

19 June 2023

**Learning & Development Strategy Action Plan Proposals**

Survey Results

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**The Action Plan Proposals – Survey Results**

# Introduction

In 2021 TSSW created a new Learning & Development Strategy to develop a more coherent, consistent and digitally enabled approach to the bilingual delivery of training, learning and development in the third sector organisations and communities. Hugh Irwin Associates Ltd (HICO) has been commissioned to develop with TSSW partners an action plan to provide a framework for the implementation of the strategy, giving a practical guide to how the training will be delivered.

The action plan needs to describe:

* How training will be delivered locally, regionally and nationally.
* The administration process and ownership for training booking.
* Course fees, recognising there is a cost attributed to the delivery of this training, and that paid for training is more valued than free training.
* How we can deliver the courses bilingually.

# Methodology

A paper was developed which set out some of the issues that currently appear to be a barrier for the effective implementation of the Learning & Development Strategy, along with possible solutions for discussion to help shape the action plan. A survey was developed and circulated to CVCs to understand their views on the proposals; seek suggestions for alternative or better ways to develop the various elements of the action plan; and to understand CVCs ability to contribute to the implementation and operation of the action plan.

# Results

There was a total of nine responses from eight different organisations. A tenth organisation, at a later date, indicated in which areas it had capacity to offer support. The findings are set out under each of the proposals.

## Training

### 1.1 Training Development

**Proposal**

A skills/competence assessment should be sent to each partner organisation to collate existing training programmes and specific areas of interest to support training development and delivery. This will relate directly to the core course list that is currently under development.

Member organisations will declare an interest in training content they are prepared to develop or prepared to develop in collaboration with partner organisations. When the training is ready to be developed WCVA will approach organisations who have expressed an interest, willingness and in some cases evidence of competence in the area, to give them first refusal. Where no partner organisation has the capacity or expertise to develop the training, the programme will be commissioned externally. All endeavors will be made for a partner organisation to be given the opportunity to retain the funding and skill development within the partnership. The development of the training should be supported by a system of peer review.

**Findings**

This proposal scored 4.44 (88.8%) support.

Respondents recognised the wide set of skills, knowledge and expertise across the CVCs. It was believed this proposal would allow a clear core training offer using shared resources among the CVCs. It was also believed this would open up more training opportunities for community groups and volunteers.

There is a preference for CVCs to design and deliver training as part of capacity building for the third sector. They understand the sector and local issues. It was suggested this culture and context must be taken into account when training is developed. That said, it was also acknowledged that external partners may be able to support and strength the TSSW offer where gaps in skill or knowledge exist. This may be an option to provide additional training to up-skill members of CVCs if there is no one with the specific skill/expertise required to deliver a specific topic. It was suggested this could be done rather than relying on outsourcing/commissioning externally for course delivery. That it may be more cost-effective in the long-term and also invests on the CVCs.

There were some concerns regarding capacity of individual organisations with some remarking on their own limited capacity and as a result would not be able to develop content. Timescales and the ability/availability of time for collaborating CVCs to meet was also highlighted as a potential barrier. The financial incentive for developing training should be articulated as there was some confusion regarding this.

One concern was that the plan to develop new capacity is unclear.

Organisations be willingness to develop training packages:

|  |  |
| --- | --- |
| Yes  | No  |
| BAVO | VAMT |
| AVOW | Medrwn Mon |
| PAVS |  |
| PAVO |  |
| Interlink x2 |  |
| CAVO |  |
| FLVC |  |

Willingness/ ability to share training materials share to help develop the training packages:

|  |  |
| --- | --- |
| Yes  | No  |
| BAVO | AVOW |
| PAVS | VAMT |
| PAVO | Medrwn Mon |
| Interlink x2 | CAVO |
| FLVC |  |

Willingness to offer a peer review support function:

|  |  |
| --- | --- |
| Yes  | No  |
| BAVO | VAMT |
| AVOW | Interlink? |
| PAVS |  |
| PAVO |  |
| Interlink (SJ) |  |
| CAVO |  |
| Medrwn Mon |  |
| FLVC |  |

