



CLD National Workforce Survey 2026

1. Introduction

Welcome to the Community Learning and Development (CLD) National Workforce Survey 2026!

You have been asked to complete this survey as part of research commissioned by the CLD Standards Council to gather insights into the Community Learning and Development (CLD) workforce across Scotland. [Rocket Science UK](#) has been commissioned to conduct this research.

It is your choice if you want to complete the survey.

Please read this information first to decide if you are happy to continue.

CLD is the field of professional practice in Scotland which includes youth work, community-based adult learning, family learning, and community development. CLD enables people of all ages to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities. It is a key element of the education sector in Scotland.

Many people and organisations will find it straightforward to identify themselves as being CLD practitioners or employers. We also know that there are many staff and volunteers working in CLD roles, and using CLD methods, who may not automatically identify themselves as a CLD practitioner. This could include people working in community development, adult or family learning (includes ESOL), youth work, community planning, health, employability or poverty.

For more information on how your role connects have a look at the [CLD Standards Council Scotland's Competence Framework](#).

All responses will be anonymised. We will not use this information to compare performance, expenditure or needs between specific organisations or local authorities. All answers will be aggregated, and the key themes reported on by Rocket Science for CLD Standards Council.

Rocket Science will collect and store your data according to UK GDPR law. Please find Rocket Science's [privacy notice](#) here.

If you feel that any questions do not apply to you or your organisation, please skip these questions.

If you have any questions, please get in touch with Jamal Hassan, Research Consultant at Rocket Science – Jamal.Hassan@rocketsciencelab.co.uk

1. Do you consent to continue?

Yes

No

2. About the survey

Achieving a high number of responses across all the CLD sector is important for having a good understanding of the matters affecting the sector and its workforce. The information gathered will be used to inform decision makers, promote the CLD sector and better support the workforce, volunteers, employers, and organisations with training and development needs.

The next page will offer you one of four options for answering this survey.

If more than one of the options applies to you, you can choose to answer the survey twice, or prioritise what you see as your main role. If one of the options for you is to reply on behalf of an organisation that employs staff, then please choose the employer survey.

It is not possible to save a partially-completed response and return to it later. Please complete the survey in one session

3. All – About you

2. As per the definition of CLD in the introduction, I am...

- A paid CLD practitioner
- A CLD volunteer
- Responding on behalf of an organisation that **employs or manages** CLD practitioners
- None of the above, but an organisation with an **interest** in CLD, e.g. college, university, training provider

3. Are you aware of CLD?

- Yes
- No

4. Audience 1: Employers – About your organisation

4. What is the name of your organisation or service?

**5. What is the postcode for your organisation or service's head or main office in Scotland?
Please do not use any spaces in your response.**

6. What type of organisation or service are you? Please select ONE option that best describes your organisation or service from the list below.

- Arm's length organisation or trust established by a local authority
- College
- Community Development Trust
- Faith-based organisation
- Health and social care partnership
- Housing Association
- Local Authority
- Locally Based Voluntary Organisation
- National Organisation
- National Voluntary Intermediary
- National Voluntary Organisation
- NHS Board
- Private Sector
- School
- Social Enterprise
- Third Sector Interface
- Trade Union
- University
- Uniformed organisations e.g. Scouts, Girls Guides
- Other (please specify):

7. In what capacity are you responding this survey? On behalf of:

- My whole organisation/service
- My regional office
- My department
- My team
- Myself

8. What is the main focus of the community learning and development work of this service or organisation? Please tick all that apply.

