



**EAAL Scotland Impact Forum
Workforce Development and CPD
Notes of Meeting on 20 May 2019 at Scotland's Learning Partnership
Ingliston Road, Edinburgh, EH28 8NB**

Present: Jackie Howie, Learning Link Scotland; Alan Sherry, Glasgow Kelvin College; Mark Ravenhall, Learning and Work Institute; Isabel Pattie, Midlothian Council; Anne-Marie Hunter, North Ayrshire Council; Lovetta Williams, Public Health Workforce Development Officer, NHS Health Scotland; Ross Martin, Fife Council; Vicky Wilson DO Professional Practice; Carole Cameron, West Lothian Council; Dr Marion Allison, CLD Standards Council; Fiona Boucher, SLP.

Welcome and Introductions

Dr Marion Allison, Chair, Head of CLD Standards Council

11.35 Professional Learning for Adult Learning Providers

Jackie Howie, Learning Link Scotland

Statement of Ambition, and the need for funding to implement. 4 working groups were formed including a professional learning working group, which Jackie co-chaired. The complex adult education context was mapped. A number of different routes and set a number of things that were in scope and out of scope.

Recommendations from consultation:

- Many qualifications but very little is running—very little at all for Staff working in Prisoner Education
- Many people access through volunteering
- Delivery and uptake and TALL and SALL
- Interest in qualifications but little IAG to bring them together: a disjointed, market-based adult learning system is reflected in prof dev too
- There needs to be a degree that straddles disciplines
- There needs to be more opportunities to network on engaging communities; planning and evaluation, celebrating diversity, developing social practice approaches

Now another workforce survey (not published yet)—leadership, mental health, digital skills—and review of CLD Workforce Development Plan, current CLD Plans submitted last September, and new strategy. At the end of the day, the Scottish Government owns this, but it is not top-sliced and therefore un-joined-up. Fife moved into SE Improvement Partnership once to the CLD plans have been analysed for WFD needs. But will the collaborative regional networks be led by the needs of schools? Education Scotland do a five-year State of the Nation reporting on changes to the workforce.



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In some areas adult learners have asked for support in learner-led initiatives and progression. Learning plans for volunteers (East Lothian and City of Edinburgh around STEM) to build capacity for volunteers.

11.50 **Inclusive Learner Pathways: Implications for the adult learning workforce** *Alan Sherry, Principal, Glasgow Kelvin College*

Alan presented his thinkpiece: participation patterns will be very different in the future.

The challenges:

- growing numbers with few/no qualification will have a poor experience of education to date... so what will the workforce look for supporting those groups? Deliver in a way that people want to learn.
- demographic change: we've focussed on 15-24 but this is declining age group
- and Industry 4.0: people most at risk are middle-class professionals (such a Law and Accountancy); lifelong learning will have to respond to these groups—especially older people with a very poor / different experience of school/education
- inclusive growth: needs episodic learning based on learner needs—and yet we have designed a system based full-time linear programmes
- fundamental problem with strategy if it's based on linear journeys; retro-fitting with a mid 20th Century exam system

The response:

- currently we talk in siloes, so a diverse lifelong learning system is needed
- meta-skills not recognised supporting citizenship—PB is a bit like the X-Factor, based on presentation skills—how do citizens hold us to account? See SDS article on meta-skills and defined in Skills 4.0: self-management, social intelligence, and innovation.
- Freirean approaches work—and co creation of learning
- accrediting episodic learning / micro-credentials – but it can be seen as expensive – SQA is behind the curve on new qualifications: SQCF is the way forward and college 'Community Achievement Awards'—or employers delivering within their organisation
- flexible pathways need greater articulation

Next steps:

- collaboration and share resources
- learning teaching and assessment framework
- develop pedagogical skills of staff – and how AL contributes to policy
- non-linear learner journeys become the norm

We know how to assess without using qualifications ... need to be more assertive about [prof identity] ... and how non-linear journeys will be the norm, recognised within adult achievement awards [who defines progression?]

12.10 **Lessons from the Home Nations** *Mark Ravenhall, **co-editor** Healthy, Wealthy and Wise, Implications for*



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Workforce Development

12.30 Discussion Focus

What's Missing?

What do we need to do in relation to:

- Initial training?
- Continuous professional development
- Leadership and management
- Progressing the learner journey?

ITT not a concept that is recognised as a term for entry into the CLD profession but is referred to in colleges but staff often unfit for community development. Narrow definition of ITE around schools. Non-hierarchical approaches from learners: how do we learn from learners—training for change.

People end up in adult education with a range of qualifications. Joint working is limited because of the budget is other partners' hands. The focus is on ABE and ESOL learning.

Used to have an 'Adult Learning' degree.

Fife action learning sets cross council, cross-agency... don't prioritise the learning and innovation networks—easier to focus on downstream problems.

Use the SG outcomes framework to look at what needs to be done to deliver this.

A range or suite of outcomes is useful but needs to be established first before practitioner needs.

Glasgow Legacy Hub—need to have communities to ask questions of power.

Should we draw the lines of demarcation? E.g. around CLD qualifications, associate membership. There has to be 'entry' level qualifications.

There are generic CLD skills we need, work in locality teams but have to remind colleagues what 'adult learning' is. Generic workers.

Siloes were created by redefining Community Education to CLD, and devolution. Binary divides will not work; or definition by age brackets.

What things that would support the development of lifelong learning strategy? Some employers better at work-life balance. Less staff therefore less time for workforce development.

Entry to the professional pathway or stages of professional development – diversity and representation – analysis of representative.

1.30pm **CLOSE**



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