COMMUNITY JUSTICE SCOTLAND

Learning, Development & Innovation / Caledonian (LDIC) Strategy (2026-2031)

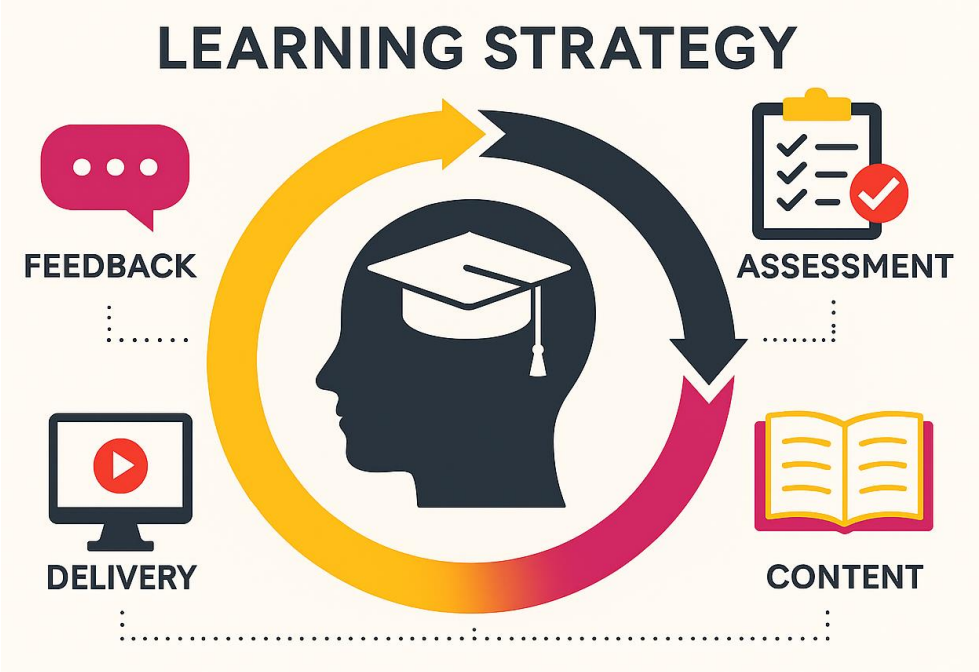
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1. Overview

This strategy outlines how LDIC will deliver learning, development, and innovation for the community justice workforce through a complexity aware, adaptive learning system. LDIC operates in an environment where justice, social work, policy shifts, and resource constraints interact dynamically.

To remain effective within this complex landscape, LDIC must move beyond linear training models toward flexible, blended, multi modal learning ecosystems that respond to emerging needs, feedback loops, and workforce patterns.

The document sets out how LDIC will integrate blended and flipped learning, technology enabled learning, instructor development, and continuous evaluation into a system capable of adapting in real time, mirroring complexity science principles such as self organisation, emergence, and distributed leadership.



2. Background

The Community Justice (Scotland) Act 2016 requires LDIC to publish and periodically review its learning strategy. The first strategy (2018) addressed a predominantly face-to-face learning environment. Since the COVID-19 pandemic, LDIC has rapidly accelerated its transition to **blended and flipped models**, underpinned by digital infrastructure and more distributed forms of learning engagement.

LDIC's operational context includes:

- Diverse learning needs from public and third-sector partners
- Budgetary pressures
- A large multisite workforce
- Evolving policy and practice

These features create conditions characteristic of **complex adaptive systems**, where outcomes emerge from interactions rather than top-down design. LDIC's strategy must therefore emphasise:

- Iterative development
- Multiple learning pathways
- Mechanisms for continuous sensing and feedback
- Technologies that enable decentralised access and knowledge flow



3. Vision

LDIC's vision is to create a **dynamic, interconnected learning ecosystem** that supports Scotland's community justice workforce through complexity-aware education. This ecosystem uses:

- **Blended learning**, enabling flexible access and multimodal engagement
- **Flipped learning**, freeing in-person time for rich interaction and collective sense-making
- **Technology-enhanced platforms**, including the Thrive LMS for multi-tenancy content distribution and enhanced curation
- **Instructor development**, shifting educators from "sage on the stage" to "curator-concierge" roles who facilitate emergent learning and peer exchange

This vision aligns with complexity science by designing for **emergence**, enabling self-directed learning, and allowing the system to adapt based on real-world patterns and feedback.



Figure 1: LDIC's complexity-informed learning ecosystem

4. Objectives

4.1 Capability, Learning and Development

LDIC will build capability across the workforce by:

- Developing modular, blended learning pathways that allow learners to navigate content in ways aligned to their needs (supporting self-organisation) and operating environment
- Introducing accessible online materials, interactive components, and repeated opportunities for application in live sessions
- Creating communities of practice and social learning opportunities through LMS features and collaborative tools
- Providing instructors with training in digital design, curation, and facilitation to support adaptive learning environments



4.2 Data-Driven and Feedback-Rich Learning

LDIC will enhance learning quality by using:

- An evaluation framework to assess impact on real-world practice
- LMS user-engagement insights to guide content hosting and design
- Continuous sampling and review of learner feedback, including comments and participation patterns
- Multi-source data (surveys, planner, analytics, regular stakeholder engagement) to detect emerging needs and update content iteratively

These mechanisms create **feedback loops** — a core complexity principle — allowing the system to adjust over time.



