

REPORT TO BANFF AND BUCHAN AREA COMMITTEE ON 1ST MAY 2018

Community Learning and Development (CLD) Plan Refresh (2018-21)

1 Recommendations

The Committee is recommended to:

- 1.1 Note the work undertaken by the Aberdeenshire Learning Communities Partnership (ALCP) in leading on the CLD Plan (2015-18) to co-ordinate the delivery of community learning and development activity in Aberdeenshire.
- 1.2 Consider, comment or make recommendations to the ALCP on the proposed Improvement Priorities identified by Aberdeenshire Learning Community Partnership (ALCP) for the three year CLD plan for the period September 2018-August 2021 to the Education and Children's Services Committee and Community Planning Partnership Board.

2 Background / Discussion

CLD Plan 2015 - 2018

- 2.2 Education Learning and Leisure Committee approved the first Aberdeenshire CLD Plan (2015-2018) at its meeting of 27th August 2015, noting its status as a **partnership document** for the community learning and development sector in Aberdeenshire. The Aberdeenshire CLD Plan was subsequently published by the Chief Executive on 1st September 2015 in line with The Requirements for Community Learning and Development (Scotland) Regulations 2013 (CLD Regulations).
- 2.3 The CLD Plan set out four Improvement Priorities agreed by partners (Skills Development Scotland (SDS); North East Scotland College(NESCOL); Robert Gordon University (RGU) ; Aberdeen University; Federation of Rural Partnerships; Aberdeenshire Voluntary Action (AVA); Scottish Prison Service; Foyer; Linking Education And Disability (LEAD) Scotland; NHS, Aberdeenshire Alcohol and Drugs Partnership,; Workers' Educational Association (WEA) and the CLD Service. These are to...
 1. Develop an effective CLD Partnership framework through the development of 17 Local Learning Community Partnerships, and an Aberdeenshire Learning Communities Partnership (ALCP).
 2. Collaborate for Positive Learner Transitions.
 3. Involve learners and communities in shaping and co-designing services – from engagement to empowerment.
 4. Develop the workforce – joint Continuing Professional Development (CPD) for the paid and voluntary CLD workforce.

2.4 The ALCP carried out a year one review of the CLD Plan in 2016. One key element of the review was to identify groups and individuals whose needs were not being fully addressed through the work being delivered. A report on the first year of the CLD plan was presented to the Education Learning and Leisure Committee on 8th December 2016 and to the Community Planning Partnership Board on 14th December 2016 where this approach was endorsed in relation to CLD partners seeking to develop and enhance their work relating to:

- The Syrian New Scots programme.
- English for Speakers of Other Languages (ESOL)
- Reducing offending by supporting people on release from HMP Grampian.
- Supporting activity to reduce alcohol use.

2.5 Further guidance on the development of CLD Plans has been provided by Education Scotland in their [Revised Guidance Note on Community Learning & Development Planning 2018-21](#). This guidance was formulated after a review of the first round of published CLD Plans; an Aspects Review undertaken by Education Scotland and the analysis of 12 HMI inspections undertaken in 2016/17.

2.6 The updated Guidance has five inter-related themes which the local authority is charged with leading on. These can be summarised as:

1. **Involvement** – *co-producing the plan with learners and communities.*
2. **Shared CLD Priorities** – *assessing need and setting priorities for community learning and development with partners.*
3. **Planning** – *integrating the CLD Plan within the current and evolving national policy context*
4. **Governance** – *reviewing, monitoring and reporting on progress and impact.*
5. **Workforce Development** – *CLD Plans should include consideration of how partners will develop the CLD Workforce in their area.*

CLD Plan 2018-21

2.7 The ALCP considered the Aspects Review and new Guidance referred to in 2.5 and initiated a development process for the updating of the three year CLD plan as outlined below

August 2017 – facilitated self-evaluation and partner data sharing.
November 2017 – complete self –evaluation
February 2018 – Identification of new CLD Plan priorities
March-July 2018 – Priorities discussion with Area Committees
August – Plan presented to ECS Committee and CPP Board.
1st September 2018– New CLD Plan launched.