**Sustainable Funding**

|  |  |  |  |
| --- | --- | --- | --- |
| Training Priority | Develop Training | Peer Review | Share course materials |
| 1. Business and strategic planning
 | PAVOInterlink | BAVOInterlinkPAVSCAVOFLVC |  |
| 1. An introduction to tendering
 |  | BAVOInterlinkPAVSPAVOCAVO |  |
| 1. Trading
 | Medrwn Mon | BAVOInterlink?PAVS]PAVO |  |
| 1. Community fundraising
 | AVOWPAVOMedrwn Mon | BAVOInterlink?PAVSCAVO |  |
| 1. Individual giving (to include legacies)
 | PAVO | BAVOInterlink?PAVS |  |
| 1. Planning and writing successful funding bids
 | PAVSPAVOInterlink | AVOWInterlink?CAVOFLVC | BAVO |
| 1. Developing a Fundraising Strategy
 | PAVSPAVOInterlinkMedrwn Mon | BAVOInterlink?FLVC |  |
| 1. Generating income online
 | AVOW | BAVOInterlink?PAVSFLVC |  |
| 1. Introduction to Gift Aid
 | PAVO | BAVOPAVSInterlink?FLVC |  |

**Good Governance**

|  |  |  |  |
| --- | --- | --- | --- |
| Training Priority | Develop Training | Peer Review | Share course materials |
| 1. An Introduction to Good Governance
 | PAVOInterlinkMedrwn Mon | Interlink?CAVOFLVC | BAVO |
| 1. Being a trustee
 | PAVOInterlink Medrwn Mon | AVOWInterlink?CAVOFLVC | BAVO |
| 1. An Introduction to Safeguarding
 | AVOWPAVOMedrwn Mon | BAVOInterlink? |  |
| 1. Chairing skills
 | PAVO | Interlink?CAVOFLVC | BAVO |
| 1. Managing risk
 | PAVOInterlink | BAVOInterlink? |  |
| 1. Staff recruitment, selection and induction
 | PAVOInterlinkFLVC | BAVOInterlink? |  |
| 1. Staff supervision and appraisal
 | PAVOInterlinkFLVC | BAVOAVOWInterlink |  |
| 1. Techniques for managing conflict
 | PAVOMedrwn Mon | BAVOInterlink?CAVO |  |
| 1. Monitoring and evaluating your organisation
 | PAVOInterlinkMedrwn Mon | BAVOInterlink? |  |

**Volunteering**

|  |  |  |  |
| --- | --- | --- | --- |
| Training Priority | Develop Training | Peer Review | Share course materials |
| 1. Getting the best out of the Volunteering Wales Platform
 | AVOWInterlinkMedrwn Mon | BAVOInterlink?PAVOCAVOFLVC |  |
| 1. Volunteer Management – Developing volunteering management that’s fit for today and the future
 | PAVOInterlinkMedrwn MonFLVC | BAVOInterlink?FLVC | FLVC |
| 1. Equality, diversity & inclusion in volunteering
 | Medrwn MonFLVC | BAVOAVOWInterlink?PAVO |  |
| 1. Volunteering as a route to wellbeing (and keeping volunteers mentally well
 | AVOWFLVC | BAVOInterlink?PAVOCAVO | FLVC |
| 1. Digital volunteering / digital culture – making the most of digital for volunteers and organisations
 | PAVOMedrwn Mon | BAVOInterlink?FLVC |  |
| 1. Volunteering and legislative change
 |  | BAVOInterlink?PAVO |  |
| 1. Understanding and responding to trends in volunteering
 |  | BAVOInterlink?PAVOFLVC |  |
| 1. Volunteering and the new curriculum
 |  | BAVOInterlink?PAVO |  |
| 1. Marketing volunteering to new audiences (volunteering has changed, has the way that we talk about it?)
 |  | BAVOInterlink?PAVOFLVC |  |
| 1. Sustainable and meaningful Employer Supported Volunteering
 | FLVC | BAVOInterlink?PAVO | FLVC |

### 1.2 Training Delivery

**Proposal**

Member organisations will declare an interest in training content they are prepared to deliver, co-deliver or support delivery. One partner organisation will take the lead in the main delivery on a regional basis, and occasionally on a national basis. They will be supported by local partners in the delivery of the training at a local level.

For example, the main training will be provided by the main partner, but for break out rooms to the local partner will facilitate to ensure the local context. Hence providing a “hub and spoke’ model.

**Findings**

This received a positive response rating of 3.78 (75.6%) with one respondent disagreeing.

Most respondents felt this was a good proposal. The issue of capacity was again raised.

Respondents were keen that the local context is retained and that opportunities for face-to-face learning is provided as some engagement in networks may be missed by regional delivery. The mix of methods was received positively as it was reported online training easier to access and/or participate in.