4.3 Improving Impact and Value

LDIC will increase impact through:

- Learning solutions aligned with the National Strategy for Community Justice
- Enhancing accessibility, supporting learners at nomination and point-of-entry, and adapting events where required
- Offering multi-modal, trauma-informed, and evidence-aligned training products
- Leveraging external expertise and enabling partners to host content on the LMS for wider sector benefit



4.4 Technology Integration

LDIC will:

- Use the LMS to curate personalised learning journeys and create role-specific content groupings (multi-tenancy model)
- Upgrade content-creation tools to support interactivity and multimodal learning
- Maintain compatibility with partner systems and meet accessibility and security standards
- Expand opportunities for partners to design or curate content, fostering a **distributed learning ecosystem**



4.5 Continual Adaptation and Improvement

The LDIC learning ecosystem will:

- Operate as an iterative cycle where content, delivery, and strategy evolve continuously
- Enhance course materials based on emerging research, policy changes, and practitioner experiences
- Use evaluation data and informal sensing (e.g., frequently asked questions) to identify pattern shifts and new needs
- Embed learning as a dynamic, evolving process—not a fixed programme design



5. Action Plan (Complexity-Aligned)

5.1 Short-Term (0–12 months)

- Implement LMS multi-tenancy and begin populating curated learning pathways
- Develop online pre-learning for major programmes and establish flipped learning sequences
- Create evaluation baselines through the new framework
- Begin systematic gathering of learner feedback within LMS ecosystems
- Train instructors in digital tools, curation, and designing for emergent learning

5.2 Medium-Term (12–24 months)

- Expand blended and flipped learning across all core LDIC programmes
- Use LMS analytics to identify emergent learning demands and adapt content accordingly
- Support partners to contribute content to the LMS, increasing system decentralisation
- Strengthen communities of practice and sector-wide knowledge exchange
- Enhance trauma-informed and early-intervention modules to align with the National Strategy for Community Justice

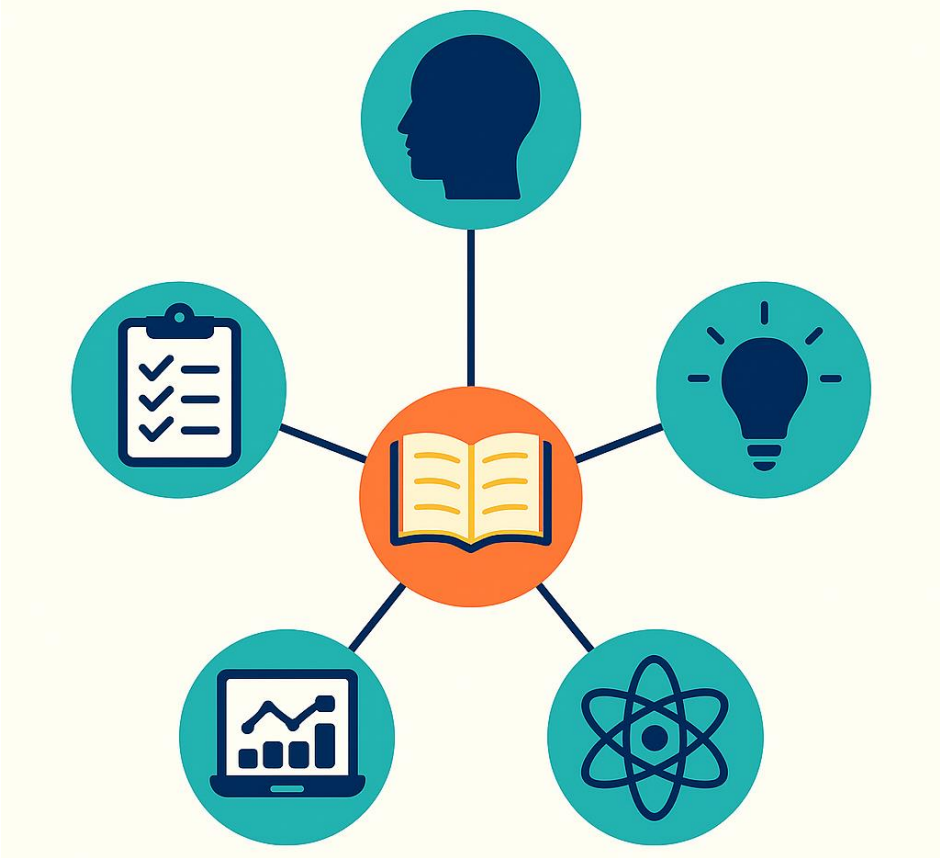
5.3 Long-Term (24–36 months)

- Fully embed the evaluation framework into planning, delivery, and reporting
- Mature the LDIC ecosystem to function as a **self-adjusting learning environment**, guided by ongoing feedback loops
- Achieve sector-wide integration of LDIC learning pathways with partner systems and practices
- Continuously refresh content to align with evidence, policy direction, and frontline operational reality



6. Conclusion

This complexity-informed LDIC Learning Strategy reframes learning as a **dynamic, adaptive ecosystem**, not a static curriculum. It retains full fidelity to the LDIC 2024–2029 Strategy content while restructuring it using a lighter style. The result is a strategy designed to operate effectively within the complex landscape of community justice—responsive, data-driven, decentralised, and continuously evolving.



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