+ (PO grades)	28	145.5	34.3	4	4	13.6	0	149.5	32.9
Total N		424.5	100.0		29.5	100.0		454	100.0
%		93.5			6.5			100.0	

#, number or organisations　　N, number of staff

TABLE A5   Vacancies by sector and qualifications required

A. Adult learning

Sector	Qualified			Unqualified			Unknown		
	#	N	%	#	N	%	#	N	%
Local Authority	11	34	93.2	8	13.5	87.1	2	7	100.0
Other public sector	0	0	0.0	0	0	0.0	0	0	0.0
Community led	0	0	0.0	1	1	6.5	0	0	0.0
Other voluntary	3	2.5	6.8	1	1	6.5	0	0	0.0
Private	0	0	0.0	0	0	0.0	0	0	0.0
Other	0	0	0.0	0	0	0.0	0	0	0.0
Total N	14	36.5	100.0	10	15.5	100.0	2	7	100.0

B. Youth Work

Sector	Qualified			Unqualified			Unknown
	#	N	%	#	N	%	#
Local Authority	10	27.5	100.0	12	36	100.0	0
Other public sector	0	0	0.0	0	0	0.0	0
Community led	0	0	0.0	0	0	0.0	0
Other voluntary	0	0	0.0	0	0	0.0	0
Private	0	0	0.0	0	0	0.0	0
Other	0	0	0.0	0	0	0.0	0
Total N	10	27.5	100.0	12	36	100.0	0

C. Community work etc.

Sector	Qualified			Unqualified			Unknown
	#	N	%	#	N	%	#
Local Authority	9	16	84.2	2	3	100.0	0
Other public sector	0	0	0.0	0	0	0.0	0
Community led	0	0	0.0	0	0	0.0	0
Other voluntary	3	3	15.8	0	0	0.0	0
Private	0	0	0.0	0	0	0.0	0
Other	0	0	0.0	0	0	0.0	0
Total N	12	19	100.0	2	3	100.0	0

D. Generic CLD

Sector	Qualified			Unqualified			Unknown
	#	N	%	#	N	%	#
Local Authority	9	40.5	93.7	2	28.9	76.3	0
Other public sector	0	0	0.0	0	0	0.0	0
Community led	0	0	0.0	0	0	0.0	0
Other voluntary	3	2.71	6.3	2	9	23.7	0
Private	0	0	0.0	0	0	0.0	0
Other	0	0	0.0	0	0	0.0	0
Total N	12	43.21	100.0	4	37.9	100.0	0

TABLE A6   Vacancies by duration of funding and salary level

A. Adult learning

Salary range	Permanent or open ended			Duration of funding			Other temporary			Total	
	#	N	%	#	N	%	#	N	%	N	%
Up to £13,000 (GS1)	0	0	0.0	0	0	0.0	0	0		0	0.0
£13,001-£15,000 (GS2/3)	0	0	0.0	1	5	27.0	0	0		5	7.9
£15,001-£16,500 (AP1)	0	0	0.0	1	1	5.4	0	0		1	1.6
£16,501-£18,000 (AP2)	1	0.5	1.1	0	0	0.0	0	0		0.5	0.8
£18,001-£20,500 (AP3)	5	18.5	41.6	3	3	16.2	0	0		21.5	34.1
£20,500-£23,500 (AP 4)	7	15.5	34.8	3	4.5	24.3	0	0		20	31.7
£23,501-£26,000 (AP5)	2	5	11.2	4	4	21.6	0	0		9	14.3
£26,001+ (PO grades)	5	5	11.2	1	1	5.4	0	0		6	9.5
Total N		44.5	100.0		18.5	100.0		0		63	100.0
%		70.6			29.4			0.0		100.0	