A lead trainer was thought to be beneficial so that resources can be shared and CVCs can work in partnership across Wales. It was also thought that a lot of the context is the same across Wales and that national delivery should be done in partnership with WCVA so that the national charities, which have very different needs and capacity, can be engaged with appropriately.

One participant stated, “Can all courses be co-delivered as TSSW? I am unsure why the above is this a priority. To me it appears as a complex solution to a problem that does not really exist.”

The challenging logistics of working in partnership were thought to potentially cause problems “there may be some difficulties if you need several trainers to be available at the same time for one session in terms of coordinating diaries and logistics and would effectively increase the 'cost' of each session with regards to staff time.”

In going forward there was a call for co-delivery and co-promotion with a consistent and quality assured approach that all CVCs would contribute.

It was suggested that this approach is piloted.

## Practical arrangements

### 2.1 Co-ordination

**Proposal**

The co-ordination of the training will be completed by the learning and development practitioner network. It will be responsible, in collaboration with the training providers for setting the annual calendar of training.

**Findings**

This proposal received a 4.89 (97.8%) support rating, with respondents believing it made sense and was a logical natural fit, it would lead to better and consistent standards, that members from different CVCs and the WCVA would feed into the setting and reviewing of programmes. This approach was thought to provide flexibility to deliver local training on identified needs as part of capacity building.

### 2.2 Administration

**Proposal**

One partner organisation per region will be responsible for the administration of the training. This involves the booking system, recording attendance, receiving payment, issuing certificates upon completion. It is proposed that Event Bright will be the preferred system, as it “speaks” to the CRM and will ensure a consistent approach across all regions.

**Findings**

This received a 3.89 support rating (77.8%) with one response strongly opposing.

Many respondents supported the use of Event Bright due to familiarity and ease of use. In moving forward it was suggested there needs to be a discussion and agreement based on each partner’s staffing capacity. One suggested approach was that administration is taken in turns so not always left to the same organisation. Another is that organisations inform of their capacity to support this service, review and plan the way forward.

In this section people mentioned charged for training, and that often those organisations who need the training the most do not have the budget for it. It was suggested there are tiered levels of charge for the sessions, with some being free.

In opposition to the administration proposal one respondent stated, “This seems too complex for [organisation], and there is no formal regional arrangements - for training or anything else. For [organisation], this seems to add a layer of complexity & I am unsure of the rationale.”

An alternative approach put forward was “…it to be as simple and straightforward as possible and the same for every course. This could involve WCVA or a CVC being paid to do it for every course.”

Organisations prepared to offer administration services:

|  |  |
| --- | --- |
| Yes  | No  |
| AVOW | BAVO |
| Interlink | VAMT |
| PAVS | Interlink (SJ) |
| PAVO | Medrwn Mon |
| CAVO |  |
| FLVC |  |

### 2.3 Marketing and promotion

**Proposal**

One partner organisation per region will be responsible for marketing and promotion. It will develop marketing material in both English and Welsh to distribute to local CVCs to share with their community and voluntary members.

**Findings**

This received a 3.89 support rating (77.8%) with one response strongly opposing, as it was believed it would add more complexity.

Whilst this was supported in general there was a concern that the branding of promotional material may not be reflective of all of the CVCs. It was suggested if one CVC is carrying out this exercise, there should still be an onus on local CVCs to further promote to their member groups. Further to this it was proposed that information is provided from a local level to feed into the regional offering.

Respondents believed that there is a need to discuss and agree this responsibility based on each partner’s capacity, with perhaps a taking in turn approach and organisations should inform of their capacity to do so, review this and then plan the way forward

One recommendation was for a bank of template marketing and promotion materials are prepared to ensure consistency of branding and lessen the administrative burden on the lead CVC. It was thought that will also ensure that materials are prepared bilingually.

Organisations prepared to offer a marketing and promotion service for their region:

|  |  |
| --- | --- |
| Yes  | No  |
| Interlink | BAVO |
| PAVS | VAMT |
| PAVO | AVOW |
| CAVO | Interlink (SJ) |
| FLVC | Medrwn Mon |

### 2.4 Platform

**Proposal**

The majority of the training will be offered online. It is recommended that Zoom will be used as the agreed platform. Zoom has the ability to support the delivery of bilingual training and appears to be more widely accessible for member community and voluntary organisations than any of the other commonly used online platform.

If a local CVC does not have a license for Zoom and has volunteered to deliver or co-deliver a training programme, it is expected a neighbouring CVC will be able to provide them with access.

