Improvement Priority 1 – An Effective CLD Partnership

The need	Inputs	Outputs	Outcomes		
			Short term	Medium term	Long term
CLD partners recognise the need to improve joint planning and evaluation. There is a statutory requirement on the council to lead on the production of a three year CLD plan from Sept 2015. There is a need for a strategic Aberdeenshire Learning Communities Partnership (ALCP) to guide the new Local Learning Community Partnerships.	The CLD Service will lead on the development of Local Learning Community Partnerships (LLCPs). Partners will contribute time to the strategic ALCP and where appropriate the LLCPs. Other agencies and partners will support learner/ user involvement – e.g. ADAP Forums, AVA third sector gatherings etc. *See engagement to empowerment logic model.*	The Aberdeenshire CLD Partnership will produce a rolling three year Aberdeenshire CLD plan. 17 LLCPs will produce and review an annual Network CLD plan. **Participants** Local partners will include ECS staff, third sector partners; CPO's and partner agencies. Aberdeenshire LCP will have senior officer representation from key CLD partners.	There is increased understanding of needs amongst local partners at the local level. Partners start to share data on needs and outcomes/impact. Mechanisms develop to involve local learners in the process of identifying needs. Initial Aberdeenshire CLD Plan produced.	Partners are becoming better at targeting services to meet local needs (through LLCP Improvement Plan) whilst addressing strategic priorities. Learners and communities feel that they can help to shape the delivery of services. Rolling plan is updated to meet new and emerging needs.	Partners work effectively together to deliver and develop services that meet strategic and local priorities. Resources are allocated to where there is most need. Learners and communities are able to influence the delivery of CLD support from partners in Aberdeenshire.

The Assumptions

Partners in the ALCP identified the need for an effective CLD partnership in Aberdeenshire. They feel that there is a need to work more effectively together to share resources and jointly plan and deliver services, something which has been previously flagged up in HMIe inspections.

Joint planning will help to address a range of learning needs – and to respond to national priorities. In tandem with this partners wish to strategically map how the provision of more general lifelong learning opportunities can also be delivered in Aberdeenshire.

Aberdeenshire Council have formed a new project called Aberdeenshire Life as a vehicle to sustain and grow non –targeted adult/lifelong learning opportunities.

External Factors and Links

Strategic drivers	SOA Links / Local CP Links
CLD Strategic Guidance for Community Planning Partnerships (2012)	Successful, inclusive and resilient communities
CLD Regulations - (2013).	
Community Empowerment Act	Endorsement for model from ELL Committee Area Committee's

Requirement - Completed plans will be seen by the Local Area Network of scrutiny bodies (Care Commission, Education Scotland etc.) and will feature on the LAN's Shared Risk Assessment.

SHORT TERM OUTCOME	Outcome Indicators
1) There is increased understanding of needs amongst local partners at the local level.	• Partners can better articulate the differences between statistical, felt and expressed needs. • Partners demonstrate that their improved needs analysis is informed by engagement with target groups and communities. • Partners report improvement in the process of needs identification. • Partners report improved knowledge of the location of needs and where there are unmet needs.
2) Partners start to share data on needs and outcomes/ impact.	• Partners regularly share information on their organisational priorities • Partners use an outcomes based approach to quantify the impact of their interventions. • Partners are able to demonstrate the impact of their individual and collective responses to improvement priorities.
3) Mechanisms develop to involve local learners in the process of identifying needs.	• Partners are able to demonstrate how learners and communities are involved in identifying needs. • Most learners report that the CLD activities that they experience are meeting their needs. • Community Stakeholders are always involved in evaluating current provision. • Community stakeholders feel that they have been able to shape future CLD provision
4) CLD partners 'own' and are committed to the delivery of the CLD Plan.	• Partners report increased clarity about their roles, contributions and learning offer to achieving planned outcomes. • Partners feel joint ownership and responsibility for meeting improvement priorities.

