



Community Justice Scotland
Ceartas Coimhearsnachd Alba

Interim Learning,
Development &
Innovation / Caledonian
Strategy
2021 - 2026

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Introduction

The Community Justice (Scotland) Act 2016 states that we are required to publish a strategy for Learning Development and Innovation / Caledonian (LDIC)¹ activities and review this within five years. Our first strategy was published in 2018 and we have reviewed it within the context of changing demands and new technology driven by the COVID pandemic and compiled this interim strategy to outline how our way of working will change to enable us to continue to deliver high quality learning to our stakeholders.

2020 has been a year which has driven us all to evaluate in greater depth than usual how we operate and support our partners. In the space of less than a year the LDIC team has gone from travelling across the country, distributing hard copy materials and sharing a physical space with our students to a model where most learning is delivered remotely; necessitating us redesigning our training curriculum and seeking out new technologies to advance our approach to blended learning. This reflects the national picture, with recent data from The Fraser of Allander Institute and Addleshaw Goddard finding that 73% of Scottish businesses have adopted new technologies to provide their services². In the context of the pandemic, professional learning is increasingly construed as a digital activity, particularly within the paradigm of Recover, Renew, Transform (RRT) where the demands placed on justice social workers are likely to significantly increase.

This new operating environment is challenging and requires a rethink of how we ensure we can adapt our existing skills and resources to the new requirements. Early in the pandemic key questions arose around what new skills and resources we require and how these will be obtained with the minimum disruption to service provision. This strategy will outline our principles and plans for how we will deliver learning within the sector which meets the needs of the workforce and cements our reputation for delivering high quality learning products.

Our Strategy has been written following regular engagement with partners and has taken cognisance of the Structural and Person-Centric outcomes highlighted in the Community Justice Outcomes, Performance and Improvement Framework as required in the Community Justice (Scotland) Act 2016.

Our approach can be articulated in the following simple process:

¹ Since April 2019 the Learning, Development and Innovation Team has been joined by colleagues who deliver training and guidance in the Caledonian program for perpetrators of domestic abuse.

² [AG Tech Report 2020 | Addleshaw Goddard LLP](#)

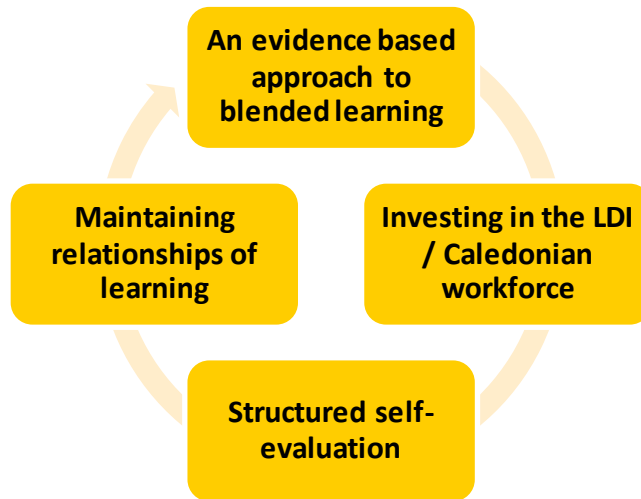


Figure 1 – LDIC Strategy process

An Evidence Based Approach to Blended Learning³

What is to be done?

Our approach to learning is shaped by what is best for those undertaking our courses. Ensuring that we continue to support our colleagues’ professional development through the pandemic has provided us with an opportunity to amend our learning delivery to incorporate the most up to date research into effective learning delivery methods. We intend to use a structured approach, the AGES model, to create and maintain effective learning delivery.