As the majority of training will be provided online, approaches to support digital access for the digitally excluded and seldom on-line will be developed. This includes local CVCs offering a room in their premises to facilitate the online training, presenting the training on a screen and members to join in a remote classroom setting scenario.

From time to time, in person training may be offered. These will be hosted at a local, easily accessible venues, and where possible, at the premises of those delivering/hosting the training.

**Findings**

This received an average support rating of 4 (80%) with one respondent strongly opposing the proposal as they believed it adds complexity.

The majority of respondents reported from experience this approach works well and Zoom appears to be the most accessible platform, although some may need refresher training on zoom. The online platform with the opportunity for a local offer to meet was mainly received positively.

It was suggested that the approach should be piloted and the outcomes review.

One comment suggested “… as simple and straightforward as possible and the same for every course. This could involve WCVA or a CVC being paid to do it for every course.”

## 3.0 Quality Assurance

**Proposal**

It is proposed that the Learning and Development Practitioner Network establishes a

“Quality Assurance” subcommittee to set standards and ensure these standards are adhered to. The terms of reference of the subcommittee will be developed and agreed by the wider Network. It’s role will include review of the tone of voice of material; deciding on the necessary qualifications of those delivering; overseeing that everyone has access to the same training; consideration of accreditation of training courses; and training evaluation.

**Findings**

This received an average support rating of 4.33 (86.6%) with one respondent scoring it a 2 (opposed).

It was thought that establishing and implementing processes for quality assurance would ensure high standards.

A question was raised regarding the qualification and requested clarification that Train the Trainer would be that required. It was also stated that “often more important that the actual qualification is the more in-depth knowledge which comes from experience of the subject matter etc.”

A point was made that not all courses need accreditation, and so there should be a mix of accredited and non-accredited. In addition, although the importance of training in terms of priority and its importance in terms of other elements of the work is open to discussion and prioritisation.

Whilst the proposal explains establishing a quality assurance system. One respondent thought it should be expanded “Does it explain how a quality assurance system will be implemented? The role explained above seems to avoid key concepts and phrases to identify and support continuous improvement. e.g. 'What was good?' 'What could be done better?' etc”. Further, it was believed this would be a challenging role for a sub-committee and whose role it would be to assess quality and how does such a committee ensure standards are adhered to.

## 4.0 Financial Strategy

**Proposal**

The financial strategy needs to consider the payment structure for training programmes and the financial incentives for various roles and tasks required to support the implementation and delivery of the strategy.

Paid for training is more highly valued than free training, it encourages greater participation, with fewer “no shows” of those registered and increases retention rates during delivery. These fees will support the delivery and administration of the strategy.

It is proposed that individual places on training courses will be charged at £50 per half day online course.

Where participants join a course outside region – this is done on a “quid pro quo basis”, money will not follow, unless there is an agreement that some regions are prepared to deliver programmes nationally. This will be kept under review to ensure there is a balanced approach nationally.

Course fees may present a barrier to some members accessing training. It is proposed that a bursary is made available to local organisations that meet a developed set of criteria.

The income generated as a result of fee-paying courses will support the implementation of the strategy and provide financial incentives and support for organisations offering to fulfil roles such as administration, co-ordination and marketing.

**Findings**

This proposal received the least strong support with a support rating of 3.22 (64.4%) five respondents supported; 2 neither supported or opposed; one opposed and one strongly opposed, commenting “Training is not arranged regionally. The above does not seem to provide a rationale for developing and delivering training across Wales.”

Whilst recognising a financial charge places more value on training, respondents were concerned that high costs for training will present a barrier to some organisations. One respondent commented, “Need to ensure that the level of payment is appropriate and competitive, whilst also offering ‘value for money”.

There were suggestions that it may be worth having some training that is paid for and others that are free dependent on the course and level of training; costs could be waived for a discrete number of places on specific core training for new start up organisations; introduction of a sliding scale of fees for smaller groups; lower fees for CVC members; with non-members, statutory organisations and individuals being charged more. There was also the suggestion that training should be free to other CVC members to improve skills and knowledge.”

Although there was support for the bursary, and it was thought of as a mitigation, it was acknowledged that they bursaries have be managed. This has implications for staff capacity and resources would be required.

There was recognition that charges could support the programme to allow organisations to be paid to deliver, administer and promote the courses. However, there was a call for analysis to be conducted to determine that income generation will be sufficient to support the additional roles need to support admin, co-ordination and marketing.

## 5.0 Bilingual

**Proposal**

The learning and development programme will respect the diversity of Wales and be designed as a bilingual programme, not simply to meet the needs of organisations conducting their business in Welsh and English, but also to make a wider contribution to the delivery of the Cymraeg 2050 Strategy.