Community Stakeholders term includes CLD learners, communities of interest and communities

MEDIUM TERM OUTCOME	Outcome Indicators
1) Partners are becoming better at targeting services to meet local needs (through LLCP Improvement Plan) whilst addressing strategic priorities.	• Partners demonstrate an increase in the engagement/participation of community stakeholders in services /programmes. • Targeted community stakeholders report increased participation in services/programmes. • Targeted community stakeholders report an increase in needs being met. • Partners demonstrate/report an increase in the needs targeted in the LLCP Improvement plan being met. • Partners demonstrate that outcomes from increased targeting activity directly contribute/ are directly aligned to the outcomes of the strategic priorities.
2) Learners and communities feel that they can help to shape the delivery of services.	• Community stakeholders report increased influence on the way individual CLD services are delivered. • Community stakeholders report increased influence on the way CLD services are developed. • Community stakeholders are increasingly networking with each other to identify CLD needs locally.
3) Rolling plan is updated to meet new and emerging needs.	• LCPs can demonstrate where and how plan targets have been achieved or not. • LCPs update and review LCP plan annually. • LCPs can demonstrate how their local plan links to the priorities in the strategic three year CLD plan. • ALCP can demonstrate how local priorities and unmet needs have been acknowledged in the CLD Plan.

LONGER TERM OUTCOME	Outcome Indicators
1) Partners work effectively together to deliver and develop services that meet strategic and local priorities.	• Performance measures for partners/partnerships show increase in participation and achievement of targeted community stakeholders. • Reports of community stakeholders indicating achievement/needs met increased. • Achievement of Strategic Goals Improved. • Needs assessment demonstrates reductions or positive change in needs associated with targeted groups.
2) Resources are allocated to where there is most need.	• Partners can demonstrate how they have used resources effectively to meet priority needs. • Partners can demonstrate where they have increased resource allocation (staffing, finance, duration and/or location of programmes etc.) to meet priority needs. • Community stakeholders are involved in decisions about resource allocation. • Community stakeholders make decisions about resource allocation.
3) Learners and communities are able to influence the delivery of CLD support from partners in Aberdeenshire.	• Community stakeholders play an active role in the creation, monitoring and review of local LCP plans. • Community stakeholders are able to exert more influence in CLD decision making settings. • Individual community groups and community stakeholder groupings are able to demonstrate inclusive approaches consistent with the principles of the National Standards for Community Engagement.

Community Stakeholders term includes CLD learners, communities of interest and communities

Improvement Priority 2 – Positive Transitions

The need	Inputs	Outputs	Outcomes		
			Short term	Medium term	Long term
There is a need to ensure we make efficient use of partner resources. There is a need to ensure we make effective, accessible, timely and appropriate interventions – and gather evidence to prove what works.	All partners to share data and information. Different partners to take lead roles for monitoring particular transitions (as per assumptions below). Co-design models to be developed with service users.	LLCPs consider key transitions provision when identifying local needs. Annual reporting on performance against key transitions - identification of unmet needs. **Participants** 17 LLCPs Learners/ service users – including through peer support. Strategic lead partners.	Partners work together to identify key transition needs at the network level. Partners work more effectively to engage more targeted learners. Partners work better to provide packages of support.	Partners deliver individual and collective actions to improve outcomes for local transitions priorities Transition outcomes for individual learners are improving Partners routinely share data and make decisions based on good quality evidence of which interventions lead to positive outcomes.	Most individuals experience positive transition impacts and are healthier, happier and more resilient Individuals and communities are able to influence and shape the development and delivery of services. Preventative services delivered in partnership are the norm in Aberdeenshire resulting in less need for crisis interventions.

The Assumptions

Partners want to work in partnership to help people reach their full potential and to build on their skills and interests to improve their life chances and longer term outcomes.

Partners agree that transitions happen at many different life stages and that CLD can help to improve outcomes through both preventative and transformative interventions. Examples of key transition stages include:

- Key school transitions for young people. (CLD Service)
- Youth transitions into further learning or work to ensure all have a meaningful and appropriate 'destination'. (SDS/Opportunities for All)
- Young adults with learning disabilities and additional support needs moving from child to adult services and further learning or work. (LEAD)
- Sustaining learning for prisoners on release from HMP Grampian - particularly in Peterhead and Fraserburgh. (HMP Grampian)
- Supporting those facing multiple challenges such as addictions, and poor mental health. (ADAP/Foyer)
- Provision of key skills for inclusion – ESOL, literacy & numeracy core skills, support for parents.(CLD/ NESC)

External Factors and Links

Strategic drivers	SOA Links / Local CP Links
CLD Regulations	Stronger Communities
Strategic Guidance	Employment
OfA – Post-16 transitions Policy & Practice Framework	Safer Communities
OfA Post-16 Data Practice Framework	Older people
Integrated Children's Services Framework	Health inequality and physical activity.

There are already a number of strategic groupings and initiatives across Aberdeenshire which have a particular focus on transitions and early interventions. (Employability Partnership, Youth Services Strategic Group, IDEAS, GIRFEC area groups etc.).