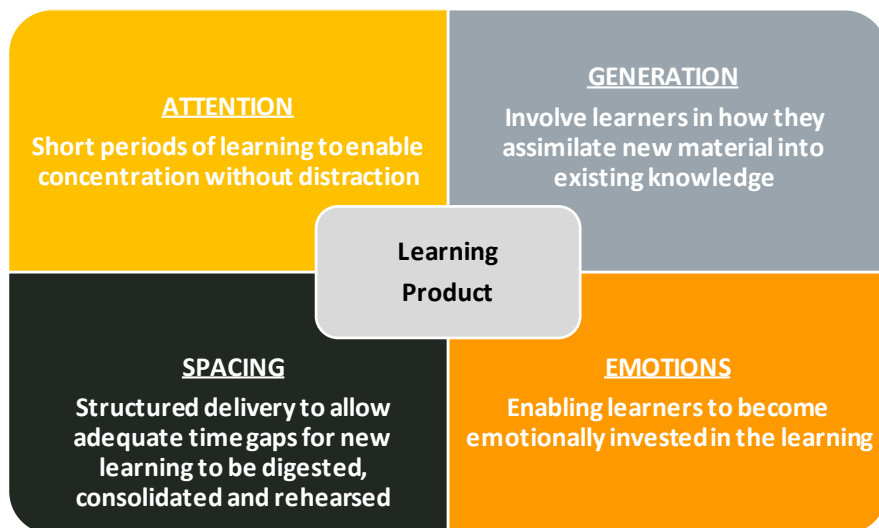


Figure 2 – AGES Model

³ [Learning Theories for the Workplace | Factsheets | CIPD – 28/01/21](#) We have adopted this approach as it supports the necessary adaptation of our products. Research has shown that our pre-COVID, methods of delivery are not the most effective for the delivery of long-term learning. This approach will allow us to focus on delivery methods which enhance our newly designed products to ensure students enjoy the best learning experience and retain the knowledge and skills required for their roles.

How will we do this?

By examining the components of our existing learning products aligned to the learning outcomes we will use approaches such as the AGES model to undertake a restructuring of our courses and the learning pathways of our students.

At present LDIC are making extensive use of a diverse array of online tools and resources to facilitate this and create an interactive online environment for learners supported by the ability to host resources on the Knowledge Hub. The eventual construction of a LDIC Digital Hub will enable this to be facilitated in a more streamlined manner and allow resources to be hosted in a central online location.

For this approach to be effective we will have to ensure colleagues involved in delivering learning possess and develop the necessary knowledge and skills around learning processes, digital modes and the use of emerging technologies.

Investing in the LDIC Workforce

What is to be done?

We will expand the knowledge and skills base of our learning professionals, enabling them to effectively deliver, adapt and create digital learning products. We will support both those within CJS and those from partner agencies with whom we deliver learning. We will do this within the context of the challenges and opportunities presented by a move to blended learning delivery and in support of the CJS People Strategy.

How will we do this?

Through CJS current engagement with partners and LDIC's regular dialogue with representatives of other agencies we will formulate a prioritised knowledge requirement which will inform personal learning plans.

We will use a joint practice development approach to collaborate with others in construing and constructing their own development.

We will apply a knowledge and skills framework to the delivery of our learning products, taking into consideration the application of that learning by professionals within the sector.

1. Collaborating to improve the life chances and outcomes of people affected by the justice system	
Knowledge required	Skills required
2. Designing a responsive curriculum that adapts to meet the needs of the sector and our communities	
Knowledge required	Skills required
3. Developing, sharing and supporting innovative practice	
Knowledge required	Skills required
4. Designing and delivering high-quality learning that maximises learner engagement, learning transfer and impact	
Knowledge required	Skills required
5. Designing and delivering digital learning interventions as part of a learning blend	
Knowledge required	Skills required
6. Identifying our own professional development and sharing our continuous learning widely.	
Knowledge required	Skills required
7. Evaluating our learning products and continuously improving	
Knowledge required	Skills required

Figure 3 – Proposed LDIC Knowledge and Skills Framework

To help ensure that our learning offer is ready for digital delivery we have created a digital competencies framework⁴ for staff and partners to comprehensively assess their digital competencies across a range of domains and in three different skill levels. The document is designed to be a repeated measures self-assessment with advice and resources for moving between skills levels.

This will enhance our ability to continuously improve both our products and how we deliver them.

⁴ Source – CJS LDIC Digital Competencies for Trainers

Structured self-evaluation

What is to be done?

By regularly challenging ourselves with the questions in the LDIC Self-Evaluation Framework we will ensure we are delivering what is required to a high standard which we will continuously seek to improve.



Figure 4 – LDIC Cycle of Improvement⁵

How will we do this?

We will utilise the knowledge and skills developed within LDIC but complement these with information gleaned from stakeholders and broader environmental scanning activity. Our Knowledge and Skills Framework will be enhanced by this approach in that we will regularly be compelled to identify further personal development to keep pace with changes in technologies and learning methodologies. This will ensure our products are complemented by the work of our partners such as the National Trauma Training Programme.⁶ Best practice examples from stakeholders and research undertaken in academia and within CJS itself will allow us to develop our curriculum offer and further innovate in the field of professional learning.

⁵ Source – CJS LDIC Self-Evaluation Framework

⁶ [NES Trauma Informed - Home \(transformingpsychologicaltrauma.scot\)](https://www.nes.gov.scot/trauma-informed)

Maintaining relationships of learning

What is to be done?

By utilising diverse methods of engagement with the sector (such as surveys on platforms such as the Knowledge Hub and membership of national trainers groups) we will enhance our engagement with those practitioners who are directly accessing the learning.

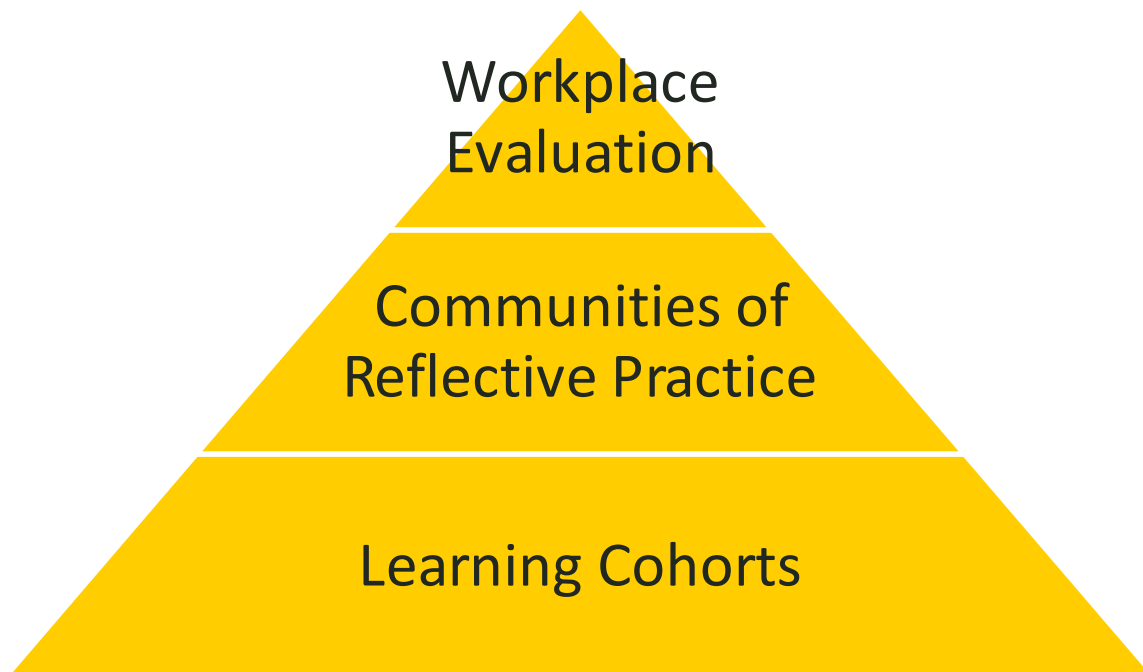


Figure 5 – Engagement Structure

How will we do this?

By applying the methods of engagement in Figure 5 we will ensure that the learner's journey does not end with the conclusion of a course. The continuous engagement will allow practitioners to remain invested in the development of the learning products and benefit LDIC by allowing us to identify trends in challenges faced by practitioners.

This will also keep learners focussed on what they have learned. This engagement will enhance the learning delivered in the actual courses shaped by the methods contained within the AGES Model.

We will continue to engage with multiple different fora in the sector to ensure our learning products complement the knowledge and skills frameworks of our stakeholders.

Progress Reporting

LDIC will utilise our self-evaluation framework to enable key metrics to be reported on as we embed our new approach. This will enable both progress reporting and allow us to identify and address unexpected challenges. We will also be able to identify the impact of variables beyond our control, not just within the wider community justice sector but in the global learning environment.

As this is an Interim Strategy we will review the suitability of our intended approaches after one year.

Resourcing

Training is a statutory function for CJS and we will place progress reports within the context of resource requirements for our new operating model. The implementation of this strategy is dependent upon a suitably resourced team

The combination of the COVID environment bringing face to face training to a halt and the anticipated significant additional training demands generated by the required transformation of the justice system and the LS/CMI Centralisation project mean that a there will have to be a recalculation of resource requirements to address these.

Furthermore, we recognise the continuing role played by LDIC staff in supporting justice social work to meet national outcomes and standards as part of post-inspection quality improvement. As Care Inspectorate activity recommences there is likely to be a renewed focus on best practices around the use of risk assessment and case management that reaches beyond the scope of initial clinical training and has further implications for resourcing.

It is anticipated that the requirement to maintain and develop knowledge and skills will also require significant investment given the broad portfolio of subjects and techniques which comprise our learning products.



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