- Community development and/or community capacity building
- Youth work
- Adult learning, adult literacy and numeracy, ESOL
- Employability
- Family learning
- Welfare support
- Single issues work, e.g. environment, sustainability
- Other e.g. youth justice, poverty, arts, fitness:

9. Which local authority areas does your organisation cover in its work? Please tick all that apply.

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

- Stirling
- West Dunbartonshire
- West Lothian

10. Are you also a practitioner who directly works with communities as part of your job?

- Yes – my role includes working directly with communities as a CLD practitioner
- Yes – my role includes leading or managing CLD services
- No – I do not work directly with communities myself

11. Does your organisation have...

- Paid staff only
- Paid staff and unpaid volunteers
- Paid staff and paid volunteers

5. Audience 1: Employers – CLD paid staff including part time staff

**12. How many paid staff are working for your organisation or service in CLD roles?
Please do not include vacant posts.**

Number of staff working 35 or more hours per week

Number of staff working 17.5 hours or more, and less than 35 hours per week

Number of staff working less than 17.5 hours per week

13. Of those paid staff in CLD roles, how many are on:

Permanent contracts:

Fixed term contracts – over 12 months:

Fixed term contracts – 12 months or less

Other contract types (e.g. freelance, consultant etc.)

14. Of those paid staff in CLD roles, how many: (*Where a single staff member has more than one of these four functions (listed below) please record them against each function they have. This means that a single staff member can end up being recorded in all four categories*)

Have managerial responsibilities

Work directly with communities

Provide professional support (e.g. research, policy, quality improvement and training)

Provide other support functions (e.g. funding applications, communications)

15. Of those paid staff, what proportion of their work is primarily CLD activities?

- All staff
- Most staff (over 75%)
- Around half of staff
- Some staff (below 50%)
- Few staff (below 25%)

16. Since 2018, do you feel that the total number of paid workers in CLD roles employed by your organisation or service has:

- Seen a large increase
- Seen a small increase
- Stayed about the same
- Seen a small decrease
- Seen a large decrease
- Don't know

Please explain your answer:

17. Do you typically require specific CLD qualifications for your paid staff?

	Yes	Sometimes	No	N/A
Staff with management responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff who work directly with learners or communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff in professional support roles (e.g. research, policy, quality improvement, training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If yes or sometimes, please indicate the level and type of qualifications typically required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes or sometimes please indicate the level and type of qualifications typically required

21. What, if any, skills do you struggle to find when recruiting staff for CLD roles? Please tick all that apply.

- Leadership and management
- Organising and managing resources
- Facilitating and promoting community empowerment
- Building and maintaining relationships with individuals, groups and communities
- Knowing and understanding the community you work in
- Collaborative working
- Community capacity building and development practice
- Adult learning and education practice
- Youth work practice
- Digital skills
- Evaluative skills
- Mentoring and coaching staff and volunteers
- Training and Assessment Skills
- Volunteer manager
- None
- Other:

22. For your paid staff in CLD roles, do you as an organisation or employer:

- Require staff to register as members of the CLD Standards Council
- Expect staff to register as members of the CLD Standards Council
- Encourage staff to register as members of the CLD Standards Council
- None of the above

23. Do your staff in community learning and development roles have any development needs that you feel unable to address in the next 12 months?

- Leadership and management
- Organising and managing resources
- Facilitating and promoting community empowerment
- Building and maintaining relationships with individuals, groups, and communities
- Knowing and understanding the community you work in
- Collaborative working
- Community capacity building and development practice
- Adult learning and education practice
- Youth work practice
- Digital skills
- Evaluative skills
- Mentoring and coaching staff and volunteers
- Training and Assessment Skills
- Volunteer manager
- None
- Other:

24. What are the reasons for your lack of confidence in addressing the needs?

- Lack of **resources or funding** for staff development and training
- Lack of **staff time** to attend professional learning programmes or take up development opportunities
- Lack of **available professional learning programmes** to address the development area
- Lack of **commitment** from my organisation to address developmental needs of staff
- Other (please specify):

6. Audience 1: Employers – about CLD volunteers

25. How many volunteers does your organisation deploy on CLD activities?

Number volunteering for less than 5 hours per week on average

Number volunteering between 5 and 15 hours per week on average

Number volunteering for more than 15 hours per week on average

No volunteers

26. Which activities do your community learning and development volunteers do? Please tick all that apply.

- Managerial role
- Face-to-face work with young people, learners or communities
- Professional support role (e.g. research, training, quality improvement)
- Other support role (e.g. administration)
- Committee, board or governance work
- Other (please specify):

27. Do you typically require your volunteers to undertake specific CLD training/professional learning?

	Yes	Sometimes	No	N/A
Volunteers with managerial responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteers who work directly with learners or communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteers in professional support roles (e.g. research, policy, quality improvement, training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteers with committee, board or governance responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes or sometimes please indicate the level and type of qualifications typically required.