SHORT TERM OUTCOME	Outcome Indicators
1) Partners work together to identify key transition needs at the network level.	• Partners demonstrate individual and collective understanding of key transition issues for learners. • Partners demonstrate their joint planning and evaluation to improve outcomes in at least one key transition area
2) Partners work more effectively to engage more targeted learners.	• Partners demonstrate increased levels of engagement with targeted stakeholders. • Partners demonstrate improved understanding of the learning needs of community stakeholders
3) Partners work better to provide packages of support.	• Partners can demonstrate effective processes to provide integrated transitions support. • Partners can demonstrate where integration has supported learner progression. • Partners can demonstrate how learners are signposted and supported to access further support or progression learning.
MEDIUM TERM OUTCOME	Outcome Indicators
1) Partners deliver individual and collective actions to improve outcomes for local transitions priorities.	• Partners demonstrate their individual and collective actions to address transitions improvements.
2) Transition outcomes for individual learners are improving.	• Partners demonstrate improvements in performance in work with targeted learners. • Learners report positive impacts as a result of participating in transition programmes.
3) Partners routinely share data and make decisions based on good quality evidence of which interventions lead to positive outcomes.	• Self - evaluation is routinely used by partners and learners to assess the impact of CLD interventions. • Partners demonstrate how programmes have evolved or been embedded based on evidence of impact. • Partners have clear outcome indicators relevant to the particular transition stage being supported.
LONGER TERM OUTCOME	Outcome Indicators
1) Most individuals experience positive transition impacts and are healthier, happier and more resilient.	• Learners report achieving positive outcomes. (some examples are included in the paper Early Intervention and Prevention). • Partners demonstrate support for learning pathways for the small number of learners who do not report positive outcomes.
2) Individuals and communities are able to influence and shape the development and delivery of services.	• Partners demonstrate how learners are involved in shaping future transitions delivery by CLD providers. • Learners identify where they have been able to shape / co-design services.
3) Preventative services delivered in partnership are the norm in Aberdeenshire resulting in less need for crisis interventions.	• Partners demonstrate trends over time which show how transitions outcomes have been improving for targeted stakeholders. • Partners demonstrate how they have contributed to reductions in crisis interventions as a result of improved service delivery and partnership working.

Improvement Priority 2 – Positive Transitions

Improvement Priority 3 – Engagement to Empowerment

The need	Inputs	Outputs	Outcomes Short term	Outcomes Medium term	Outcomes Long term
Partners wish to improve the quality of community engagement and to meaningfully involve learners and communities in shaping CLD delivery, particularly those who would benefit most from CLD input. We want to enhance support to community groups and learners as individual organisations and as a partnership. We want to strengthen the voice and influence of learners and communities across Aberdeenshire.	ALCP to develop CPD around creative community engagement and the Community Empowerment Act. Tap into existing community forums to enhance their governance and user involvement. One LCP to pool partner resources for a pilot **Participatory Budgeting** exercise. AVA developing… • Volunteering Strategy • work to better co-ordinate third sector intermediaries • new annual conference for third sector groups and organisations.	CPD Programme. Each LCP to facilitate annual learner engagement event. Pilot of Participatory Budgeting (PB) model with in 2016 (ADP Forums). Volunteering strategy Annual third sector/ civic society conference **Participants** • Strategic and Local Learning Partnership members. • Volunteers and learners. • Groups in PB pilot. • Third sector conference delegates.	Increased confidence of staff and agencies in engagement. Increased understanding of impacts of Community Empowerment Act. Learner and volunteer engagement celebrated more visibly through LCP. PB model tested & evaluated by an LCP. Increased confidence of community and third sector to shape delivery.	Wider representation in decision making through better engagement. Increase in community groups utilising the Empowerment Act in CAT transfers etc. LCPs becoming established and developing an identity. PB model used more widely across Aberdeenshire (e.g. service user forums). Increased evidence of learner and community voices influencing policy and delivery.	Stronger and more confident individuals and communities across Aberdeenshire. Increase in communities developing assets and co-designing services. LCP model embedded. More financial decision making by empowered communities. Strong community organisations able to influence and directly deliver services.

The Assumptions

The Strategic Guidance for CPPs is clear about the need for learner engagement

"We want to see partnerships that plan and deliver CLD include the full range of relevant partners"; and "We want providers to go further in involving learners and communities as active partners in planning and delivering CLD, and to strengthen their focus on helping communities to influence, shape and co-produce services more generally".

Each Learning Community Partnership will engage learners, volunteers and community groups through an annual celebration event. Strategic partners like AVA are developing forums and spaces to better integrate the community and third sector across Aberdeenshire. Support for developing wider civic connections will be led by third sector partners. We are adopting an assets approach and aiming towards a model with strong civic group (e.g. ADAP Forums) able to draw on empowered and informed delegates in decision making settings.

External Factors and Links

Strategic drivers	SOA Links / Local CP Links
CLD Regulations	Stronger communities (SOA)
Strategic Guidance	Safer Communities(SOA)
Community Empowerment Act	Employment (SOA)
Commission for Strengthening Local Democracy	Health and Inequality (SOA)

Improvement Service – briefing for elected members on participatory budgeting

SHORT TERM OUTCOME	Outcome Indicators
1) Increased confidence of staff and agencies in engagement.	• Partners demonstrate a good understanding of community engagement methods and processes. • Partners demonstrate increased levels of engagement. • Partners demonstrate use of and 'compliance' with nationally recognised benchmarks and tools such as the National Standards for Community Engagement and VOiCE (Visioning Outcomes in Community Engagement)
2) Increased understanding of impacts of Community Empowerment Act.	• Partners in the public and third sectors understand the scope of the Community Empowerment Act and how it can be addressed through CLD. • Public sector partners can demonstrate wide understanding of the Act and the wider empowerment agenda.
3) Learner and volunteer engagement celebrated more visibly through LCP.	• Partners demonstrate how community stakeholders have been recognised for their achievements • Increase in numbers of community stakeholders acknowledged at and participating in celebration events.
4) PB model tested & evaluated.	• Community stakeholders make spending decisions in a collective democratic process. • Partners and stakeholders evaluate and share learning from the PB process.
5) Increased confidence of community and third sector to shape delivery.	• Community stakeholders report increased influence on the way individual CLD services are delivered. • Community stakeholders report increased influence on the way CLD services are developed.
MEDIUM TERM OUTCOME	Outcome Indicators
1) Wider representation in decision making through better engagement.	• Increased diversity of community stakeholder voices represented in decision making processes. • Increased evidence of partners and community organisations complying with the National Standards for Community Engagement.
2) Increase in community groups utilising the Empowerment Act in CAT transfers etc.	• Partners and public authorities provide consistent support to community groups and organisations exploring their options to exercise powers within the Community Empowerment Act. • Partners are able to quantify how many community groups have explored asset/ service transfers and how many have proceeded.
3) LCPs becoming established and developing an identity.	• LCPs can demonstrate improved partnership working towards meeting improvement priorities. • LCPs systematically self-evaluate and report back effectively on both impact and future priorities.
4) PB model used more widely across Aberdeenshire (e.g. service user forums.	• The amount of funding allocated through PB processes increases. • There is an increase in the number of PB processes in Aberdeenshire.
5) Increased evidence of learner and community voices influencing policy and delivery.	• Third sector organisations report enhanced networking improves their ability to progress sectoral interests. • Community stakeholders report increased influence on the way individual and partnership CLD services are delivered. • Increases in the range of community stakeholders and third sector delegates contributing in decision making settings.

Improvement Priority 3 – Engagement to Empowerment

LONGER TERM OUTCOME	Outcome Indicators
1) Stronger and more confident individuals and communities across Aberdeenshire.	• Community stakeholders are routinely engaged in decision making processes across Aberdeenshire. • Community groups and organisations demonstrate inclusive approaches in the way they operate. • Increase in the score for this measure in the annual CPP Citizens Panel survey.
2) Increase in communities developing assets and co-designing services.	• Evidence of increases in the number of communities developing assets and/or delivering services. • Partners demonstrate systematic and sustained involvement of community stakeholders in developing services.
3) LCP model embedded.	• LCPs demonstrate benefits of partnership working to improve CLD outcomes. • Partners demonstrate and can articulate the clear inks between local and strategic improvement priorities.
4) More financial decision making by empowered communities.	• Partners can demonstrate how community stakeholders are routinely involved in direct decisions about funding through Participatory Budgeting processes. • Partners can demonstrate how community stakeholders contribute to decision making around funding and resource allocation.
5) Strong community organisations able to influence and directly deliver services.	• Third sector groups and organisations are routinely able to influence service delivery across a range of areas by identifying and supporting delegates to represent sectoral interests. • There is an increase in the number of organisations self -defining as ' community anchor' organisations. • (definition – called `community anchor organisations` because of the solid foundation they give to a wide variety of self- help and capacity building activities in local communities and because of their roots within their communities

Improvement Priority 3 – Engagement to Empowerment

Improvement Priority 4 – **Workforce Development**

The need	Inputs	Outputs	Outcomes		
			Short term	**Medium term**	**Long term**
There is an opportunity for the ALCP to better co-ordinate the delivery of CPD to widen access and maximise resources. The national CLD Workforce study has begun the process to map and prioritise CPD needs. There are a wide range of skills across the Partnership which could be made better use of (e.g. sharing in the learning from the co-design of services at Foyer through peer research).	Local Learning Community Partnerships - have CPD embedded within their annual cycle. University partners identify students (undergraduate, post-graduate and research) as an untapped resource to support learning and knowledge exchange. Partners agree to contribute to joint CPD and sharing learning.	One CPD session per year for partners in Local Learning Community Partnerships. Launch of first annual ALCP CPD programme in April 2016. Increase in use of students in CLD activity across Aberdeenshire. **Participants** • Local Learning Partnership members. • CLD workforce • Universities/ College and students	Partners have a clearer understanding of professional learning and development needs and provision. Partners begin to jointly plan, develop and deliver learning opportunities for staff and volunteers. Students are more aware of the opportunities to contribute to CLD.	Joint CPD delivery is becoming embedded across Aberdeenshire. Partnership begins process of achieving Standards Council Mark for CPD programme delivery. Increased involvement of students in CLD settings.	Aberdeenshire is recognised as a quality investor in developing the CLD workforce. CLD competencies pathway exists in Aberdeenshire from introductory to post-graduate level. Sustained involvement of students in CLD settings.

The Assumptions

The CLD workforce includes both paid staff and volunteers. 75% of respondents to our survey used volunteers for direct service delivery.

Developing the people who deliver CLD is a key priority nationally with the CLD Standards Council and within the Strategic Guidance. There are already good examples in Aberdeenshire with initiatives such as AVA Training, North Alliance and the North East Learning Collaborative and the CLD University Partnership.

RGU are keen to widen access to their Talent Pool which matches students with third sector and social enterprise partners. www.rgu.ac.uk/talentexchange

External Factors and Links

Strategic drivers	SOA Links / Local CP Links
CLD Regulations	Stronger communities (SOA)
Strategic Guidance	Employment (SOA)
CLD Competencies Framework – Standards Council	

SHORT TERM OUTCOME	Outcome Indicators
1) Partners have a clearer understanding of professional learning and development needs and current provision.	• Partners demonstrate how the first ALCP professional learning and development programme contributes to the delivery of the CLD Plan. • Partners demonstrate how first ACLP programme meets CPD needs in local and national workforce surveys.
2) Partners begin to jointly plan, develop and deliver learning opportunities for staff and volunteers.	• Most partners can identify positive impacts on practice through the LCP joint learning and development session. • Most participants identify positive impacts on practice through joint learning and development opportunities (Aberdeenshire Tapestry CLD Programme and the North Alliance etc.).
3) Students are more aware of the opportunities to contribute to CLD.	• Partners clearly articulate how higher education students can undertake placements or volunteer to support CLD work in Aberdeenshire.
MEDIUM TERM OUTCOME	Outcome Indicators
1) Joint CPD delivery is becoming embedded across Aberdeenshire.	• Most partners contribute to a core CLD learning and development calendar/programme annually. • CLD professional learning and development opportunities are available to meet the needs of CLD staff at different career stages.
2) ALCP begins process of achieving Standards Council Mark for CPD programme delivery.	• Professional learning and development opportunities are clearly benchmarked against CLD competencies. • Partners make progress against criteria to attain CLD Standards Council Mark.
3) Increased involvement of students in CLD settings.	• The number of students undertaking placements or volunteering in CLD work in Aberdeenshire increases.
LONGER TERM OUTCOMES	Outcome Indicators
1) Aberdeenshire is recognised as a quality investor in developing the CLD workforce.	• The CLD workforce has a good understanding of the CLD Competencies and how they apply to their particular roles. • Most of the CLD workforce has been able to access CLD specific professional learning and development opportunities in the past 12 months. • Most partners ensure that their staff and volunteers have an entitlement to regular CPD opportunities.
2) CLD competencies pathway exists in Aberdeenshire from introductory to post-graduate level.	• Partners provide a comprehensive range of professional learning and development opportunities which are clearly benchmarked against core competencies. • Academic partners recognise prior learning undertaken through work based professional learning and development for those who wish to formally qualify in CLD.
3) Sustained involvement of students in CLD settings.	• The number of students undertaking placements or volunteering in CLD work in Aberdeenshire is sustained.

Improvement Priority 4 – Workforce Development