- 2.8 The self-evaluation sessions allowed the ALCP partners to reflect on progress made over the first two years of the plan. The results of these are included as Appendix 1 to this Report.
- 2.9 The ALCP, and the Aberdeenshire CLD Plan, featured positively in the recent Her Majesty's Inspectorate of Education (HMIe) inspection of CLD. The HMIe process now has two components to it – a two day strategic review looking at how CLD is planned, delivered and understood across the authority/CPP followed by a week-long locality inspection chosen by the local authority - in this case in the towns of Peterhead and Mintlaw.
- 2.10 The findings of this inspection noted strong levels of leadership at all levels and a good understanding of how the council and partners in the ALCP are working together to improve outcomes. At both the strategic and local levels partners were able to demonstrate how they were delivering against the four original priorities, set out in 2.3 above, and also the areas of emerging /unmet need identified in para 2.4 above.
- 2.11 The HMIe inspection did flag up two areas for improvement – both of which are relevant to the new Guidance referred to in 2.5, namely to:
- Refine the partnership and network landscape
 - Make better use of performance data and learner self-evaluation, across the partnership, to inform improvement planning.
- 2.12 The self- evaluation process and external HMIe evaluation has informed the development of outline priorities for the new CLD Plan. It was agreed that the priority of 'Forming an Effective Partnership' has been largely met in the first three years and no longer requires to be a stand-alone priority in the new plan.
- 2.13 Partners felt that the two direct delivery priorities around Effective Transitions and Community Empowerment should remain as key priority areas and are wholly consistent with the Revised Guidance. The capacity building priority around Workforce Development for staff and volunteers working across the public and third sector should also remain as a key priority.
- 2.14 Partners considered whether to include mental health as a stand-alone priority in the new plan as this is an issue which was consistently being identified by partners in Local Learning Community Partnerships (LLCP) across Aberdeenshire. After consideration, it was felt that mental health should become an underpinning theme which would be addressed within all priorities.
- 2.15 Partners have identified a final priority which addressed the feedback from the HMIe inspection report and the Revised Guidance – and which would also help in quantifying CLD's contribution to a number of strategic priorities, including positive mental health. The final priority was suggested as being 'Using data more effectively to track CLD Outcomes'. This would address areas of improvement identified by partners themselves and also by HMIe, and would ultimately aim to simplify the range of indicators that

CLD partners collect to identify the difference that the CLD approach across Aberdeenshire.

2.16 Area Committees are asked for their views on the proposed priorities for the 2018-21 CLD Plan and on where they believe that CLD partners across Aberdeenshire can make the biggest difference to tackling inequality.

- Priority 1 –Positive Learner Transitions – (at all life stages including primary to secondary transition; school to work or further learning; adults returning to learning)
- Priority 2 – Community Engagement to Empowerment – (supporting communities to be strong, resilient and inclusive, particularly in our most disadvantaged communities).
- Priority 3 – Workforce Development - providing quality training and learning opportunities for staff and volunteers involved in community learning and community development in Aberdeenshire)
- Priority 4 – Using data more effectively to track CLD outcomes and demonstrate impact across a range of strategic priorities.

2.17 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and are satisfied that the report complies with the Scheme of Governance and relevant legislation.

3 Scheme of Governance

3.1 The Area Committee is able to consider this report in terms of Section B1.2 of the List of the Committee Powers in the Scheme of Governance which allows the Committee to consider, comment and make recommendations to any other appropriate Committee on any matter or policy which impacts their area, in this case being the Education and Children's Services Committee and the Community Planning Partnership Board.

Implications and Risk

4.1 An equality impact assessment is not required because this report is only seeking comment on a new CLD Plan and does not have a differential impact on any of the protected characteristics.

4.2 There are no staffing and financial implications related to this report.

4.3 No risks have been identified as relevant to this matter on a Corporate or Directorate level.

4.4 The content of this report has been considered against the Town Centre First Principle and would have no impact upon the town centres listed, therefore a Town Centre First Impact Assessment is not required

Maria Walker
Director of Education & Children's Services

**APPENDIX 1
(Aberdeenshire Learning Community Partnership (ALCP) Self-Evaluation Notes**

Progress made in developing an effective CLD partnership		7/10
Challenges	Positives	
<ul style="list-style-type: none"> • The college are hindered by poor broadband access in some delivery locations. • There are two different partnership models in Aberdeenshire and Aberdeen City. • Opportunities for All data analysis shows some areas where we could make improvements in tracking and monitoring progress (such as young people who have been educated outside Aberdeenshire). • Still need to promote the relevance of ALCP to individual member organisations in the Rural Partnerships Federation. • Has the ALCP had influence around the Participatory Budgeting (PB) agenda? • Still not clear linkage/monitoring between LLCPs and ALCP 	<ul style="list-style-type: none"> • Partners have worked together well to provide support within HMP Grampian and have used data to show need and then shared resources to develop support. • More robust processes developed to link learners from HMP Grampian into further education. • Data has been used well within Opportunities for All to drive improvements in destinations and participation. • Partners are clear that the CLD Plan is a Partnership Plan and not a CLD service plan. • CLD Plan is consistent with national adult learning priorities and national outcomes. • ALCP has created a context for partnership working and a focus for developing local responses. • Individual partners like Robert Gordon University have been able to pick up on emerging needs as a result of discussions. • Good cross-section of providers involved in different elements like support to Syrian new Scots work; HMP Grampian partnership. • Good collaboration around new initiatives like mini –publics with partners shadowing and co-facilitating. • Improved workforce development links (RGU and partners for example) • College delivery in council facilities – better use of resources. 	
Ways to Improve		
<ul style="list-style-type: none"> • ALCP should agree some simple measures of impact and improvement that all partners can report on (e.g. the Participation Measure could be used to track all learners in HMP Grampian) • Need to strengthen links with LLCPs and create appropriate reporting mechanisms – including data sharing around emerging and unmet needs. • Further clarity around the role of the ALCP as a partnership within the Community Planning Partnership. 		