28. Since 2018, do you feel that the total number of volunteers in CLD roles deployed by your organisation/service has

- Seen a large increase
- Seen a small increase
- Stayed about the same
- Seen a small decrease
- Seen a large decrease
- Don't know

Please explain your answer.

31. When recruiting volunteers for CLD roles, in what areas of practice do you find they have developmental needs? Please tick all that apply.

- Leadership and management
- Organising and managing resources
- Facilitating and promoting community empowerment
- Building and maintaining relationships with individuals, groups and communities
- Knowing and understanding the community you work in
- Collaborative working
- Community capacity building and development practice
- Adult learning and education practice
- Youth work practice
- Digital skills
- Evaluative skills
- Mentoring and coaching staff and volunteers
- Training and Assessment Skills
- Volunteer manager
- None
- Other:

7. Audience 1: Employers – broader context

32. Since 2018, do you think that your overall budget for CLD activities has:

- Seen a large increase
- Seen a small increase
- Stayed about the same
- Seen a small decrease
- Seen a large decrease
- Don't know/unsure

Please explain your answer:

34. To what extent do you agree or disagree with the following statements:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	N/A
People employed in jobs requiring CLD competences have the right skill sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are a range of career pathways on offer to CLD practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is access to appropriate supervision and support for CLD practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLD practitioners are supported in person-centred and trauma-informed approaches by their organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLD practitioners know where to access support for safety concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLD practitioners know where to access support when working with ESOL individuals or groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLD practitioners know where to access support when working with individuals or groups different age groups, races, religions or beliefs, or sex/gender orientation (LGBTQ+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLD practitioners know where to access support for extreme views regarding topics political, environmental, world view opinions or attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Do you staff and/or volunteers use [i-develop](#)?

- Yes
- No
- I am not aware of i-develop

36. Do your staff and/or volunteers use Education Scotland's [National Improvement Hub](#)?

- Yes
- No
- I am not aware of Education Scotland's National Improvement Hub / Transforming Learning

37. Do your staff and/or volunteers use any other online professional learning resource?

- Yes
- No
- Don't know

If yes, please provide details

38. In your experience, do you think that since 2018 the demand for CLD services has

- Seen a large increase
- Seen a small increase
- Stayed about the same
- Seen a small decrease
- Seen a large decrease
- Don't know

39. Which specific areas of CLD has seen increased/decreased demand? Please explain your answer:

40. In your experience, to what extent do you feel the supply of CLD services matches the need for them?

- Supply and demand roughly match
- There are more CLD services available than there is demand for
- There is more demand for CLD services than there is available
- Don't know

41. To what extent does the [Community Learning and Development Guidance 2024-2027](#) inform the CLD work of your organisation?

- To a great extent
- To some extent
- Not at all
- Don't know
- Not aware of the CLD Guidance

Please explain your answer:

44. How well does the level of resourcing available in CLD match the community demand for support in the following areas

	More services/resources available	The level matches the demand for support	There are too few services/resources
Community development and/or community capacity building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult learning (including adult literacy and numeracy and ESOL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welfare support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. Please select the statement which you most likely agree with regarding funding?

- Funding appears to be evenly distributed
- Funders appear to change / there are a change in the number of funding options available
- Funding appears to be more difficult in some areas of CLD

46. Which areas in CLD specifically?

8. Audience 2: Practitioners – About you

47. What is your age?
(if you prefer not to say, please skip)

48. What is your ethnicity?

- African
- African Scottish or African British
- Other African
- Arab, Arab Scottish or Arab British
- Asian: Bangladeshi
- Asian: Bangladeshi British
- Asian: Bangladeshi Scottish
- Asian: Chinese
- Asian: Chinese British
- Asian: Chinese Scottish
- Asian: Indian
- Asian: Indian British
- Asian: Indian Scottish
- Asian: Pakistani British
- Asian: Pakistani Scottish
- Other Asian
- Black
- Black Scottish or Black British
- Caribbean
- Caribbean Scottish or Caribbean British
- Other Caribbean or Black
- Mixed or multiple ethnic groups
- Other Ethnic Group
- White Polish
- White: Irish
- White: Other British
- White: Roma
- White: Scottish
- White: Showperson
- Other white ethnic group