Currently all e-learning courses on the Knowledge Hub are available in both English and Welsh, and some CVCs deliver training in both languages. As courses are developed as part of the core learning offer, translation of these materials will be part of the final quality assurance process.

**Findings**

Other considerations to ensure the offer is bilingual:

* At a minimum all of the core training should be offered in the medium of Welsh.
* Staff delivering sessions are able to offer both languages in delivery of a course. Some CVCs do not have any Welsh language speakers able to deliver training sessions or breakout rooms. Partnering with others will have to be a factor.
* On English speaking courses greetings and introductions should also be in Welsh.
* Need to consider the cost of translation, capacity of CVCs if they are undertaking this work
* A question was asked if courses to be delivered bilingually and does that involve live translation? How would/could this be implemented?
* Confidence of the trainer to lead on the training bilingually. Breakout rooms locally with an additional room if participants wish to converse in Welsh.
* It may be necessary to accept a wider range of counties and fewer requesting this service, but it must be offered.

How could this be delivered locally, regionally and nationally?

* Possibly better offered as an on-line session - to capture need across Wales (so more of a national offer)
* It would depend on the number of trainers who are able to deliver the core training in Welsh. This could mean the training is only offered online, or there are a few key Welsh trainers who are willing to travel to deliver training or failing either of these that this is outsourced to ensure that there is a least one trainer who can deliver the core training within a wider region. The CVC should be paid for provision of their staff member.
* CVCs supporting one another and working together to bring skills sets together to delivery effectively.
* Perhaps prioritizing a need, but the expectation of some counties to provide bilingually.
* Not all 'regions' work as a region, and not sure how it can be used to implement a Wales wide programme.

Organisations able to offer this service to others in their regional and/or nationally:

|  |  |
| --- | --- |
| Yes  | No  |
| PAVO | BAVO |
| CAVO | AVOW |
| Medrwn Mon | VAMT |
|  | Interlink x2 |
|  | PAVS |
|  | FLVC |

## 6.0 Your contribution

**Proposal**

The constrained capacity across our network is known and recognised. This strategy will only be as effective as our collective support in its implementation and delivery.

Based on the responses to this survey a framework for the action plan will be developed. This will then need to be populated with specific role identification. It may be necessary to come back out to partner organisations seeking areas of focus, strength, and willingness to contribute

**Findings**

Areas where organisations offered contribution:

|  |  |
| --- | --- |
| Contribution | Organisation |
| Sharing of existing materials | BAVOInterlinkPAVSPAVOInterlinkMedrwn MonFLVC |
| Training Development | BAVOAVOWPAVSPAVOInterlinkFLVC |
| Training delivery | BAVOAVOWPAVOInterlinkMedrwn MonFLVC |
| Peer review | BAVOAVOWInterlinkPAVOInterlinkCAVOFLVC |
| Administration | InterlinkPAVOCAVOMedrwn MonFLVC |
| Co-ordination | PAVOCAVO |
| Marketing and promotion | AVOWInterlinkPAVOMedrwn MonFLVC |
| Quality assurance | PAVOCAVO |
| Venue provision | BAVOAVOWInterlinkPAVOCAVOMedrwn Mon |
| Support bilingualism | PAVOCAVOMedrwn Mon |
| Development of bursary criteria | BAVOInterlinkMedrwn Mon |
| Other: |  |
| Support in delivery and local delivery sessions | VAMT |

Other comments

* Currently our own Development Team is going through a period of "development" itself - with a relatively new team. We have several staff undertaking Train the Trainer - but conscious that this won't automatically make them confident to deliver, and there has to be an element of their own knowledge & experience to support this. We want to be involved in the process as far as we can, and may be in a better position to be more "pro active" with our support in the future.
* Nothing further to add, I think the questions were thorough and covered a range of areas.
* This survey has made me ask myself how confident I feel that TSSW will be able to move toward a professional quality assured Wales wide training programme for the Sector. When I think of what success look likes, it looks consistent, high quality and well resourced. I do not think it looks like asking different CVC's to administer and promote training courses on a good will basis. Have we paid enough attention to how to pay those who do the work and how this is paid for by charging?

# Next Steps

A meeting of the TSSW Core Learning and Development Practitioners Network will consider the findings of the survey with a view to agreeing the main components of the action plan to be piloted in the coming months. A short recommendations paper has been compiled to assist these discussions.