#, number or organisations   N, number of staff

B. Youth Work

Salary range	Permanent or open ended			Duration of funding			Other temporary	Total	
	#	N	%	#	N	%	#	N	%
Up to £13,000 (GS1)	1	10	12.7	0	0	0.0	0	10	10.8
£13,001-£15,000 (GS2/3)	2	22	28.0	0	0	0.0	0	22	23.8
£15,001-£16,500 (AP1)	2	8	10.2	5	6.9	49.6	0	14.9	16.1
£16,501-£18,000 (AP2)	2	10	12.7	1	3	21.6	0	13	14.1
£18,001-£20,500 (AP3)	5	16.5	21.0	1	1	7.2	0	17.5	18.9
£20,500-£23,500 (AP 4)	4	7	8.9	1	2	14.4	0	9	9.7
£23,501-£26,000 (AP5)	1	1	1.3	1	1	7.2	0	2	2.2
£26,001+ (PO grades)	1	4	5.1	0	0	0.0	0	4	4.3
Total N		78.5	100.0		13.9	100.0		92.4	100.0
%		85.0			15.0			100.0	

C. Community work etc.

Salary range	Permanent or open ended			Duration of funding			Other temporary	Total	
	#	N	%	#	N	%	#	N	%
Up to £13,000 (GS1)	0	0	0.0	0	0	0.0	0	0	0.0
£13,001-£15,000 (GS2/3)	0	0	0.0	0	0	0.0	0	0	0.0
£15,001-£16,500 (AP1)	0	0	0.0	1	2	40.0	0	2	9.5
£16,501-£18,000 (AP2)	0	0	0.0	0	0	0.0	0	0	0.0
£18,001-£20,500 (AP3)	0	0	0.0	0	0	0.0	0	0	0.0
£20,500-£23,500 (AP 4)	4	9	56.3	1	2	40.0	0	11	52.4
£23,501-£26,000 (AP5)	5	5	31.3	1	1	20.0	0	6	28.6
£26,001+ (PO grades)	2	2	12.5	0	0	0.0	0	2	9.5
Total N		16	100.0		5	100.0		21	100.0
%		76.2			23.8			100.0	

#, number or organisations   N, number of staff

D. Generic CLD

Salary range	Permanent or open ended			Duration of funding			Other temporary	Total	
	#	N	%	#	N	%	#	N	%
Up to £13,000 (GS1)	1	1	3.0	1	1	100.0	0	2	5.6
£13,001-£15,000 (GS2/3)	0	0	0.0	0	0	0.0	0	0	0.0
£15,001-£16,500 (AP1)	0	0	0.0	0	0	0.0	0	0	0.0
£16,501-£18,000 (AP2)	0	0	0.0	0	0	0.0	0	0	0.0
£18,001-£20,500 (AP3)	2	4.5	13.4	0	0	0.0	0	4.5	12.7
£20,500-£23,500 (AP 4)	2	4	11.9	0	0	0.0	1	5	14.1
£23,501-£26,000 (AP5)	5	12.5	37.3	0	0	0.0	0	12.5	35.2
£26,001+ (PO grades)	5	11.5	34.3	0	0	0.0	0	11.5	32.4
Total N		33.5	100.0		1	100.0		35.5	100.0
%		94.4			2.8			100.0	

#, number or organisations   N, number of staff

APPENDIX B   Electronic Questionnaire

Welcome

Welcome and thank you for considering taking part in our questionnaire.

Please read these notes about the questionnaire and the definition of people working in the community learning and development field that is being used for the purposes of this piece of research. We're sure you'll realise how difficult it is to produce simple definitions within our field of work.

Please only register for the questionnaire once you have read this page - it will make the completion of the survey easier once you've read it and it will only take a few minutes. If you have any queries or issues regarding this questionnaire then please contact a member of our team using the contact details at the bottom of this page.

The purpose

Learning Connections within Communities Scotland working in partnership with Community Learning and Development Managers Scotland (CLDMS) has commissioned Avanté Consulting to carry out this research to establish the extent and nature of the community learning and development workforce in Scotland. The aim is to establish the number of people employed in Scotland in February 2006 in jobs whose primary purpose relates to community learning and development, and to establish some basic facts about their conditions of employment. This information will be used by Learning Connections and CLDMS to assist in policy development and planning for CLD. It is essential that we have a picture of the workforce involved in CLD to allow us to understand and address the issues impacting them.

This is the first attempt for some considerable time to map the Scottish community learning and development workforce. We will be reporting to Communities Scotland on the definitions that might be used in future and the practical issues that are likely to arise in mapping or surveying this workforce.

It would therefore be particularly helpful to receive any comments that you may have. Space is provided for these at the end of the questionnaire.

This survey is being carried out within the wider CLD Performance Information Project (PIP) (Click for further details on PIP).

Who should participate

We are asking **managers** in organisations that employ community learning and development workers to make these returns on behalf of their organisation. If you do not employ any, please make a zero return or contact us to let us know. This survey is NOT intended for individual members of staff.

We will shortly give you an overview of the whole questionnaire before starting it. You may want to print copies of the overview questionnaire if this would assist you in compiling information. But please do not return hard copies to us - the on-line questionnaire should be used to submit your return.

We would ask you please to make sure that the necessary information is pulled together and returned to us by your own office, even if you have to consult other sections of your organisation e.g. Human Resources.

We appreciate that in larger organisations specific service areas may want to complete and submit their own return and this is fine. However it is important to ensure that only one on-line return can cover each service area, so that there can be no double counting. This may involve one nominated person in the organisation collating responses from several services.

Who should be included in the survey?

Returns should include everyone employed full or part time by your organisation in appropriate jobs. If you fund posts in other organisations, please let us know as soon as possible, and we will contact those organisations direct.

Aspects of community learning and development (CLD) approaches are nowadays widely adopted by many different organisations and professions. However the purpose of the current survey is to identify the numbers of people in jobs whose **primary purpose is to work on the national CLD priorities** as defined in 'Working and Learning Together to Build Stronger Communities' (click here for the WALT definition of CLD and priorities). Returns should not, for example, include people whose primary role is organising community engagement in services or plans.

The people included in your return should be those whose primary purpose is any one, or some combination, of providing:
 - Community-based learning opportunities for adults;
 - Youth work opportunities;
 - Community development, community work, or community capacity building support;
 - Staff providing generic CLD opportunities i.e. their role is not principally focussed on one of the above individual national priorities but is cross cutting in nature.

Please consider the nature of the work that a person does, and not just their job title before including them in the survey. If in doubt please look at the definitions used for national statistical information on CLD activities within local authorities (click here to view the national statistical information definitions). If there are people who provide more than one of the priority services, please use your judgement to include them in the one category which best reflects their principal area of work.

In Section 5, we also provide the opportunity for you to identify and comment upon 'borderline' cases if you wish. Please do complete this section if there is anybody in your organisation that you consider might be regarded as having a CLD role, even if you have none to report elsewhere. Communities Scotland expects to follow up this survey, and the information given here will be useful both to identify the organisations employing CLD staff and for ensuring the proper coverage of any future surveys.

Completing the Questionnaire

You can leave the questionnaire at any stage and return later by revisiting the website; you can then continue from where you left off. **Please note:** you can go back to previous questions by clicking on the Previous Question button - **do not use the Back button** on your browser. You can then review answers you've already supplied and can change them if you need to. If you are unsure of an answer please take time to find the most appropriate answer before moving to the next question.

Privacy

You will need to supply your contact details prior to starting the questionnaire. These details will only be used by Avanté Consulting for matters relating to this project. Learning Connections will use the data gathered to assist in the development of the CLD workforce and will not share the information with 3rd parties unrelated to the survey. This means those outside of Communities Scotland or the Community Learning and Development Managers Scotland group.

Contact information

If you have any issues or queries relating to this questionnaire please e-mail Alison Cameron, or call her on 0131 718 4222. Avanté e-mail and telephone contact details appear on every page of the questionnaire.

Community Learning and Development Workforce Survey

Please remember, once the data has been gathered you need to complete the survey online, the website address is at the top of this page.

For more information on the survey, including definitions used, please visit the web address at the top of this page or contact a member of the Avanté team on 0131 718 4222 or e-mail info@avanteconsulting.co.uk

For questions which are not applicable to you or your organisation you can tick the "not applicable" box on the online survey.

To calculate full-time equivalents multiply number of staff by their weekly hours; then divide by standard full-time weekly hours.

---

1   Which sector are you employed in?

☐ local authority
☐ other public sector
☐ community-led organisation
☐ other voluntary sector
☐ private
☐ Other:

---

2   Which local authority area do you serve?
If you employ several CLD staff each serving different local authority areas, please submit a different return for each area if possible.

☐ Several, or
☐ Specify local authority area:

---

3   Please supply the name of your department/service/unit:

Section 1 - Staff providing community-based learning opportunities for *adults* (including literacies work)

4	Number of staff for whom this is the main area of work: *If zero please put a '0' in the box(es).*

Note: No. of staff being sought here (not full time equivalents)

	Qualified*	Unqualified	Unknown
Full time (no. of staff)			
Part time (no. of staff – please include only those working more than 10 hours a week)			
Part time (the same answer as the line above but expressed as no. of full-time equivalents)			

* Please include in this column only posts requiring community or adult education, youth or community development qualifications at degree or post-graduate level endorsed by CeVe (or non-Scottish qualifications recognised as an alternative). Please count any other posts as 'unqualified' for the present purpose.

5	Please tell us some more about the same people who you have included in the previous question, how many fall into the following annual salary scales - for part time workers please refer to equivalent full time scale/salary level (Local authority SJC scale comparisons refer to 1/04/2005 rates): **Note**: No. of staff being sought here (not full time equivalents)			
		Permanent or open-ended	For the duration of specific funding	Other temporary
	Up to £13,000 (GS1)			
	£13,001-£15,000 (GS2/3)			
	£15,001-£16,500 (AP1)			
	£16,501-£18,000 (AP2)			
	£18,001-£20,500 (AP3)			
	£20,500-£23,500 (AP 4)			
	£23,501-£26,000 (AP5)			
	£26,001+ (PO grades)			

6	How many people do you currently employ, for whom this is the main area of work, on a sessional basis OR on a part-time contract offering 10 hours or less work per week on each of the following hourly pay rates? (Please try to include only people whose work requires the application of CLD approaches) **Note:** No. of staff being sought here (not full time equivalents)	
	less than £5.05 (Minimum wage at 22+)	
	£5.05	
	£5.06 - £7.50	
	£7.51 - £10.00	
	£10.01 - £12.50	
	£12.51 - £15.00	
	£15.01 - £20.00	
	more than £20.01	

7	How many unfilled vacancies do you have in this area of work?			
		Qualified*	Unqualified	Unknown
	Number of full-time equivalent posts			

* Please include in this column only posts requiring community or adult education, youth or community development qualifications at degree or post-graduate level endorsed by CeVe (or non-Scottish qualifications recognised as an alternative). Please count any other posts as 'unqualified' for the present purpose.

8	Please tell us some more about the same unfilled vacancies that you have included in the previous question - how many fall into the following annual salary scales - for part time workers please refer to equivalent full time scale/salary level (Local authority SJC scale comparisons refer to 1/04/2005 rates):			
		Permanent or open-ended	For the duration of specific funding	Other temporary
	Up to £13,000 (GS1)			
	£13,001-£15,000 (GS2/3)			
	£15,001-£16,500 (AP1)			
	£16,501-£18,000 (AP2)			
	£18,001-£20,500 (AP3)			
	£20,500-£23,500 (AP 4)			
	£23,501-£26,000 (AP5)			
	£26,001+ (PO grades)			

Section 2 - Staff providing *youth work* opportunities

9	Number of staff for whom this is the main area of work: *If zero please put a '0' in the box(es).* **Note**: No. of staff being sought here (not full time equivalents)			
		Qualified*	Unqualified	Unknown
	Full time (no. of staff)			
	Part time (no. of staff – please include only those working more than 10 hours a week)			
	Part time (the same answer as the line above but expressed as no. of full-time equivalents)			
	* Please include in this column only posts requiring community or adult education, youth or community development qualifications at degree or post-graduate level endorsed by CeVe (or non-Scottish qualifications recognised as an alternative). Please count any other posts as 'unqualified' for the present purpose.			

10	Please tell us some more about the same people who you have included in the previous question, how many fall into the following annual salary scales - for part time workers please refer to equivalent full time scale/salary level (Local authority SJC scale comparisons refer to 1/04/2005 rates):

Note: No. of staff being sought here (not full time equivalents)

	Permanent or open-ended	For the duration of specific funding	Other temporary
Up to £13,000 (GS1)			
£13,001-£15,000 (GS2/3)			
£15,001-£16,500 (AP1)			
£16,501-£18,000 (AP2)			
£18,001-£20,500 (AP3)			
£20,500-£23,500 (AP 4)			
£23,501-£26,000 (AP5)			
£26,001+ (PO grades)			

11	How many people do you currently employ, for whom this is the main area of work, on a sessional basis OR on a part-time contract offering 10 hours or less work per week on each of the following hourly pay rates? (Please try to include only people whose work requires the application of CLD approaches)

Note: No. of staff being sought here (not full time equivalents)

less than £5.05 (Minimum wage at 22+)	
£5.05	
£5.06 - £7.50	
£7.51 - £10.00	
£10.01 - £12.50	
£12.51 - £15.00	
£15.01 - £20.00	
more than £20.01	

12	How many unfilled vacancies do you have in this area of work?			
		Qualified*	Unqualified	Unknown
	Number of full-time equivalent posts			

* Please include in this column only posts requiring community or adult education, youth or community development qualifications at degree or post-graduate level endorsed by CeVe (or non-Scottish qualifications recognised as an alternative). Please count any other posts as 'unqualified' for the present purpose.

13	Please tell us some more about the same unfilled vacancies that you have included in the previous question - how many fall into the following annual salary scales - for part time workers please refer to equivalent full time scale/salary level (Local authority SJC scale comparisons refer to 1/04/2005 rates):			
		Permanent or open-ended	For the duration of specific funding	Other temporary
	Up to £13,000 (GS1)			
	£13,001-£15,000 (GS2/3)			
	£15,001-£16,500 (AP1)			
	£16,501-£18,000 (AP2)			
	£18,001-£20,500 (AP3)			
	£20,500-£23,500 (AP 4)			
	£23,501-£26,000 (AP5)			
	£26,001+ (PO grades)			

Section 3 - Staff providing community development, community work, or *community capacity building* support

14 Number of staff for whom this is the main area of work: *If zero please put a '0' in the box(es).* **Note**: No. of staff being sought here (not full time equivalents)	Qualified*	Unqualified	Unknown
Full time (no. of staff)			
Part time (no. of staff – please include only those working more than 10 hours a week)			
Part time (the same answer as the line above but expressed as no. of full-time equivalents)			

* Please include in this column only posts requiring community or adult education, youth or community development qualifications at degree or post-graduate level endorsed by CeVe (or non-Scottish qualifications recognised as an alternative). Please count any other posts as 'unqualified' for the present purpose.

15	Please tell us some more about the same people who you have included in the previous question, how many fall into the following annual salary scales - for part time workers please refer to equivalent full time scale/salary level (Local authority SJC scale comparisons refer to 1/04/2005 rates): **Note**: No. of staff being sought here (not full time equivalents)			
		Permanent or open-ended	For the duration of specific funding	Other temporary
	Up to £13,000 (GS1)			
	£13,001-£15,000 (GS2/3)			
	£15,001-£16,500 (AP1)			
	£16,501-£18,000 (AP2)			
	£18,001-£20,500 (AP3)			
	£20,500-£23,500 (AP 4)			
	£23,501-£26,000 (AP5)			
	£26,001+ (PO grades)			

16	How many people do you currently employ, for whom this is the main area of work, on a sessional basis OR on a part-time contract offering 10 hours or less work per week on each of the following hourly pay rates? (Please try to include only people whose work requires the application of CLD approaches) **Note:** No. of staff being sought here (not full time equivalents)

less than £5.05 (Minimum wage at 22+) [ ]

£5.05 [ ]

£5.06 - £7.50 [ ]

£7.51 - £10.00 [ ]

£10.01 - £12.50 [ ]

£12.51 - £15.00 [ ]

£15.01 - £20.00 [ ]

more than £20.01 [ ]

17	How many unfilled vacancies do you have in this area of work?			
		Qualified*	Unqualified	Unknown
	Number of full-time equivalent posts			

* Please include in this column only posts requiring community or adult education, youth or community development qualifications at degree or post-graduate level endorsed by CeVe (or non-Scottish qualifications recognised as an alternative). Please count any other posts as 'unqualified' for the present purpose.

18	Please tell us some more about the same unfilled vacancies that you have included in the previous question - how many fall into the following annual salary scales - for part time workers please refer to equivalent full time scale/salary level (Local authority SJC scale comparisons refer to 1/04/2005 rates):			
		Permanent or open-ended	For the duration of specific funding	Other temporary
	Up to £13,000 (GS1)			
	£13,001-£15,000 (GS2/3)			
	£15,001-£16,500 (AP1)			
	£16,501-£18,000 (AP2)			
	£18,001-£20,500 (AP3)			
	£20,500-£23,500 (AP 4)			
	£23,501-£26,000 (AP5)			
	£26,001+ (PO grades)			

Section 4 - Staff providing generic CLD opportunities i.e. their role is not principally focussed on one of the individual national priorities

19	Number of staff for whom this is the main area of work:

If zero please put a '0' in the box(es).

Note: No. of staff being sought here (not full time equivalents)

	Qualified*	Unqualified	Unknown
Full time (no. of staff)			
Part time (no. of staff – please include only those working more than 10 hours a week)			
Part time (the same answer as the line above but expressed as no. of full-time equivalents)			

* Please include in this column only posts requiring community or adult education, youth or community development qualifications at degree or post-graduate level endorsed by CeVe (or non-Scottish qualifications recognised as an alternative). Please count any other posts as 'unqualified' for the present purpose.

20	Please tell us some more about the same people who you have included in the previous question, how many fall into the following annual salary scales - for part time workers please refer to equivalent full time scale/salary level (Local authority SJC scale comparisons refer to 1/04/2005 rates): **Note**: No. of staff being sought here (not full time equivalents)		

	Permanent or open-ended	For the duration of specific funding	Other temporary
Up to £13,000 (GS1)			
£13,001-£15,000 (GS2/3)			
£15,001-£16,500 (AP1)			
£16,501-£18,000 (AP2)			
£18,001-£20,500 (AP3)			
£20,500-£23,500 (AP 4)			
£23,501-£26,000 (AP5)			
£26,001+ (PO grades)			

21	How many people do you currently employ, for whom this is the main area of work, on a sessional basis OR on a part-time contract offering 10 hours or less work per week on each of the following hourly pay rates? (Please try to include only people whose work requires the application of CLD approaches) **Note:** No. of staff being sought here (not full time equivalents)

less than £5.05 (Minimum wage at 22+)	
£5.05	
£5.06 - £7.50	
£7.51 - £10.00	
£10.01 - £12.50	
£12.51 - £15.00	
£15.01 - £20.00	
more than £20.01	

22	How many unfilled vacancies do you have in this area of work?			
		Qualified*	Unqualified	Unknown
	Number of full-time equivalent posts			

* Please include in this column only posts requiring community or adult education, youth or community development qualifications at degree or post-graduate level endorsed by CeVe (or non-Scottish qualifications recognised as an alternative). Please count any other posts as 'unqualified' for the present purpose.

23	Please tell us some more about the same unfilled vacancies that you have included in the previous question - how many fall into the following annual salary scales - for part time workers please refer to equivalent full time scale/salary level (Local authority SJC scale comparisons refer to 1/04/2005 rates):			
		Permanent or open-ended	For the duration of specific funding	Other temporary
	Up to £13,000 (GS1)			
	£13,001-£15,000 (GS2/3)			
	£15,001-£16,500 (AP1)			
	£16,501-£18,000 (AP2)			
	£18,001-£20,500 (AP3)			
	£20,500-£23,500 (AP 4)			
	£23,501-£26,000 (AP5)			
	£26,001+ (PO grades)			

Section 5 - Additional staff - who you wish to be considered for inclusion in the survey, but whose involvement in CLD as a principal responsibility is *open to interpretation*

24   Bearing in mind the definition of additional staff above, please provide a list of posts or groups of posts that you wish to include as additional:
If none please write 'none' in the box

25   Please give brief reasons why they might be considered to be 'borderline' cases of CLD workers:
If none please write 'none' in the box

26	Number of staff for whom this is the main area of work: *If zero please put a '0' in the box(es).*			
	Note: No. of staff being sought here (not full time equivalents)			
		Qualified*	Unqualified	Unknown
	Full time (no. of staff)			
	Part time (no. of staff – please include only those working more than 10 hours a week)			
	Part time (the same answer as the line above but expressed as no. of full-time equivalents)			
	* Please include in this column only posts requiring community or adult education, youth or community development qualifications at degree or post-graduate level endorsed by CeVe (or non-Scottish qualifications recognised as an alternative). Please count any other posts as 'unqualified' for the present purpose.			

27	Please tell us some more about the same people who you have included in the previous question, how many fall into the following annual salary scales - for part time workers please refer to equivalent full time scale/salary level (Local authority SJC scale comparisons refer to 1/04/2005 rates):			
		Permanent or open-ended	For the duration of specific funding	Other temporary
	Up to £13,000 (GS1)			
	£13,001-£15,000 (GS2/3)			
	£15,001-£16,500 (AP1)			
	£16,501-£18,000 (AP2)			
	£18,001-£20,500 (AP3)			
	£20,500-£23,500 (AP 4)			
	£23,501-£26,000 (AP5)			
	£26,001+ (PO grades)			

28 How many people do you currently employ, for whom this is the main area of work, on a sessional basis OR on a part-time contract offering 10 hours or less work per week on each of the following hourly pay rates? (Please try to include only people whose work requires the application of CLD approaches)
Note: No. of staff being sought here (not full time equivalents

less than £5.05 (Minimum wage at 22+)

£5.05

£5.06 - £7.50

£7.51 - £10.00

£10.01 - £12.50

£12.51 - £15.00

£15.01 - £20.00

more than £20.01

---

29 How many unfilled vacancies do you have in this area of work?

	Qualified*	Unqualified	Unknown
Number of full-time equivalent posts			

* Please include in this column only posts requiring community or adult education, youth or community development qualifications at degree or post-graduate level endorsed by CeVe (or non-Scottish qualifications recognised as an alternative). Please count any other posts as 'unqualified' for the present purpose.

	30	Please tell us some more about the same unfilled vacancies that you have included in the previous question - how many fall into the following annual salary scales - for part time workers please refer to equivalent full time scale/salary level (Local authority SJC scale comparisons refer to 1/04/2005 rates):			
			Permanent or open-ended	For the duration of specific funding	Other temporary
		Up to £13,000 (GS1)			
		£13,001-£15,000 (GS2/3)			
		£15,001-£16,500 (AP1)			
		£16,501-£18,000 (AP2)			
		£18,001-£20,500 (AP3)			
		£20,500-£23,500 (AP 4)			
		£23,501-£26,000 (AP5)			
		£26,001+ (PO grades)			

Section 6 - Thinking of the staff you have listed in the three priority areas and the generic staff *(not the 'additional staff' list in Section 5)*

31 Are there times of year when you typically employ significantly more staff than at present (including sessional)?

☐ No
☐ Summer holidays
☐ School holidays generally
☐ Other:

32 Are there times of year when you typically employ significantly less staff than at present (including sessional)?

☐ No
☐ Summer holidays
☐ School holidays generally
☐ Other:

33 Do you or your organisation routinely monitor the composition of the workforce you have described in this survey, in terms of the following:

	Yes, we monitor the CLD workforce	**Yes**, but CLD workforce is not identified separately	**No**
Gender			
Ethnic origin			
Disability			
Age			
Other, please specify:			

34 We appreciate that it is not always possible to release monitoring data. If you are able to do so, could you please tell us about the numbers of staff (**excluding** sessional/part time under 10 hours) in the three priority areas of work who are:

Male

Female

35 Could you please tell us about the numbers of staff in the three priority areas of work (**excluding** sessional/part time under 10 hours) who are from the following ethnic origins:

White

Mixed

Asian, Asian Scottish or Asian British

Black, Black Scottish or Black British

Other ethnic background

36 Could you please tell us about the numbers of staff in the three priority areas of work (**excluding** sessional/part time under 10 hours) who consider themselves to have:

A disability

No disability

37 Could you please tell us about the numbers of staff in the three priority areas of work (**excluding** sessional/part time under 10 hours) who are aged:

25 or under

26 to 55

56 or older

Section 7 – Your comments

38 Please give us ANY COMMENTS that you may have on the definition of who is and is not included for the purposes of this survey:
If none please write 'none' in the box

39 Please give us ANY COMMENTS that you may have on any difficulties you have encountered in providing the data to answer the questions in this survey:
If none please write 'none' in the box

40 Please give us ANY COMMENTS that you may have on any other issues relating to the survey:
If none please write 'none' in the box