Prefer not to say

49. Which of the following best describes your gender?

Man

Woman

Non-binary

My gender is not listed

Prefer not to say

50. Do you have any of the following long-term illness or condition? Please tick all that apply.

Deaf or hearing impaired

Blind or vision impaired

Speaking difficulty

Learning difficulty

Developmental disorder

Physical disability

Mental health condition

Long-term illness

Prefer not to say

No long-term illness or disability

Other (please specify):

51. What is your job title?

52. Where did you attain your qualifications? Please select all that apply.

- Workplace
- Apprenticeship
- Volunteering
- Further education
- Higher education
- No qualifications

Other (please specify):

53. How long have you worked in CLD?

- Under 1 year
- More than 1 year and less than 5 years
- More than 5 years and less than 10 years
- More than 10 years and less than 20 years
- 20 years or more

54. Do you have any qualifications specific to CLD? (i.e. not those in other fields) Please tick all that apply.

For example: BA in community education/CLD, PDA in youth work or supporting adult literacies learning, or PDA ITESOL; SVQ in community development. SCQF levels defined [here](#).

- No community learning or development specific qualifications or training
- Level 5: SVQ in Community Development, SVQ in Youth Work - SCQF Level 5
- Level 6: Higher National Certificate, modern apprenticeship, SVQ, foundation apprenticeship, SVQ in Community Development, SVQ in Youth Work - SCQF Level 6
- Level 7: Advanced higher, modern apprenticeship, SVQ, SQA- validated programme at SCQF level 7 or 8 (e.g. HNC Working with Communities)
- Level 8: Advanced diploma, higher apprenticeship, SVQ, technical apprenticeship
- Level 9: Bachelors degree, graduate certificate, graduate diploma, graduate apprenticeship, SVQ, technical apprenticeship
- Level 10: Honours degree, graduate certificate, graduate diploma, graduate apprenticeship, SVQ, professional apprenticeship
- Level 11: Integrated Masters degree, Masters degree, Postgraduate certificate, Postgraduate diploma, graduate apprenticeship, professional apprenticeship
- Level 12: Doctoral degree, professional apprenticeship
- Other:

55. Do you have any other qualifications in other fields? Please tick all that apply.

- Yes, degree level or higher qualification in another subject
- Yes, professional qualifications in another discipline
- No

56. Which discipline was this in?

57. What type of organisation or service are you currently employed by? Please select ONE option that best describes your organisation or service from the list below.

Arm's length organisation or trust established by a local authority

College

Community Development Trust

Faith-based organisation

Health and social care partnership

Housing Association

Local Authority

Locally Based Voluntary Organisation

National Organisation

National Voluntary Intermediary

National Voluntary Organisation

NHS Board

Private Sector

School

Social Enterprise

Third Sector Interface

Trade Union

Uniformed organisations, e.g. Scouts, Girls Guide

University

Other:

**58. What are the main areas of focus of the CLD work for you in this service or organisation?
Please tick all that apply.**

- Community development and/or community capacity building
- Youth work
- Adult learning (including adult literacy and numeracy and ESOL)
- Employability
- Family learning
- Welfare support
- Other:

59. Which local authority areas do you cover in your work? Please tick all that apply.

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

West Dunbartonshire

West Lothian

60. Which of the following best describes the geographical area you cover in performing your role?

Neighbourhood

Village or rural locality

Town

City

Local authority

Region

Scotland-wide

UK-wide

International

61. Which of the following best describes your contract type?

Permanent contract

Fixed term contract – over 12 months

Fixed term contract – 12 months or less

Casual/sessional

Internship

Placement

Other:

62. If you are currently studying and working simultaneously, are you working towards to a recognised CLD qualification

No

Yes: I am working towards the following qualification(s)

63. Is this your first role in CLD?

Yes

No, other roles I have had in CLD include:

64. How many hours do you work in this role per week?

35 hours or above

Between 17.5 and 35 hours

Less than 17.5 hours

65. Which of the following best describes your role

Managerial

Practitioner (working directly with learners and communities)

Professional support (e.g. research, training, quality improvement)

Other support role (e.g. administration)

Committee, board or governance

Other (please specify):

66. How long have you been in this role?

Less than 1 year

1 year

2 years

3 years

4 years

5 years

More than 5 years

67. What is your average annual salary for this role? If you work part time, please provide the full time equivalent salary.

Not applicable – unpaid

Less than £15,000

£15,001 - £25,000

£25,001 - £35,000

£35,001 - £55,000

£55,001 - £60,000

£60,001 - £75,000

Over £75,001

68. If you work part-time or casual/sessional, and can't calculate yearly income, please provide your hourly rate

69. What proportion of your role is spent conducting CLD activities?

75% and over

50% or more and less than 75%

25% or more and less than 50%

Less than 25%

70. Are you a registered member or associate member of the CLD Standards Council Scotland?

Yes

No

71. Do you use the term CLD to describe what you do?

Yes, please explain

No, please explain

72. Do you use [i-develop](#)?

- Yes
- No
- I am not aware of i-develop

73. Do you use Education Scotland's [National Improvement Hub](#)?

- Yes
- No
- I am not aware of Education Scotland's National Improvement Hub / Transforming Learning

74. Do you use any other online professional learning resources?

- Yes, please specify below
- No

If Yes, please specify:

9. Audience 2: Practitioners – About your own professional learning and development

75. Which of the following aspects of practice have your learning and development activities been focused on over the last 12 months (in this or a similar role)? Please tick all that apply.

- Leadership and management
- Organising and managing resources
- Facilitating and promoting community empowerment
- Building and maintaining relationships with individuals, groups and communities
- Knowing and understanding the community you work in
- Collaborative working
- Community capacity building and development practice
- Adult learning and education practice
- Youth work practice
- Digital skills
- None
- Other:

76. In which areas of practice, if any, do you feel you have developmental needs? Please tick all that apply.

- Leadership and management
- Organising and managing resources
- Facilitating and promoting community empowerment
- Building and maintaining relationships with individuals, groups and communities
- Knowing and understanding the community you work in
- Collaborative working
- Community capacity building and development practice
- Adult learning and education practice
- Youth work practice
- Digital skills
- None
- Other:

77. How confident are you that your organisation will help you with your professional development?

- Very confident
- Somewhat confident
- Not so confident
- Don't know

78. What are your career plans relating to CLD over the next 2 to 5 years? Please tick all that apply

- Continue working in a community learning and development role
- Seek promotion
- Seek other CLD opportunities
- Retire
- Move to work that isn't CLD, please explain your answer:

10. Audience 2: Practitioners – Broader context

81. Reflecting on your experience as a CLD practitioner since 2018, have you noticed any significant changes in any of the following:

	Positive change	Some positive	Some negative change	Negative change	No noticeable change	N/A
Pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources available to you or time to complete activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services you are delivering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support you are providing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nature and focus of the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation/service priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability for your responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systems and work processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competences of staff and volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work environment and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain each choice:

82. In your experience, to what extent do you feel the supply of staff with CLD skills matches the demand by employers?

- The supply of staff with CLD skills is greater than the needs and demand from employers
- Supply and demand roughly match
- There is more demand and need for staff with CLD skills than there are such staff available
- Don't know

83. In your experience, since 2018, do you think the demand for CLD services has:

- Seen a large increase
- Seen a small increase
- Stayed about the same
- Seen a small decrease
- Seen a large decrease
- Don't know

Please explain your answer:

11. Audience 3: Stakeholders – About you

84. What is the name of your organisation or service?

**85. What is the postcode for your organisation or service's head or main office in Scotland?
Please do not use any spaces in your response.**