Progress made in developing effective transitions		8/10
Challenges	Positives	
<ul style="list-style-type: none"> • How do we track and evidence what is happening with transitions overall? • Do we know if transitions are 'smooth' for all – where is it not working? • An increasing number of young people are leaving school with mental health challenges from low level anxiety to depression – this factor has a major impact on transition. • When learners are first in HMP Grampian there is little or no information shared amongst partners – could this be done earlier? • Smooth transitions between services can still be a bit 'clunky'. 	<ul style="list-style-type: none"> • Improving picture for learners in transition from custody to community – with evidence of improved transitions for female prisoners, • Participation Measure shows improved youth transitions as do school leaver destinations. • Employability opportunities improving through health and social care Condition Management Service with partners. • RGU linked into New Scots Partnership and developing pathways to higher education. • Partners working together to look at transitions for care experienced young people.- RGU, Aberdeen University, North East Scotland College and Aberdeenshire Council • RGU have worked with partners to extend their 'Access' programme in Fraserburgh, Peterhead and Mintlaw - and now further into Banff. • NESCOL and Foyer have improved pathways and have well practiced systems. • Stronger progression routes between NESCOL, RGU and Skills Development Scotland have made significant efforts to enhance partnership work to enhance learner journeys – aided by Careers Information Advice and Guidance. • Successful partnerships in Fraserburgh (Here for You) and Peterhead (Compass Point) to address Welfare Reform. • Foyer have incorporated financial and welfare advice into Employability programmes and services targeted at more socially isolated people, • Local Rural Partnerships are working to build group capacity – transitions like changing constitutional status or structures, 	
Ways to Improve		
<ul style="list-style-type: none"> • Partners to identify where we have 'clunky' transitions and how these can be improved by learning from other more positive protocols. 		

Progress made in the Community Engagement to Empowerment priority.		6.5/10
Challenges	Positives	
<ul style="list-style-type: none"> • How do we manage to reach communities of interest within a localities model? • Do we balance and reconcile engagement with evidence and actually use it to influence what we do as a Partnership? • Engagement as a process remains patchy and inconsistent. • We still haven't found a systematic way to involve learners and community groups in our LLCs/CLD Plan. • Partners don't always manage to sustain joined up services – has happened in HMP Grampian services with CLD and RGU. 	<ul style="list-style-type: none"> • New methods like mini publics have been utilised by some partners. • Mini public approach have a focus on disadvantage and in helping people better understand and shape their community. • Range of methods being used with the Place Standard in over 30 locations and different approaches to Participatory Budgeting (PB) • HMP Grampian were involved in the PB process in Peterhead – a very positive development for a community prison. • There is an improving picture around youth engagement with 17 Youth Platforms set up and a new 'shadow' youth reference Management Team in the council. • Linking Education and Disability (LEAD) notice increased opportunities for learners to engage with both local and strategic groups. • Work is planned around the Community Empowerment agenda with a series of events in place throughout 2018. 	
Ways to Improve		
<ul style="list-style-type: none"> • ALCP should develop a better picture of the levels of community engagement and involvement across Aberdeenshire and begin to develop social capital indicators to measure and track this. • Linkages should be made to the Workforce Development strand – particularly in relation to the emerging Community Empowerment agenda and the potential of digital engagement. 		

Progress made in the Workforce Development Priority		7.5/10
Challenges	Positives	
<ul style="list-style-type: none"> • NESCOL feel that their Continuing Professional Development (CPD) is not currently specifically enough targeted on CLD. • ALCP did not develop an actual CPD offer as initially intended. • It is not clear that ALCP has had clarity around what best practice looks like. • Shared CPD across partners has been limited and ad-hoc rather than planned and on-going. • Need to broaden out who can access CPD – widen to include faith groups and uniformed organisations. 	<ul style="list-style-type: none"> • Partners are supportive of sharing and contributing to a menu of CPD opportunities. • The council online learning system ALDO has been available to partners • Staff in CLD service are accessing 35 hours as per Standards Council requirements • Partnership working has enabled activity that otherwise could not have happened – directly linked back to ALCP priority • Skills Development Scotland has collaborated with a wide range of partners – particularly around the Developing the Young Workforce agenda. • Support has been provided for community council events – for instance around using the Place Standard. • Networking amongst partners has increased. • The North Alliance has good data on CPD undertaken and the impact of it in practice. • Dialogue and Deliberation training funded by the North Alliance has had a clear impact on practice on the ground. • Aberdeenshire staff have linked into national networks to share and learn from good practice e.g. the PB Network. • Partners have had assessor training through NESCOL. • Within LEAD all staff and volunteers have individual training needs identified and acted upon, This is reported on quarterly to partners like Aberdeenshire Council, • Established groups like the University CLD Partnership and the North Alliance have a focus on workforce development. 	
Ways to Improve		
<ul style="list-style-type: none"> • There is lots of workforce development happening but we still need to pull that together into a Plan. Each partner round the table should contribute at least two training inputs that could be included in a core CPD Plan. • Work should be developed to look at career pathways in CLD across Aberdeenshire – from Foundation Apprenticeships through to professional qualifications. 		