86. What is the main role of the organisation?

87. In what capacity are you responding to this survey?

- My whole organisation/service
- My regional office
- My department
- My team
- Myself

88. To what extent does CLD matter for your organisation?

- Not important for us
- Of some concern but not a major area of interest
- A key area of interest

Please provide any comments on the reason for your answer

12. Audience 3: Stakeholders – About CLD

89. Since 2018, do you feel that there is greater or less recognition of the role and value of CLD?

- Much greater recognition
- Some increase in recognition
- No overall difference in the level of recognition
- Some decrease in recognition
- Much less recognition
- Don't know

Please provide any comments on the reason for you answer:

90. Since 2018, is your impression that the total number of staff in CLD roles across all sectors, settings and services in general has:

- Seen a large increase
- Seen a small increase
- Stayed about the same
- Seen a small decrease
- Seen a large decrease
- Don't know

If you have one or more specific sources of information that inform your answer, please specify:

91. To what extent do you agree or disagree with the following statements:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	N/A
Organisations are able to recruit CLD staff with the right skill sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff in CLD roles are paid appropriately for the work they do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are good opportunities for career progression for CLD practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is the right mix of people working in CLD roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workforce development in CLD ensures that learners and communities receive a good service from staff who are well prepared for the roles they are expected to perform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

92. What skills do organisations struggle to find when recruiting staff or volunteers for CLD roles?

93. The CLD Standards Council Competency Framework comprises of 7 competences:

- know and understand the community in which we work,
- build and maintain relationships with individuals and groups,
- provide learning and development opportunities in a range of contexts,
- facilitate and promote community empowerment,
- organise and manage resources,
- develop and support collaborative working,
- evaluate and inform practice.

Have the skills and competencies required for staff and volunteers in CLD roles changed since 2018?

- Yes
- No
- Don't know

Please explain your answer:

94. The CLD Standards Council Competency Framework comprises of 7 competences:

- know and understand the community in which we work,
- build and maintain relationships with individuals and groups,
- provide learning and development opportunities in a range of contexts,
- facilitate and promote community empowerment,
- organise and manage resources,
- develop and support collaborative working,
- evaluate and inform practice.

Have the skills and competencies required for staff and volunteers in CLD roles changed since 2018?

- Yes
- No
- Don't know

Please explain your answer:

13. Audience 3: Stakeholder – CLD demand and resourcing

95. In your experience, do you think that since 2018 the demand for CLD services has:

- Seen a large increase
- Seen a small increase
- Stayed about the same
- Seen a small decrease
- Seen a large decrease
- Don't know

If you have one or more specific sources of information that inform your answer, please specify

96. How well does the level of resourcing available in particular aspects of CLD (staff, funding etc) match the community demand for support? [matrix: there are more services/resources available than the demand for support in the community, the level of services/resources matches the demand for support in the community, there are too few services/resources to meet the demand for support in the community]

- Community development and/or community capacity building
- Youth work
- Adult learning (including adult literacy and numeracy and ESOL)
- Employability
- Family learning
- Welfare support
- Other:

97. To what extent do you feel the supply of staff with CLD skills matches the demand by employers.

- The supply is greater than the demand
- Supply and demand roughly match
- Demand is greater than the supply
- Don't know
- Please provide any comments on the reasons for your answer

98. Do you think funding is easier or harder to get for some areas of CLD than others?

- Funding appears to be evenly distributed
- Funders appear to change / there are a change in the number of funding options available
- Don't know
- Funding appears to be more difficult in some areas of CLD. (Which areas specifically?)

99. To what extent do you agree or disagree with the following statements

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	N/A
National legislation and policy is helpful in informing planning and delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLD activity plays an important role in community planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLD activity is well coordinated across different organisations and sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLD activity plays an important role in other joint planning processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLD planning is effective in coordinating the activities of the relevant organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLD planning is well-integrated and recognised within broader planning processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please provide any other comments you have in relation to this [open end]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Since 2018, have you seen any changes in the following areas [open end]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The working relationships between organisations active in CLD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The structure of organisations providing CLD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way communities interact with CLD services and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The role that CLD services and activities play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

100. What do you see as the key changes needed in relation to the CLD workforce to maximise its effectiveness and the impact of CLD activities?

14. Audience 4: Volunteers – About you

101. What is your age?

102. What is your ethnicity?

- African
- African Scottish or African British
- Other African
- Arab, Arab Scottish or Arab British
- Asian: Bangladeshi
- Asian: Bangladeshi British
- Asian: Bangladeshi Scottish
- Asian: Chinese
- Asian: Chinese British
- Asian: Chinese Scottish
- Asian: Indian
- Asian: Indian British
- Asian: Indian Scottish
- Asian: Pakistani British
- Asian: Pakistani Scottish
- Other Asian
- Black
- Black Scottish or Black British
- Caribbean
- Caribbean Scottish or Caribbean British
- Other Caribbean or Black
- Mixed or multiple ethnic groups
- Other Ethnic Group
- White Polish
- White: Irish
- White: Other British
- White: Roma
- White: Scottish
- White: Showperson
- Other white ethnic group

Prefer not to say

103. Which of the following best describes your gender?

- Man
- Woman
- Non-binary
- My gender is not listed
- Prefer not to say

104. Do you have any of the following long-term illness or condition? Please tick all that apply.

- Deaf or hearing impaired
- Blind or vision impaired
- Speaking difficulty
- Learning difficulty
- Developmental disorder
- Physical disability
- Mental health condition
- Long-term illness
- Prefer not to say
- No long-term illness or disability

105. What is your volunteer role? Please give your title or a brief description

106. How long have you volunteered in CLD?

- Less than 1 year
- More than 1 year and less than 5 years
- More than 5 years and less than 10 years
- More than 10 years and less than 20 years
- Over 20 years

107. Do you have any qualifications specific to CLD? (i.e. not those in other fields) Please tick all that apply. For example: BA in community education/CLD, PDA in youth work or supporting adult literacies learning, or PDA ITESOL; SVQ in community development. SCQF levels defined [here](#).

- No community learning or development specific qualifications or training
- Level 5: SVQ in Community Development, SVQ in Youth Work - SCQF Level 5
- Level 6: Higher National Certificate, modern apprenticeship, SVQ, foundation apprenticeship, SVQ in Community Development, SVQ in Youth Work - SCQF Level 6
- Level 7: Advanced higher, modern apprenticeship, SVQ, SQA- validated programme at SCQF level 7 or 8 (e.g. HNC Working with Communities)
- Level 8: Advanced diploma, higher apprenticeship, SVQ, technical apprenticeship
- Level 9: Bachelors degree, graduate certificate, graduate diploma, graduate apprenticeship, SVQ, technical apprenticeship
- Level 10: Honours degree, graduate certificate, graduate diploma, graduate apprenticeship, SVQ, professional apprenticeship
- Level 11: Integrated Masters degree, Masters degree, Postgraduate certificate, Postgraduate diploma, graduate apprenticeship, professional apprenticeship
- Level 12: Doctoral degree, professional apprenticeship
- Other:

108. Do you have any other qualifications in other fields? Please tick all that apply.

- Yes, degree level or higher qualification in another subject
- No
- Yes, professional qualifications in another discipline- which discipline?

109. What type of organisation or service are you currently volunteering for? Please select ONE option that best describes your organisation or service from the list below.

Arm's length organisation or trust established by a local authority

College

Community Development Trust

Faith based organisation

Health and social care partnership

Housing Association

Local Authority

Locally Based Voluntary Organisation

National Organisation

National Voluntary Intermediary

National Voluntary Organisation

NHS Board

Private Sector

School

Social Enterprise

Third Sector Interface

Trade Union

Uniformed organisations, e.g. Scouts, Girls Guides

University

Other:

110. What are the main area(s) of focus of your volunteering role? Please tick all that apply.

- Community development and/or community capacity building
- Youth work
- Adult learning (including adult literacy and numeracy and ESOL)
- Employability
- Family learning
- Welfare support

Other:

111. What is the source, if any, of your organisation or service's funding for professional development/training for volunteers in CLD roles? Please select all that apply.

- Your organisation/service's core budget
- Local external funding (e.g. Local Authority, Community Planning Partnerships)
- Scottish Government external funding
- Other external funding (e.g. Big Lottery)
- We do not have access to this type of funding

Other:

112. Which local authority areas do you cover in your volunteering? Please tick all that apply

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

West Dunbartonshire

West Lothian

113. How many hours do you volunteer in this role per week on average?

15 hours or above

Between 5 and 14 hours

Less than 5 hours

114. Which of the following best describes your volunteering role

Managerial role

Face-to-face work with learners or communities

Professional support role (e.g. research, training, quality improvement)

Other support role (e.g. administration)

Committee, board or governance work

Other:

115. How long have you been volunteering in this role?

Less than 1 year

1 year

2 years

3 years

4 years

5 years

Over 5 years

116. Are you a registered member or associate member of the CLD Standards Council Scotland?

Yes

No

117. Do you use the term CLD to describe what you do?

Yes

No

Please explain your answer

118. Do you use [i-develop](#)?

Yes

No

I am not aware of i-develop

119. Do you use Education Scotland's [National Improvement Hub](#)?

Yes

No

I am not aware of Education Scotland's National Improvement Hub / Transforming Learning

120. Do you use any other online professional learning resource?

Yes

No

If Yes, please specify :

15. Audience 4: Volunteers – About your own professional learning and development

121. Which of the following areas of practice relating to CLD have you completed activities in over the last 12 months?

- Leadership and management
- Organising and managing resources
- Facilitating and promoting community empowerment
- Building and maintaining relationships with individuals, groups and communities
- Knowing and understanding the community you work in
- Collaborative working
- Community capacity building and development practice
- Adult learning and education practice
- Youth work practice
- Digital skills
- Evaluative skills
- Mentoring and coaching staff and volunteers
- Training and Assessment Skills
- Volunteer manager
- Other:

122. In what areas of practice, if any, do you feel you have developmental needs? Please tick all that apply

- Leadership and management
- Organising and managing resources
- Facilitating and promoting community empowerment
- Building and maintaining relationships with individuals, groups and communities
- Knowing and understanding the community you work in
- Collaborative working
- Community capacity building and development practice
- Adult learning and education practice
- Youth work practice
- Digital skills
- Evaluative skills
- Mentoring and coaching staff and volunteers
- Training and Assessment Skills
- Volunteer manager
- Other:

123. How confident are you that your organisation will help you with your development?

- Very confident
- Somewhat confident
- Not confident
- Don't know

124. What are your career plans relating to CLD over the next 2 to 5 years? Please tick all that apply

- Continue volunteering in a CLD role
- Seek paid employment in a CLD
- Gain a qualification in CLD
- Stop volunteering / stop working
- Moving to volunteering that isn't CLD, please explain

If moving to volunteering that isn't CLD, please explain:

16. Audience 4: Volunteers – broader context

125. Since 2018, reflecting on your experience as CLD volunteer over recent years, have you noticed any significant changes in any of the following:

	Positive change	Some positive and some negative change	Negative change	No noticeable change
Pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources available to you or time to complete activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services you are delivering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support you are providing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nature and focus of the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation/service priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability for your responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systems and work processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competences of staff and volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work environment and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Can you please explain the answers:

126. In your experience, to what extent do you feel the supply of staff with CLD skills matches the need by employers?

- The supply of staff with CLD skills is greater than the needs and demand from employers
- Supply and demand roughly match
- There is more demand and need for staff with CLD skills than there are such staff available
- Don't know

127. In your experience, since 2018, do you think the demand for CLD services has:

- Seen a large increase
- Seen a small increase
- Stayed about the same
- Seen a small decrease
- Seen a large decrease
- Don't know

Please explain your answer:

128. Since 2018, do you feel that there is greater or less recognition of CLD roles and the value of CLD?

- Much greater recognition
- Some increase in recognition
- No overall difference in the level of recognition
- Some decrease in recognition
- Much less recognition

Please provide any comments on the reason for your answer: