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## Education, Children's and Leisure Services Committee

**Wednesday, 06 October 2021**

**NOTICE IS HEREBY GIVEN** that a Meeting of the **Education, Children's and Leisure Services Committee** is to be held at **Various Locations via Video-Conference**, on **Wednesday, 06 October 2021** at **09:30**.

### **BUSINESS**

1. **Sederunt**
2. **Declaration of Group Decisions and Members Interests \***
3. **Minute of Meeting of 11 August 2021** 5 - 14
4. **Written Questions \*\***
- 5.\* **Moray Education ELC Continuous Improvement** 15 - 28  
Report by the Depute Chief Executive (Education, Communities and Organisational Development)
- 6.\* **Wellbeing Support for Children Young People and Families** 29 - 34  
Report by the Depute Chief Executive (Education, Communities and Organisational Development)
- 7.\* **The Queens Platinum Jubilee - 3 June 2022** 35 - 38  
Report by the Depute Chief Executive (Education, Communities and Organisational Development)

- 8.\* Dick Bequest Statutory Fund** 39 - 42  
Report by the Depute Chief Executive (Education, Communities and Organisational Development)
- 9. Publication of Refreshed Partnership Community Learning and Development Plan 2021-24** 43 - 104  
Report by the Depute Chief Executive (Education, Communities and Organisational Development)
- 10. Question Time \*\*\***  
Consider any oral question on matters delegated to the Committee in terms of the Council's Scheme of Administration.

### **Summary of Education, Children's and Leisure Services Committee**

To exercise all the functions of the Council as Education Authority within the terms of relevant legislation with regard to school education, nurseries and child care, Gaelic, children's services, leisure, libraries and museums, sport and the arts, CLD, life long learning, youth justice and child protection.

**Only items marked \* can be considered and determined by all members of the Committee**

**Moray Council Committee meetings are currently being held virtually due to Covid-19. If you wish to watch the webcast of the meeting please go to:**  
[http://www.moray.gov.uk/moray\\_standard/page\\_43661.html](http://www.moray.gov.uk/moray_standard/page_43661.html)  
**to watch the meeting live.**

## GUIDANCE NOTES

\* **Declaration of Group Decisions and Members Interests** - The Chair of the meeting shall seek declarations from any individual or political group at the beginning of a meeting whether any prior decision has been reached on how the individual or members of the group will vote on any item(s) of business on the Agenda, and if so on which item(s). A prior decision shall be one that the individual or the group deems to be mandatory on the individual or the group members such that the individual or the group members will be subject to sanctions should they not vote in accordance with the prior decision. Any such prior decisions will be recorded in the Minute of the meeting.

\*\* **Written Questions** - Any Member can put one written question about any relevant and competent business within the specified remits not already on the agenda, to the Chair provided it is received by the Proper Officer or Committee Services by 12 noon two working days prior to the day of the meeting. A copy of any written answer provided by the Chair will be tabled at the start of the relevant section of the meeting. The Member who has put the question may, after the answer has been given, ask one supplementary question directly related to the subject matter, but no discussion will be allowed.

No supplementary question can be put or answered more than 10 minutes after the Council has started on the relevant item of business, except with the consent of the Chair. If a Member does not have the opportunity to put a supplementary question because no time remains, then he or she can submit it in writing to the Proper Officer who will arrange for a written answer to be provided within 7 working days.

\*\*\* **Question Time** - At each ordinary meeting of the Committee ten minutes will be allowed for Members questions when any Member of the Committee can put a question to the Chair on any business within the remit of that Section of the Committee. The Member who has put the question may, after the answer has been given, ask one supplementary question directly related to the subject matter, but no discussion will be allowed.

No supplementary question can be put or answered more than ten minutes after the Committee has started on the relevant item of business, except with the consent of the Chair. If a Member does not have the opportunity to put a supplementary question because no time remains, then he/she can submit it in writing to the proper officer who will arrange for a written answer to be provided within seven working days.

# THE MORAY COUNCIL

## Education, Children's and Leisure Services Committee

### SEDERUNT

Councillor Sonya Warren (Chair)  
Councillor Aaron McLean (Depute Chair)

Councillor George Alexander (Member)  
Councillor James Allan (Member)  
Councillor Frank Brown (Member)  
Councillor Paula Coy (Member)  
Councillor Lorna Creswell (Member)  
Councillor Tim Eagle (Member)  
Councillor Ryan Edwards (Member)  
Councillor Claire Feaver (Member)  
Councillor Shona Morrison (Member)  
Councillor Laura Powell (Member)  
Councillor Derek Ross (Member)  
Councillor Amy Taylor (Member)

Mrs Anne Currie (Non-Voting Member)  
Mr John Morrison (Non-Voting Member)  
Reverend Tembu Rongong (Non-Voting Member)  
Mrs Susan Slater (Non-Voting Member)  
Ms Angela Stuart (Non-Voting Member)

Clerk Name:	Tracey Sutherland
Clerk Telephone:	07971 879268
Clerk Email:	tracey.sutherland@moray.gov.uk

**Minute of Meeting of the Education, Communities and Organisational  
Development**

**Wednesday, 11 August 2021**

**Various Locations via Video-Conference**

**PRESENT**

Councillor George Alexander, Councillor James Allan, Councillor Frank Brown, Councillor Paula Coy, Councillor Lorna Creswell, Councillor Tim Eagle, Councillor Claire Feaver, Councillor Aaron McLean, Councillor Shona Morrison, Councillor Laura Powell, Councillor Derek Ross, Councillor Amy Taylor, Councillor Sonya Warren, Councillor Walter Wilson

**IN ATTENDANCE**

Also in attendance at the above meeting were Depute Chief Executive (Education, Communities and Organisational Development), Head of Education, Head of Governance, Strategy and Performance, Head of Education Resources, Acting Head of Children, Families and Criminal Justice Social Work, Head of Housing and Property, Principal Architect, Corporate Parenting Manager, Senior Project Manager (Learning Estate), Acting Educational Resources Manager, Gillie Hearn, Continuous Improvement Officer and Tracey Sutherland, Committee Services Officer

Also present were Councillor Leadbitter (Ex-Officio) and Susan Slater (Secondary Teacher Representative)

**1. Chair**

The meeting was chaired by Councillor Aaron McLean.

**2. Declaration of Group Decisions and Members Interests \***

In terms of Standing Order 20 and the Councillors' Code of Conduct, there were no declarations from Group Leaders or Spokespersons in regard to any prior decisions taken on how Members will vote on any item on the agenda or any declarations of Member's interests in respect of any item on the agenda.

**3. Resolution**

The meeting resolved that in terms of Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Item 17 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act.

Para Number of the Minute	Para Number of Schedule 7a
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21		8 and 9 Information on proposed terms and/or expenditure to be incurred by the Authority

#### **4. Agenda Order**

In respect of Standing Order 28, the Chair sought agreement from the Committee to take Item 8 on the agenda first.

This was agreed by the Committee.

The Chair also noted that Question Time had been omitted from the Agenda and this would be taken as Item 16a.

#### **5. Congratulations**

The Chair joined Councillor Warren and the Committee in congratulating all Moray students on their recent exam results.

#### **6. Welcome**

The Committee joined the Chair in welcoming Mr Edward Thomas as the new Head of Housing and Property to his first meeting of the Committee.

#### **7. Minute of Meeting of 26 May 2021**

The minute of the meeting of the Education, Communities and Organisational Development Committee dated 26 May 2021 was submitted and approved subject to noting that Councillor A McLean left the meeting prior to consideration of Item 28 and returned to the meeting following the conclusion of the item.

#### **8. Written Questions \*\***

The Committee noted that now written questions had been submitted.

#### **9. Review of Additional Support Needs Services**

Under reference to paragraph 16 of the minute of the meeting of Education, Communities and Organisational Development Committee, a report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of progress plans to review the services that specialise in how children and young people with additional support needs are fully supported, included and involved in their learning, as part of the Council's Improvement and Modernisation Programme.

The Head of Education Resources and Communities assured the Committee that the Business Case is work in progress and will be monitored and scrutinised by the Transforming Learning Board on a regular basis. The Business Case was put

before the Board in June and there had been the opportunity for comments by members of the Board at that point. She further added that there will be continued stakeholder engagement with the unions, teachers, ASN Staff and parents to find the most appropriate way forward.

Councillor Warren thanked everyone involved in the development of the report and moved to accept the report and the recommendations therein. This was seconded by Councillor A McLean

In response, Councillor Eagle expressed concern about the lack of consultation in the preparation of the report and said that he was not confident that the Council would be delivering an adequate ASN service for all. He proposed that the Committee recognise the report as a starting point and that a working group be created to include Councillors, Officers, Unions, parent representatives and other relevant stakeholders to take the review forward.

A number of Councillors shared Councillor Eagle's concern that there had not been enough consultation with stakeholders in this difficult issue for the Council, however there was agreement during discussion that the issue is not a political one and that it was important to get it right for every child.

During the lengthy discussion there was reference to the role of the Transform Learning Board as an alternative to a working group as it had been proven during the Leisure Review that the Transform Learning Board had Councillors, trade union representatives and officers in attendance.

Assurance was sought by Councillor Alexander that the amendment was not being used as a way to get a special school in Moray. In response, Councillor Eagle confirmed that they were not trying to pre-empt what the working group may decide but there is concern that the review is not fully reflecting the fears on the ground.

Following consultation with the Head of Governance, Strategy and Performance, Councillor Eagle, seconded by Councillor Brown proposed that:

- i) the Committee agree to form an ASN Stakeholder group (10 members) made up of an independent chair agreed by the group, 2 Council Officers, a representative of each political group (SNP, Conservative, COG and MAG), a Union Representative, a parent representative and a head teacher to examine the business case in more depth and suggest amendments that provide a clearer strategy and approach;
- ii) the group is empowered to call in or add additional members as is required during the life of the stakeholder group; and
- iii) the group will report back to Committee with the updated business case within 6 months.

Mrs Slater, Secondary Representative also sought clarification on whether the teacher representatives and other lay members were eligible to vote at this Committee and going forward.

In response, the Head of Governance Strategy and Performance confirmed that at the meeting of Moray Council on 30 June 2021 it was agreed that only Elected Members would be eligible to vote at any Committees going forward.

On the division there voted:

For the motion (7) Councillors Warren, A McLean, Alexander, Coy, Creswell, Morrison and Taylor

For the amendment (7) Councillors Eagle, Brown, Allan, Feaver, Powell, Ross and Wilson

Abstentions (0)

In terms of standing order 63(a) where there is an equality of votes, the Chair shall have the casting vote. The Chair voted with the motion.

Accordingly the motion became the finding of the meeting and the Committee agreed to approve the Business Case and action plan within it to take forward the Review of Additional Support Needs Service.

#### **10. Education Revenue Budget Monitoring to 30 June 2021**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education as at 30 June 2021.

Following consideration the Committee agreed to note the budget position at 30 June 2021.

#### **11. Moray Early Learning and Childcare - Play Strategy**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) requested that the Committee approve the Moray Play Strategy.

Following consideration the Committee agreed to approve the Moray Play Strategy.

#### **12. Education Resources and Communities and Education Capital Budget Monitoring Report**

Under reference to paragraph 2 of the minute of the meeting of Moray Council on 3 March 2020, a report by the Depute Chief Executive (Education, Communities and Organisational Development) informed Committee of projects and proposed expenditure for Capital Budgets within Education Resources and Communities and Education for 2021/2022.

Following consideration the Committee noted the contents of the report.

#### **13. Education Resources and Communities Revenue Budget Monitoring to 30 June 2021**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education Resources and Communities as at 30 June 2021.

Councillor Eagle sought clarification on whether the leisure booking system was going to continue as he had been approached by some constituents who found the booking system quite restrictive and Councillor Eagle wanted to ensure that the availability of the services was available to all.

In response, the Acting Education Resources Manager confirmed that a report could be presented to the next meeting of the Committee on the options going forward for the booking system. The Committee agreed that this would be helpful.

Following consideration the Committee agreed to note the budget position.

#### **14. Partnership Community Learning and Development Plan 2021-24**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) advised the Committee of progress towards the development and publication of the refreshed Partnership Community Learning and Development (CLD) Plan for 2021-24.

Councillor Feaver requested that a section be included in the plan that covers what has been delivered over the last 5 years. In response, the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that this is work in progress and that there would be a section included which reflected on past practice before the final plan comes back to Committee.

Following consideration the Committee agreed to:

- i) endorse the principles and direction of the draft Partnership Community Learning and Development (CLD) Plan for 2021-24;
- ii) provide comment on the content of the draft CLD Plan; and
- iii) agree that the final version of the CLD Plan be brought back to Education, Children's Services and Leisure Committee on 6 October 2021.

#### **15. Moray Artificial Turf Pitch Update and Proposed Replacement**

Under reference to paragraph 6 of the minute of the meeting of Moray Council on 18 February 2021, a report by the Depute Chief Executive (Education, Communities and Organisational Development) provided the Committee with an update in relation to the condition of Moray's artificial turf pitches.

Councillor Eagle requested that before progressing to the tender stage for the Buckie artificial pitch replacement he would like to see a report which details all the options, environmental impacts, multi sports use, real grass option and costs of the full replacement of the Buckie artificial pitch.

Following consideration and as there was no one otherwise minded the Committee agreed to:

- i) note the information in relation to the inspection report of Moray's artificial turf pitches;

- ii) a report being presented to the next meeting of this Committee to consider all the options, environmental impacts and costs of the full replacement of the Buckie artificial pitch, the report is to include the ability for multi sports use and a real grass option; and
- iii) note that work is ongoing to create a sustainable maintenance and replacement plan for all artificial pitches from 2022 onwards including costs.

During discussion of the item, the Chair sought the Committee's approval to suspend standing order 75 to conclude the consideration of the item past 12.45pm. This was unanimously agreed.

## **16. The Queens Platinum Jubilee**

Councillors Alexander, Creswell and Wilson and Mrs Slater, Secondary Teacher representative left the meeting prior to the discussion of this item.

A report by the Depute Chief Executive (Education, Communities and Organisational Development) asked the Committee to consider the proposals for recognising the Queen's Platinum Jubilee as a Public Holiday on Friday 3 June 2022.

During discussion of the report the Head of HR, ICT and Organisational Development advised the Committee that the decision with regards to an additional day of closure for schools was still being discussed at a national level and that the Committee may be minded to await the outcomes of those discussions before making a decision or to delegate the action to Officers taking account of the national position, the decision relating to which rests with the Scottish Government.

In response, Councillor Brown suggested that the discussions may result in a number of options and felt that given there was ample time, a report should come back to Committee to allow members to make the decision.

Following further consideration the Committee agreed to:

- i) allocate all employees an additional day of annual leave, fixed to 3 June 2022 (pro rata for part-time employees). Those staff unable to take it on this day because they do not work that day or for service reasons, would be able to take the extra day annual leave at another time; and
- ii) a further report be submitted to Education, Children's Services and Leisure Committee in October 2021 following the conclusion of the national discussions with regards to an additional day of closure for schools.

## **17. Kickstart Scheme 2021**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) invited the Committee to approve the recommendation to support the government Kickstart Scheme by hosting 9 placements with appropriate funding.

Councillor Coy welcomed the placements but requested that an update report comes back to a future Committee detailing the progress of the scheme and an update on the placements of the young people employed through the scheme.

Following consideration the Committee agreed to:

- i) the creation of nine Kickstart placements as noted in 3.1; and
- ii) funding of £34,056 from free general reserves to enable payment of the national living wage for the nice kickstart placements for the duration of the placement.
- iii) The Committee also noted that work will continue with services to identify the further 6 Kickstart opportunities as set out in the report to Economic Growth, Housing and Environmental Sustainability Committee on 14 April 2021 (para 11 of the minute refers), to delegate to the Head of Financial Services, authority to release further funding from reserves of up to £22,702 to fund these placements on the same basis as above.

#### **18. Children and Families Social Work Services Revenue Budget Monitoring to 30 June 2021**

A report by the Chief Executive informed the Committee of the budget position for Children and Families Social Work Services as at 30 June 2021.

Following consideration, the Committee agreed to note the budget position at 30 June 2021.

#### **19. Fostering Scheme Revision of Level 4 Requirement**

Under reference to paragraph 19 of the minute of the meeting of Children and Young People's Committee on 13 February 2019, a report by the Chief Officer, Health and Social Care sought approval for change to the approved foster scheme.

Councillor Brown expressed concerns with the proposed change and felt that the Council would not be getting it right for every child if the changes were approved as the children in these placements are some of the most vulnerable with complex needs. He therefore moved that the proposed change was not agreed. This was seconded by Councillor Feaver.

In response, the Corporate Parenting Manager explained that the proposed change was in respect of a nominated carer that is known to the family and the child/ren and would negate the need for short breaks to be used where the child/ren would go to another foster carer for a short period of time. This would be a better option for the child/ren as it is akin to a normal family situation in how childcare is managed. She further added that there is concern that if the change is not approved it may result in the loss of some foster carers to the Council.

In response, Councillor Warren, seconded by Councillor Morrison moved to accept the change as she felt that the change would improve the service for both the foster carers and the children in their care. By making the change the Council would be putting the needs of the children front and centre. She further added that

the change would support the current Foster Carers and hopefully encourage more people to become Level 4 Foster carers.

On the division there voted:

For the motion (6)                      Councillors Brown, Feaver, Allan, Eagle, Powell and Ross

For the amendment (5)              Councillors Warren, Morrison, Coy, A McLean and Taylor

Abstention (0)

Thereafter the motion became the finding of the meeting and the Committee agreed to leave the approved scheme in relation to Level 4 skilled carers unchanged.

## **20.            Question Time**

Councillor Ross sought an urgent meeting of the Transforming Learning Board be convened as he felt that there had been a lack of scrutiny on the earlier paper on the Review of Additional Support Needs. He felt that the meeting should include Head Teachers, ASN Practitioners and a larger group of Councillors.

In response the Head of Governance, Strategy and Performance sought clarification from Councillor Ross on whether he wished the membership of the Transforming Learning Board to be expanded.

Councillor Ross confirmed that this was the case, he further added that he felt the report earlier on the agenda had not been scrutinised fully and a number of Councillors have concerns about the content.

The Head of Governance, Strategy and Performance confirmed that in the first instance the composition of the Board should be raised at the next Group Leaders meeting. With regards to the second issue around lack of scrutiny, he further clarified that as part of the governance review he had undertaken to report back to Council on 15 September 2021 with a Scrutiny Charter for approval. The Charter should give a basis for how scrutiny should work within the Council.

Councillor McLean added that the paper had been debated and discussed for 90 minutes and he gave everyone who wished to comment the opportunity to speak and felt that there had been a good discussion of the report.

## **21.            Learning Estate Improvement Plan [Paras 8 & 9]**

Under reference to paragraph 5 of the minute of the meeting of Moray Council on 16 December 2020, a report by the Depute Chief Executive (Education, Communities and Organisational Development) sought agreement from the Committee to prepare a bid to the Scottish Government to support Learning Estate Investment Programme (LEIP) Phase 3 grant submissions and recommend to the Economic Growth, Housing and Environmental Sustainability (EGHES) Committee budget approval for a proposal (Appendix 1) to engage external consultancy from Hub North Scotland Limited (HNSL) to develop detailed business cases.

Following consideration the Committee agreed to:

- i) the preparation of a formal bid submission to the Scottish Government for the Learning Investment Programme Phase 3 funding;
- ii) note the value of external consultancy support to develop Moray submissions for LEIP Phase 3 funding; and
- iii) recommend to EGHES Committee that approval is given to bring forward capital budget for schools (£25,000) to fund HNSL support to LEIP Phase 3 submission process.





**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE 6 OCTOBER 2021**

**SUBJECT: MORAY EDUCATION EARLY LEARNING AND CHILDCARE  
CONTINUOUS IMPROVEMENT**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 To update Committee on the Improvement of Early Learning and Childcare (ELC) services across Moray as assessed by Care Inspectorate under [Key Question 5](#) – Operating an early learning and childcare setting (including out of school care and childminders) during COVID-19.
- 1.2 To update Committee on progress to meet the National Standards including scrutiny activity during COVID-19 pandemic and to highlight future plans to support the ELC service further in improvement.
- 1.3 This report is submitted to Council in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

**2. RECOMMENDATIONS**

**2.1 It is recommended that Committee:**

- i) **consider and note the progress to meet the National Standard in ELC;**
- ii) **consider and note the interim inspection process from Care Inspectorate; and**
- iii) **note that plans are in place to further support those settings who are still not meeting the standards.**

**3. BACKGROUND**

- 3.1 The Care Inspectorate carries out inspections of care services, including day care of children's services. Providers are inspected against the National Care Standards and a Framework of Quality Themes and Statements. All of our ELC services across Moray are expected to meet National Care Standards.

To meet the National Standard ELC services have to achieve grade 4 (good) or above in each of the Quality themes.

- 3.2 In Moray we have 62 ELC services of which 24 are Local Authority and the remainder are Private funded settings run in Partnership with the local authority.
- 3.3 At the meeting of Education, Communities and Organisational Development Committee on 23 September 2020 an information report was provided for Members which detailed that at the time of the repurposing of scrutiny there were 9 ELC services in Moray not meeting the National Standard.
- 3.4 COVID-19 led to the first lockdown of Moray ELC's in March 2020 to June 2020 (Session 2019/2020). As a result, Care Inspectorate and HMiE paused all scrutiny visits.
- 3.5 Care Inspectorate recognised the need to maintain quality and repurposed their scrutiny in the form of an audit tool entitled [Key Question 5](#) – Operating an early learning and childcare setting (including out of school care and childminders) during COVID-19.
- 3.6 Of the 9 ELC services previously reported as not meeting National Standards, under the quality themes 8 of them received scrutiny under Key Question 5. They are;  
  
Pilmuir Nursery, Forres  
Spring Nursery, Kinloss  
Kinloss Nursery, Kinloss  
Keith Play Centre, Keith  
St Sylvesters Nursery, Elgin  
Stramash Nursery, Elgin  
Rainbow Castle Nursery, Elgin  
Ark Childcare, Elgin
- 3.7 All eight services have been graded using the audit tool entitled [Key Question 5](#) – Operating an early learning and childcare setting (including out of school care and childminders) during COVID-19. The settings all achieved grade 4 or higher.
- 3.8 The remaining service that was previously not meeting the National Standard was Mortlach Nursery, Dufftown. On 10 March 2020, prior to COVID-19 scrutiny, Care Inspectorate issued a final report for this service. The grades were good across all four quality themes.
- 3.9 Each of these 9 services received enhanced support from Continuous Improvement Officers (CIO's), Teaching and Learning Field Officers, Early Intervention Field Officers and Early Years Officers. The growth of the ELC central team, along with relational working, training and virtual supports has impacted on the improvement of recent grades.

- 3.10 The CIO's have been working East and West to ensure consistency of quality is maintained whilst also supporting and line managing the local authority nursery managers due to the pressures the peripatetic role is presenting.
- 3.11 The Teaching and Learning (T&L) Field Officers have tailored their support to the needs of individual services particularly focussing on Quality Observations and Interactions – as advocated in our recently endorsed Play Strategy document. The T&L Officers have supported services with the use of progressions in Literacy and Numeracy for pre-school children. This provides a clear indication for Primary 1 colleagues of progress of learning to date and how this can be supported to continue to improve attainment.
- 3.12 The Early Intervention (EI) Field Officers have been working closely with settings to support the staged intervention process and ensuring needs of children are met across the Early Level, including transition into Primary 1. Early Intervention Field Officers have worked closely with Education Support Officers (Additional Support Needs) to develop a training package for Early Level colleagues, which has further reinforced the improvement of ELC services. This training package includes work on Learner Profiles to support transitions and ensure transparency of need across the Early Level.
- 3.13 The support from both Early Invention and Teaching and Learning Officers has been recognised by ELC services as a positive move to help them improve. Primary colleagues across the Early Level have collaborated with ELC colleagues to ensure a consistent approach to transition and this will continue to develop over the remainder of this academic year. The transition work recognises the 2-18 journey and links to attainment.
- 3.14 The overall improvement reflects positively on the ELC expansion and the investment that has been made. The increased uptake of the 1140 hours has allowed practitioners to work closely with families to fully understand their needs.
- 3.15 The ELC team are cognisant that we need to continue this improvement and ensure, now that standard scrutiny from Care Inspectorate has resumed, we continue to support services to achieve grade 4 and above across all four quality themes.
- 3.16 Of the 8 services scrutinised under Key Question 5 Stramash challenged the Care Inspectorate around their previous grades from November 2019 and were successful in having all four quality areas improved as per the table below;

Quality theme	2019	2021
Care and Support	3 – adequate	5 – very good
Environment	3 – adequate	4 – good
Staffing	3 – adequate	4 – good
Management and Leadership	2 - weak	4- good

- 3.15 The summary of inspection findings for all 8 services is contained in **Appendix 1.**

#### **4. SUMMARY OF IMPLICATIONS**

**(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

This report relates the priority 'Provide a sustainable education service aiming for excellence' from the Corporate Plan and to 'Building a better future for our children and young people in Moray' from the LOIP.

**(b) Policy and Legal**

The Care Inspectorate inspects all registered services regulated under the Public Services Reform (Scotland) Act 2010, which includes nursery classes and playgroups.

The authority has a duty to provide a quality early learning and childcare place for every 3 and 4 year old whose parents wish it and for eligible 2 year olds.

**(c) Financial implications**

None arising directly from the report.

**(d) Risk Implications**

That ELC services fail to make improvements outlined by Care Inspectorate and therefore breach contractual obligations with Moray Council by not meeting National Standard.

The pressure on our peripatetic managers given the extensive support required for year round settings could impact negatively on ability to lead improvement.

**(e) Staffing Implications**

There are no staffing implications arising directly from this report.

**(f) Property**

There are no property implications arising directly from this report.

**(g) Equalities/Socio Economic Impact**

An Equality Impact Assessment is not required as this report is to inform Council on performance.

**(h) Consultations**

Head of Education (Chief Education Officer), Senior Project Manager ELC, Continuous Improvement Officer (West), Continuous Improvement Officer (East) and Principal Teacher Early Years Education Service, Human Resources Manager, Equal Opportunities Manager and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

#### **5. CONCLUSION**

**5.1 That Council scrutinises and notes the contents of this report.**

Author of Report: Hazel Sly, Early Years' Service Manager

Background Papers:       SPMAN-1315769894-154 and  
                                  SPMAN-1315769894-155



**Appendix 1**

**Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during COVID-19**

**Pilmuir Nursery**

Quality Inspection Framework evaluations					
Date	How well do we support people's wellbeing?	How good is our leadership?	How good is our staff team?	How good is our setting?	How well is care and support planned?
24 Mar 2021	How good is our care and support during the COVID-19 pandemic?				
	5 - Very Good (I)				
Quality grades					
Date	Care and Support	Environment	Staffing	Management and Leadership	
26 Nov 2018	3 - Adequate (I)	4 - Good (I)	4 - Good (I)	2 - Weak (I)	
04 Dec 2017	4 - Good (I)	4 - Good (I)	4 - Good (I)	3 - Adequate (I)	
12 Dec 2016	4 - Good (I)	4 - Good (I)	4 - Good (I)	3 - Adequate (I)	
29 Oct 2015	4 - Good (I)	4 - Good (I)	3 - Adequate (I)	3 - Adequate (I)	
11 Oct 2012	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	4 - Good (I)	
18 Mar 2010	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	

**Spring, Kinloss**

Quality Inspection Framework evaluations					
Date	How well do we support people's wellbeing?	How good is our leadership?	How good is our staff team?	How good is our setting?	How well is care and support planned?
02 Jul 2021	How good is our care and support during the COVID-19 pandemic?				
	4 - Good (I)				
Quality grades					
Date	Care and Support	Environment	Staffing	Management and Leadership	
16 Aug 2019	4 - Good (I)	Not Assessed	Not Assessed	3 - Adequate (I)	
15 Nov 2017	5 - Very Good (I)	4 - Good (I)	5 - Very Good (I)	5 - Very Good (I)	

## Kinloss Nursery, Kinloss

Quality Inspection Framework evaluations					
Date	How well do we support people's wellbeing?	How good is our leadership?	How good is our staff team?	How good is our setting?	How well is care and support planned?
17 Jun 2021	How good is our care and support during the COVID-19 pandemic?				
	4 - Good (I)				
Quality grades					
Date	Care and Support	Environment	Staffing	Management and Leadership	
09 Oct 2019	4 - Good (I)	4 - Good (I)	3 - Adequate (I)	3 - Adequate (I)	
21 Jan 2019	4 - Good (I)	3 - Adequate (I)	3 - Adequate (I)	3 - Adequate (I)	
29 Jan 2018	4 - Good (I)	Not Assessed	3 - Adequate (I)	Not Assessed	
16 Jan 2015	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	
18 Jan 2012	5 - Very Good (I)	5 - Very Good (I)	Not Assessed	Not Assessed	
05 May 2010	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	
28 May 2009	4 - Good (I)	4 - Good (I)	4 - Good (I)	3 - Adequate (I)	

## Keith Play Centre

Quality Inspection Framework evaluations					
Date	How well do we support people's wellbeing?	How good is our leadership?	How good is our staff team?	How good is our setting?	How well is care and support planned?
01 Jun 2021	How good is our care and support during the COVID-19 pandemic?				
	4 - Good (I)				
Quality grades					
Date	Care and Support	Environment	Staffing	Management and Leadership	
31 May 2019	3 - Adequate (I)	3 - Adequate (I)	3 - Adequate (I)	3 - Adequate (I)	
17 May 2018	3 - Adequate (I)	3 - Adequate (I)	3 - Adequate (I)	3 - Adequate (I)	
15 May 2017	3 - Adequate (I)	Not Assessed	Not Assessed	3 - Adequate (I)	
20 Apr 2015	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	
30 Apr 2013	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	
25 May 2011	3 - Adequate (I)	Not Assessed	3 - Adequate (I)	Not Assessed	
21 Jun 2010	4 - Good (I)	Not Assessed	4 - Good (I)	4 - Good (I)	
27 May 2009	3 - Adequate (I)	4 - Good (I)	3 - Adequate (I)	3 - Adequate (I)	

## St Sylvesters Nursery

Quality Inspection Framework evaluations					
Date	How well do we support people's wellbeing?	How good is our leadership?	How good is our staff team?	How good is our setting?	How well is care and support planned?
01 Jun 2021	How good is our care and support during the COVID-19 pandemic?				
	4 - Good (I)				
Quality grades					
Date	Care and Support	Environment	Staffing	Management and Leadership	
02 Oct 2019	3 - Adequate (I)	4 - Good (I)	3 - Adequate (I)	3 - Adequate (I)	
28 Nov 2018	3 - Adequate (I)	3 - Adequate (I)	3 - Adequate (I)	2 - Weak (I)	
20 Mar 2018	3 - Adequate (I)	3 - Adequate (I)	3 - Adequate (I)	3 - Adequate (I)	
21 Sep 2016	4 - Good (I)	Not Assessed	Not Assessed	4 - Good (I)	
09 Jan 2015	5 - Very Good (I)	4 - Good (I)	4 - Good (I)	4 - Good (I)	
10 Jan 2013	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	
14 Dec 2010	5 - Very Good (I)	Not Assessed	Not Assessed	Not Assessed	
02 Dec 2009	5 - Very Good (I)	Not Assessed	4 - Good (I)	5 - Very Good (I)	
12 Feb 2009	5 - Very Good (I)	4 - Good (I)	4 - Good (I)	4 - Good (I)	

## Stramash Nursery, Elgin

Quality Inspection Framework evaluations					
Date	How well do we support people's wellbeing?	How good is our leadership?	How good is our staff team?	How good is our setting?	How well is care and support planned?
07 Jun 2021	How good is our care and support during the COVID-19 pandemic?				
	4 - Good (1)				
Quality grades					
Date	Care and Support	Environment	Staffing	Management and Leadership	
29 Jul 2021	5 - Very Good (1)	4 - Good (1)	4 - Good (1)	4 - Good (1)	
20 Dec 2019	3 - Adequate (1)	3 - Adequate (1)	3 - Adequate (1)	2 - Weak (1)	
08 Sep 2017	5 - Very Good (1)	6 - Excellent (1)	5 - Very Good (1)	5 - Very Good (1)	
20 Jul 2016	4 - Good (1)	5 - Very Good (1)	3 - Adequate (1)	3 - Adequate (1)	

## Rainbow Castle, Elgin

Quality Inspection Framework evaluations					
Date	How well do we support people's wellbeing?	How good is our leadership?	How good is our staff team?	How good is our setting?	How well is care and support planned?
21 Jun 2021	How good is our care and support during the COVID-19 pandemic?				
	4 - Good (1)				
Quality grades					
Date	Care and Support	Environment	Staffing	Management and Leadership	
21 Jun 2019	4 - Good (1)	3 - Adequate (1)	3 - Adequate (1)	3 - Adequate (1)	
15 Jun 2018	4 - Good (1)	4 - Good (1)	4 - Good (1)	3 - Adequate (1)	
23 Oct 2017	3 - Adequate (1)	3 - Adequate (1)	3 - Adequate (1)	3 - Adequate (1)	
22 Nov 2016	5 - Very Good (1)	Not Assessed	2 - Weak (1)	Not Assessed	
10 Nov 2014	5 - Very Good (1)	5 - Very Good (1)	5 - Very Good (1)	5 - Very Good (1)	
08 Nov 2013	5 - Very Good (1)	5 - Very Good (1)	5 - Very Good (1)	5 - Very Good (1)	
08 Mar 2013	4 - Good (1)	4 - Good (1)	5 - Very Good (1)	5 - Very Good (1)	
21 Sep 2011	5 - Very Good (1)	5 - Very Good (1)	5 - Very Good (1)	5 - Very Good (1)	
15 Dec 2008	5 - Very Good (1)	4 - Good (1)	4 - Good (1)	5 - Very Good (1)	

**Ark Childcare, Elgin**

DRAFT

Quality Inspection Framework evaluations					
Date	How well do we support people's wellbeing?	How good is our leadership?	How good is our staff team?	How good is our setting?	How well is care and support planned?
27 Nov 2020	How good is our care and support during the COVID-19 pandemic?				
	4 - Good (I)				
Quality grades					
Date	Care and Support	Environment	Staffing	Management and Leadership	
18 Jun 2019	3 - Adequate (I)	2 - Weak (I)	2 - Weak (I)	2 - Weak (I)	
31 Aug 2018	4 - Good (I)	3 - Adequate (I)	3 - Adequate (I)	3 - Adequate (I)	
25 Aug 2017	3 - Adequate (I)	3 - Adequate (I)	3 - Adequate (I)	2 - Weak (I)	
22 Sep 2016	4 - Good (I)	Not Assessed	4 - Good (I)	Not Assessed	
23 Jan 2013	5 - Very Good (I)	5 - Very Good (I)	5 - Very Good (I)	4 - Good (I)	
16 Nov 2010	5 - Very Good (I)	Not Assessed	Not Assessed	Not Assessed	
03 Dec 2009	5 - Very Good (I)	5 - Very Good (I)	4 - Good (I)	4 - Good (I)	
03 Oct 2008	3 - Adequate (I)	4 - Good (I)	3 - Adequate (I)	3 - Adequate (I)	

### Grading Key

- (I) Grading resulting from an inspection
- (C) Grading resulting from an upheld or partially upheld complaint
- (E) Grading resulting from an enforcement
- (A) Grading resulting from information submitted/not submitted by the provider





**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 6 OCTOBER 2021**

**SUBJECT: WELLBEING SUPPORT FOR CHILDREN, YOUNG PEOPLE AND  
FAMILIES**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT) AND CHIEF OFFICER,  
HEALTH AND SOCIAL CARE MORAY**

**1. REASON FOR REPORT**

- 1.1 To seek agreement from the Committee on the proposed amendment for spend in relation to streamlined locality planning model across children's services in Moray.
- 1.2 This report is submitted to the Committee in terms of section III (D) (2) of the Council's Scheme of Administration in relation to the functions of the Council as a Social Work Authority.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee notes the amendments to spend previously approved for the locality planning model at Education, Communities and Organisational Development Committee on 3 February 2021 (para 15 of the minute refers).**

**3. BACKGROUND**

**Statutory responsibilities**

- 3.1 Moray Council and NHS Grampian have a statutory duty to produce and implement a Children's Services Plan covering a three-year period and involving all children's and related services provided in Moray. The purpose of the plan is for services to work together to promote the wellbeing of children and ensure that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising in the first place. Services should be as integrated as possible from the point of view of the child and family and constitute the best use of available resources.

- 3.2 Across Moray and other local authority areas locality planning is used to support integrated ways of working to better support children, young people and their families. The streamlined locality planning model provides an improved infrastructure to deliver an effective integrated system of early intervention health and wellbeing support for children and families.
- 3.3 The previously approved locality planning model, including the key functions of each group is outlined below (Fig 2).

Fig 2.



### Resources agreed

- 3.4 It was agreed the locality planning model would be piloted over a period of 18 months.
- 3.5 At the Education, Communities and Organisational Development Committee on 3 February 2021 (para 15 of the minute refers) it was agreed to fund a Management Resource Grade 12 to oversee the development and implementation of this model. It is now proposed that a Wellbeing Improvement Officer Grade 10 post is recruited. They will undertake a more operational role and be line managed by the newly established GIRFEC Lead Officer post, which has a remit to ensure compliance with The Promise and GIRFEC across the partnership.
- 3.6 Savings which occur from the reduction in grade above will be utilised to purchase Outcome Star, an evidence based outcome measurement tool. This will allow the effectiveness of the model to be measured cross-partnership in a streamlined and consistent way. This evidence will inform improvements of the model throughout the life of the pilot, as well as providing a clear evidence base to inform future decision making. There is a further requirement to develop a family support database, enabling families and professionals to have clarity around what support is available to them across Moray in an easily accessible way.

3.7 Redistribution of funding is detailed below

Project Manager Grade 12	£112, 366 for 18 month pilot period	Improvement Officer Grade 10	£89,620 for 18 month pilot period
		Outcome star evaluation tool and central repository of supports	£22,746
<b>Total</b>	£112,366		£112,366

**4. SUMMARY OF IMPLICATIONS**

**(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

This report relates to the following priorities; ‘Provide opportunities where young people can achieve their potential to be the best they can be’ from the Corporate Plan, ‘Improving the wellbeing of children, young people and families’ from the Children’s Services Plan (2020-23) and ‘Building a better future for our children and young people in Moray’ from the LOIP.

**(b) Policy and Legal**

No additional policy or legal implications follow from this report.

**(c) Financial Implications**

There are no financial implications for this change.

**(d) Risk Implications**

There are no risks associated with the redistribution of funding, however the risks of not progressing with the implementation of this model are outlined below.

Risks to children and families in Moray	<ul style="list-style-type: none"> <li>Existing unmet need escalates - existing needs cannot be adequately met with current resource.</li> <li>Slow response time to emergent need further destabilises family and individual situations.</li> <li>Slow response to need increases risk.</li> <li>Inequity of access to resources and supports.</li> <li>Complex systems are barriers to securing additional support and resources.</li> </ul>
Risks to the children’s services partnership	<ul style="list-style-type: none"> <li>An un-coordinated, silo working approach to delivering and monitoring the Children’s Services Plan emerges</li> <li>Failure to shift resources on a</li> </ul>

	<p>partnership basis to early intervention.</p> <ul style="list-style-type: none"> <li>• Benefits of the responsive case management in the existing model is lost.</li> <li>• Case practice remains reactive rather than planned and responsive.</li> <li>• Delayed response to emerging intelligence</li> <li>• Areas of unmet need will not be identified in as timely a manner.</li> <li>• Scarce resources will continue to be allocated in the wrong place.</li> <li>• Maximising the potential for leveraging in additional funding based on need is lost</li> </ul>
Risks to single agencies	<ul style="list-style-type: none"> <li>• Single agency resource continues to fail to meet demand as it remains focused on high level /crisis management.</li> <li>• Burn out of staff.</li> <li>• Single agency priorities/ responsibilities are not met.</li> <li>• Increased demand on adult services as needs continue into adulthood.</li> </ul>

There are also risks in delivering the revised locality model across a partnership structure and these are also detailed below.

<b>Risk</b>	<b>Mitigating Action Required</b>
Senior Managers do not commit the required staff resource to fully engage in the various groupings which make up this model	<ul style="list-style-type: none"> <li>• GLG have committed to prioritise resource to pilot this model of delivery (At their monthly meetings in both December 2020 and Jan 2021)</li> </ul>
Lack of understanding of how the model operates and each participants' role and functions within it	<ul style="list-style-type: none"> <li>• Robust induction process</li> <li>• Implementation of multi- agency communication and engagement strategy</li> </ul>
Not being able to effectively measure impact	<ul style="list-style-type: none"> <li>• Clear output and outcome reporting process in place</li> <li>• Independent external evaluation</li> <li>• Support from Regional QI Advisor</li> </ul>
Insufficient resource allocated to support the pilot	<ul style="list-style-type: none"> <li>• Current resource sustained</li> <li>• Additional resource sought</li> </ul>

**(e) Staffing Implications**

The project management function will be undertaken by the existing grade 12 GIRFEC Lead Officer post supported by a grade 10 Wellbeing Improvement Officer.

**(f) Property Issues**

There are no property issues.

**(g) Equalities/Socio Economic Impact**

A multi-agency system to identify and address the wellbeing needs of all children and families experiencing distress will help ensure needs are identified and addressed in a systematic and timely way. Gaps in provision and inequitable access to existing provision will be identified and addressed.

**(h) Consultations**

Chief Officer Health and Social Care; Katrina McGillivray Senior Human Resources Adviser; Paul Connor, Principal Accountant; Legal Services Manager; Tracey Sutherland, Committee Services Officer, Joanne Shirriffs, Chair of Wellbeing Partnership Group and the Equal Opportunities Officer; have been consulted in the preparation of this report and are in agreement with the content relating to their areas of responsibility

**5. CONCLUSION**

**5.1 The implementation of the 18 month pilot of the streamlined locality planning system within children's services will enable the delivery of an effective and efficient integrated system of early intervention health and wellbeing support for children and families across Moray.**

**5.2 The redistribution of the budget allows for greater added value. This includes the purchase of Outcome Star, an evidence based outcome measurement tool which can be utilised by all partners to consistently measure impact on the lives of children, young people and families.**

**5.3 In addition, the availability of a central repository of supports allows children and families to be aware of the supports available and how to access them. This resource would also assist professionals involved in the child's planning processes to be more aware of local services.**

**Author of Report:** Tracy Stephen, Interim Head of Children and Families and Criminal Justice Social Work  
Background Papers:  
Ref: SPMAN-1315769894-149





**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE, ON 6 OCTOBER 2021**

**SUBJECT: THE QUEEN'S PLATINUM JUBILEE - 3 JUNE 2022**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

### **1. REASON FOR REPORT**

- 1.1 The Committee is asked to consider the proposals in relation to teaching staff recognising the Queen's Platinum Jubilee as an additional day of annual leave on Friday 3 June 2022.
- 1.2 Additionally, that the Committee give authorisation to submit a request to the Scottish Government for permission for the schools across Moray to reduce teaching days by one from the requirement to provide 190 days schooling to 189 as a result of the additional day's annual leave in 2022.
- 1.3 This report is submitted to the Committee in terms of Section III (D) (1) to exercise all the functions of the Council as an Education Authority.

### **2. RECOMMENDATION**

- 2.1 **It is recommended that the Committee:**
  - i) **recognise Friday 3 June 2022 as an additional day of annual leave for teaching staff across educational establishments in line with the provision being made for Scottish Joint Council staff; and**
  - ii) **agree to seek an exemption from the Scottish Government for the requirement to provide 190 days schooling and seek consent for the exceptional closure of all Moray schools on Friday 3 June 2022, under the terms of section 133 (4) of the Education (Scotland) Act 1980.**

### **3. BACKGROUND**

- 3.1 A nationwide celebration will be held to mark the Queen's Platinum Jubilee. The UK Government have agreed to allocate an extra bank holiday on Friday 3 June 2022, while the late May bank holiday will be moved to 2 June 2022, in order to provide a four day weekend. However it is noted that the Council do not recognise the late May bank holiday and it is noted that schools have

already allocated their Associated Schools Group (ASG) occasional days for 2022.

- 3.2 A similar situation arose in relation to the Diamond Jubilee in 2012 and the Royal Wedding in April 2011. The Council's Policy and Resources Committee of 13 September 2011 agreed, on the occasion of the Diamond Jubilee, to allocate all employees an additional day of annual leave, fixed to 5 June 2012 pro-rata for part-time employees, (paragraph 14 of the minute of refers). Those staff unable to take it on that day because they did not work that day or for service reasons, were able to take the extra day annual leave at another time. Policy and Resources Committee of 10 February 2011, on the occasion of the Royal Wedding, allocated an additional day of annual leave to all employees, pro-rata for part-time staff (paragraph 8 of the minute of refers). The additional day was to be taken on 29 April 2011 unless this was not possible for service reasons or the employee did not work that day.
- 3.3 The options available for consideration in relation to the Queen's Diamond Jubilee and Royal Wedding are also relevant to the Platinum Jubilee holiday in 2022. These options were recently reviewed at the Education, Communities and Organisational Development Committee on 11 August 2021 where it was agreed to allocate Scottish Joint Council employees an additional day of annual leave, fixed to 3 June 2022 (pro-rata for part-time employees) and to refer the decision in relation to teaching staff to this committee for review pending an indication from the Scottish Government regarding the likelihood of approving any request for exceptional closure. The Scottish Government have since indicated that requests for exceptional closure for an additional day of annual leave to mark the Platinum Jubilee occasion would be authorised.

#### **4 PROPOSAL**

- 4.1 It is proposed that teaching staff be allocated an additional day of annual leave on Friday 3 June 2022 in recognition of the Queen's Platinum Jubilee.
- 4.2 It is proposed that authorisation is given to seek an exemption from the Scottish Government for the requirement to provide 190 days schooling and seek consent for the exceptional closure of all Moray schools on Friday 3 June 2022, under the terms of section 133 (4) of the Education (Scotland) Act 1980.

## 5. **SUMMARY OF IMPLICATIONS**

- (a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP):**  
Single Outcome Agreement, Outcome 10 – Efficiencies: delivering and developing governance, performance management and accountability to the local community
- (b) **Policy and Legal:**  
There are no policy or legal implications from this report.
- (c) **Financial implications:**  
For annual leave, there will be no additional costs associated with this option as schools will be seeking authorisation to seek exemption of providing 190 days schooling which would have no impact on costs as staff would be paid as usual.
- (d) **Risk Implications:**  
There are no risk implications arising from this report.
- (e) **Staffing Implications:**  
As set out in report. No additional staffing implications
- (f) **Property:**  
There are no property implications from this report.
- (g) **Equalities/Socio Economic Impact:**  
There are no equalities implications arising from this report. Part-time staff would be allocated leave on a pro-rata basis whether or not they would be due to work 3 June 2022 in order to comply with the relevant legislation.
- (h) **Consultations:**  
The Personnel Forum Managers have been consulted on this report via email and no concerns or issues were raised.

The Trade Unions representing SJC, Craft and Chief Officers considered this issue at their meeting on 1 July 2021 and expressed the view that their preference was for the Council to support option (a) which is to allocate an additional public holiday for 2022.

The Trade Unions representing Teaching Staff considered this issue at their meeting on 16 June 2021 and expressed the view that given occasional days had already been preset for schools this would present an issue if it was to be allocated as an occasional day as plans may already be in place. The preferred choice was to simplify it for all by having all schools change the same day for example the current May public holiday to the June date, although it was suggested that an additional day of annual leave being given would be welcomed.

At a further meeting of the Local Negotiating Committee for Teachers on 9 September 2021, it was agreed that authorisation to seek an exemption as set out above should be requested.

**6. CONCLUSION**

- 6.1 Following the designation of 3 June 2022 as a public holiday by the Scottish and UK Governments the outstanding consideration is whether the day will be designated as an additional holiday for teaching staff which will require an exemption to be obtained from Cosla in relation to securing an exceptional closure day.**
- 6.2 To ensure consistency across the workforce approval is sought to seek authorisation to close the schools on 3 June 2022.**

Author of Report: Anne Smith, Senior OD Adviser

Background Papers: Report to Policy and Resources Committee on 13 September 2011 on Diamond Jubilee and Report to Policy and Resources Committee 10 February 2011 on Royal Wedding

Ref: SPMAN-1656699058-31 / SPMAN-1656699058-35




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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 6 OCTOBER 2021**

**SUBJECT: DICK BEQUEST STATUTORY FUND**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 To ask the Committee to consider the Council's position in relation to the Dick Bequest following the receipt of evidence that the original truster had links to the slave trade.
- 1.2 This report is submitted to Committee in terms of Section III D (21) of the Council's Scheme of Administration relating to Education grants.

**2. RECOMMENDATION**

- 2.1 **It is recommended that the Committee consider the evidence presented below and what action, if any, they may wish to take from the options contained in paragraphs 4.2 to 4.5, noting that the issues at paragraphs 4.4 and 4.5 would need to be remitted to Moray Council.**

**3. BACKGROUND**

- 3.1 James Dick (1743–1828) was born in Forres, Morayshire. He became a successful merchant in the West Indies and later in London. Following his death, he bequeathed £113,787 to encourage "learning and efficient teaching" among the parish schoolmasters of Elgin, Banff, and Aberdeen shires. There is a memorial to James Dick in Anderson's primary school in Forres.
- 3.2 This fund is now a statutory scheme known as the Dick Bequest. It was established by Statutory Instrument in 1979 and is a registered charity with OSCR number SC013641. Accounts for the year ended 31 December 2020 show the scheme has a capital balance of £1,638,099. The scheme is entirely reliant on income and investment returns from its share portfolio.

- 3.3 The Council has no direct control over the scheme, beyond appointing a Councillor as a Governor.
- 3.4 The scheme has 10 Governors who meet at least twice per year to assess grant applications and disburse funds in line with the statutory purposes:
- 5 elected by from the legal profession
  - from the University of Aberdeen
  - from Aberdeenshire.
  - 1 from Moray Council, currently Councillor Ross
- 3.5 The benefits to Moray under the Scheme are:
- equipment grants to schools (around £5,000 per annum)
  - further education grants for teachers (around £10,000 per annum).
- 3.6 Officers within the Council’s Education department co-operate with the governors by allocating equipment grants and by promoting the fund to beneficiaries.
- 3.7 David Alston and Donald Morrison have recently published [research](#) which suggests James Dick was involved in slave trading in Jamaica and that some of his wealth came from slave trading. They have asked the Scottish Government to consider re-directing the funds within the Dick Bequest to benefit people in Jamaica.
- 3.8 Aberdeenshire Council have distanced themselves from the fund through a decision of their Leader and Head of Education which was reported in the Press and Journal on 1 June 2021.
- 3.9 The media have asked what the position of the Council is in relation to the trust. The EIS have asked their members to consider making an appropriate reference to the historical background on the statue in Anderson’s Primary School.
- 3.10 Very few local authorities seem to have addressed the issue of the historical legacy of slavery in their areas however Glasgow City Council have taken the step of commissioning a major academic study into historical bequests linked to transatlantic slavery. This will include an audit of bequests and donations, street names and built heritage; scrutiny of records, public consultation and a resulting strategy.

#### **4. PROPOSALS**

- 4.1 The Committee is asked to consider whether it has sufficient evidence in relation to the Dick Bequest and if so, consider the following options:
- 4.2 The Council adopt a “do minimum” approach in relation to the Dick Bequest, similar to Aberdeenshire Council. This would mean:

- No active steps would be taken to refer to or promote the Scheme (although the Council would not be able to stop teachers applying directly to the Scheme for grants).
  - No requests would be made by the Council for equipment grants from the Scheme.
  - The Council would still be required to nominate a councillor to the Board of Governors
  - The Scheme would likely incur higher administration costs.
- 4.3 As a more active step the Council could consider lobbying the Scottish Government to wind up the Dick Bequest and follow the suggestion of Messrs Alston and Morrison that the Funds be re-directed to benefit people in Jamaica.
- 4.4 The actions above may prompt the Council to consider a wider position statement on the historical legacy of slavery more generally.
- 4.5 Having taken the steps above there may then be an expectation on the Council to consider links to slavery in relation to other assets within the Council's control:
- trust funds which the Council has involvement with.
  - memorials and monuments which the Council has responsibility for
  - buildings which the Council occupies.
  - street names
- 4.6 This has potential to be resource intensive and could not be accommodated within existing resources.

## **5. SUMMARY OF IMPLICATIONS**

### **(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

No direct links to the Corporate Plan have been identified.

### **(b) Policy and Legal**

The position is outlined in paragraphs 3.2 to 3.6 above

### **(c) Financial implications**

If the Council distanced themselves from the trust then there would be a modest loss in funding of equipment in schools.

If the Council wishes to consider links to slavery in relation to other assets within the Council's control, it would be necessary to secure additional resources either internally or externally to undertake this work, which would have a cost implication.

**(d) Risk Implications**

There are reputational risks associated with

**(e) Staffing Implications**

If the Council distanced themselves from the trust then there may be a reduction in funded training opportunities for teaching staff.

There are no staff resources currently available to be allocated to the investigation of links to slavery in relation to other assets within the Council's control.

**(f) Property**

No direct implications.

**(g) Equalities/Socio Economic Impact**

Public recognition of the injustice of historical discrimination may help raise awareness of equalities issues and promote equalities more generally.

**(h) Consultations**

The Head of Education and Group Leaders have been consulted in the preparation of this report.

**5. CONCLUSION**

**5.1 There is a modest benefit to Schools and Teaching staff from funds distributed by the Dick Bequest scheme.**

**5.2 There is evidence that James Dick, the original trustor, was involved in slave trading.**

**5.3 The Committee is asked to consider this evidence and what action they wish to take.**

Author of Report: Alasdair McEachan, Head of Governance, Strategy and Performance.

Background Papers:

Ref: SPMAN-2045703626-87



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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 6 OCTOBER 2021**

**SUBJECT: PUBLICATION OF THE REFRESHED PARTNERSHIP  
COMMUNITY LEARNING AND DEVELOPMENT PLAN 2021-24**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 To ask the Committee to review and endorse the draft [Partnership Community Learning and Development \(CLD\) Plan 2021-24](#) on 31 August 2021 in line with statutory requirements.
- 1.2 The report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration in relation to the Council as an Education Authority.

**2. RECOMMENDATIONS**

**2.1 It is recommended that Committee:**

- i) review the final draft Partnership Community Learning and Development (CLD) Plan 2021-24, taking account of amendments made following comment at Education, Communities and Organisational Development (ECOD) Committee on 11 August 2021; and**
- ii) endorse the final draft Partnership Community Learning and Development Plan 2021-21 and associated implementation plan.**

**3. BACKGROUND**

- 3.1 There is a statutory requirement is to produce a three year Community Learning and Development (CLD) Plan in line with [the requirements for Community Learning and Development \(Scotland\) Regulations 2013 \(CLD Regulations\)](#). Responsibility for ensuring this is done sits with the local authority with sign off required through the Community Planning Partnership (CPP).
- 3.2 The draft Partnership CLD Plan was developed by the CLD Strategic Partnership following extensive consultation and engagement with partners,

learners and communities. The plan was discussed and strengthened with input from the Community Planning Board (CPB) on 23 June 2021 (para 9 of the minute refers) and by the ECOD Committee on 11 August 2021 (para 14 of the minute refers). Feedback from both of these groupings was incorporated into the final draft which was approved by the CLD Strategic Group and published on 31 August 2021 to meet the statutory requirement..

- 3.3 ECOD Committee requested that the final draft of the CLD Plan should reflect on the achievements of the CLD Partnership to date. A review of the 2018-2021 Plan is now included as a section in the 2021-24 Plan (pages 10-12).
- 3.4 The Community Planning Partnership Board (CPB) endorsed the Plan at their meeting of 22 September in line with the Regulations.
- 3.5 The CLD Strategic Group have created an implementation plan to capture the joint actions they will undertake in the delivery of the refreshed plan and also includes a number of actions that will improve governance of the Plan and ensure we have all the required data to evidence impact as we move forward. (**Appendix 2** to this report)

#### **4. SUMMARY OF IMPLICATIONS**

##### **(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

This partnership CLD plan is built around the LOIP outcomes, with a particular focus on:

##### Empowering and Connecting Communities

- A thriving and well connected place, where more people live well in their communities
- Confident skilled and self-reliant communities where expectations and aspirations are raised and achieved.

The plan also supports the Priorities of the Corporate Plan to:

- Our People: Provide opportunities for people to be the best they can be throughout their lives with a strong and sustained focus on those individuals and groups in our society who experience the most disadvantage and discrimination.
- Our Place: Empower and support communities to build capacity
- Our Future: Drive economic development to create a vibrant economy for the future.

##### **(b) Policy and Legal**

There are no policy or legal implications.

##### **(c) Financial implications**

There are no financial implications arising from the CLD Plan. The purpose of the Plan is to coordinate service provision to meet priorities in Moray using resources available across the Community Planning Partnership.

**(d) Risk Implications**

There are no known risk implications

**(e) Staffing Implications**

There are no staffing implications arising from the development of the new CLD Plan

**(f) Property**

There are no Property Implications.

**(g) Equalities/Socio Economic Impact**

The focus of the CLD Plan is to address inequalities in Moray. The CLD Guidance requires that an Equalities Impact Assessment (EIA) be produced alongside the Plan. An EIA has been developed with the support of the Council's Equal Opportunities Officer and is included as an appendix to the draft CLD Plan.

**(h) Consultations**

Head of Education (Chief Education Officer); Head of Education Resources and Communities; Senior Solicitor (Litigation and Social Care), Tracey Sutherland, Committee Services Officer, Paul Connor, Principal Accountant and the Equal Opportunities Officer have been consulted and the comments received have been incorporated into the report

**5. CONCLUSION**

- 5.1 The draft Partnership CLD Plan was published on the Moray Council Website on 31 August. The Committee is asked to review the Plan, note the amendments taking account of discussion at ECOD Committee on 11 August 2021 and to endorse the Plan at Appendix 1. CPB approval is required for the Plan to become the final approved version supported by all community planning partnership (CPP) organisations. The initial Implementation Plan sets out the actions CPP partners will take together to deliver the outcomes within the CLD Plan.**

Author of Report: Kevin McDermott, Service Manager, (Communities (CLD))  
Ref: SPMAN-1315769894-156 / SPMAN-1315769894-160 /  
SPMAN-1315769894-159



# COMMUNITY LEARNING AND DEVELOPMENT

## PARTNERSHIP PLAN 2021-2024



Moray  
Community Planning  
Partnership

D-03736

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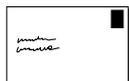
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**Don Toonen**

Equalities Officer, Moray Council, High Street, Elgin, IV30 1BX



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## Foreword

It is a pleasure to invite you to read our new Community Learning & Development (CLD) Plan for 2021-2024. This is our third plan and is very much a partnership effort demonstrating our intent to target resources and expertise at those who experiencing inequalities as we readjust to the impacts of the Covid-19 pandemic.

One of our key resources is the CLD workforce – all of those who are working or volunteering in CLD settings and who are actively engaged in learning and community development. The pandemic has taught us many things, but the most striking in Moray was the way our communities and services came together to ensure individuals and families received vital support.

Fantastic initiatives included the development of the charity Moray Emergency Relief Fund which raised monies to deliver quick, non-judgemental support to individuals and families. Fairer Moray Forum Action Group, supported by joint leadership from Moray Council and tsiMORAY, focussed on getting the right information out to communities and sought to overcome barriers.

Highlands and Island Enterprise Moray Area Team enabled the distribution of the Scottish Government Covid-19 Supporting Communities Fund and supported organisations to access further investment from the Third Sector Community Recovery and Adapt and Thrive funds to develop solutions that met local need. Moray Council also mobilised quickly to administer over £23M in grants and funding in the form of small business grants, hardship grants and the temporary restrictions fund. tsiMORAY filtered and distributed relevant and accessible information through a new web portal, frequent e-bulletins, and online meetings, as well as distributing small amounts of funding and supporting community groups responding to local needs.

Communities were outstanding in responding to food poverty and access to essential provisions and support, from preparing and distributing hot meals to checking in on neighbours, helping with money advice and providing transport. There was an overwhelming sense that Moray cares about its communities and as a Partnership Board, we were humbled by the response.

The Community Planning Partnership Board in our review of the new Local Outcome Improvement Plan (LOIP), has fully endorsed the importance of authentic community engagement recognising that we get better outcomes when we work in partnership with local groups and organisations. This can be evidenced in our support for community led Locality Plans and the development of Resilience Plans with our community councils and other key local organisations.

This is a three year plan and we believe that the priorities and cross cutting themes will be relevant throughout. However, we have taken account of the guidance provided by Education Scotland and will focus during the first year of the plan on ensuring that we fully understand the impacts of the pandemic across our communities. The learning from that will shape how we deliver on our priorities in years two and three.

Making a difference in our communities has never been more vital, we all have a part to play.

Chair Moray  
Community Planning  
Partnership Board

# Executive Summary

## – Our CLD Plan Priorities 2021-24

Our Partnership CLD Plan is a three-year plan with a particular focus in the first year on how we respond to the lessons of the pandemic and our emerging understanding of who has been affected most by it.

We will be shifting the balance of delivery to provide more face-to-face support and to create opportunities to help people reconnect within their communities. We will also continue to improve and enhance our virtual offer. One of the positive lessons from the last 18 months has been the way in which many of our communities and individual learners have adapted to the virtual world.

Our Partnership CLD Plan has been shaped and informed by the partners from their own perspectives and in response to the input and feedback from existing learners, community organisations and the wider public.

We have identified four strands to our Partnership CLD Plan, which are underpinned by three cross-cutting themes:

### Learning for Life

We will work to remove barriers to learning so that people are more likely to reach their potential, leading to improved health, well-being, employability and quality of life.

- More people in Moray can access learning opportunities.
- Learning opportunities are available in a variety of formats to widen access across Moray.

### Participation and Community Voice

We will work with our communities to co-design our processes so that they are inclusive and accessible from the start.

- More people get involved in community activity for the first time.
- CLD partners are more effective at engaging with and involving local people.

### Active Citizens and Communities

We will work in partnership with our community groups and organisations to progress the things that are important to them and their communities

- Local people are actively involved in local decision making and in identifying local priorities.
- More people feel they have a say and that their involvement makes a difference.

### Workforce Development

We will work to deliver quality training and development pathways by accessing learning opportunities and support through local, regional and national networks.

- We have a skilled and confident CLD workforce in Moray.
- More community groups and organisations are able to access training and learning opportunities.

### Cross Cutting Themes

- Addressing impacts of rurality and poverty.
- Improving mental health and well-being.
- Addressing social isolation and helping people to reconnect.

# Introducing Moray

The mid 2020 population estimate for Moray is 95,710 (NRS2021) and is increasing.

The area is served by 62 Early Learning and Childcare providers; 45 Local Authority Primary Schools with a pupil population of 6943; eight Secondary Schools with a pupil population of 5,171 plus Drumduan Steiner School, covering kindergarten to Class 12, with 75 pupils. Classrooms and communities benefit from the integration of pupils with English as an additional language, and there are currently 52 different languages spoken within local authority provision.

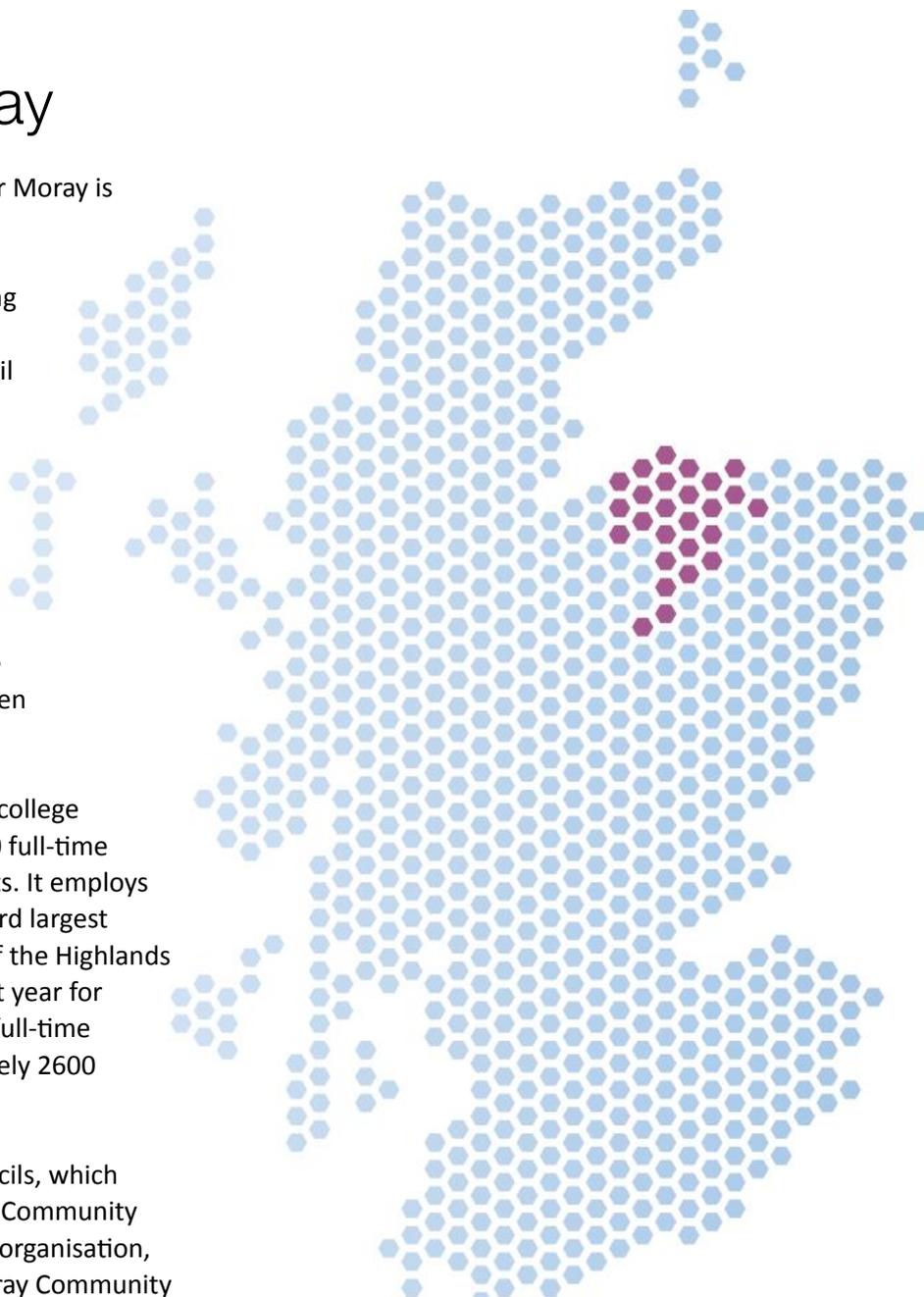
Moray College is a further education college based in Elgin. It has a target of 1,500 full-time students and 8,100 part-time students. It employs approximately 370 staff and is the third largest Academic Partner of the University of the Highlands and Islands. 2020/2021 was a difficult year for enrolment with approximately 1250 full-time students (FE and HE) and approximately 2600 part-time students (FE and HE).

There are 20 active Community Councils, which represent their ward areas. The Joint Community Councils of Moray, is a non-statutory organisation, formed as a vehicle that enabled Moray Community Councils to meet to air problems, exchange information on Community Council business and develop initiatives.

There are also seven Area Forums, although not all active, which are constituted groups providing a platform for local people and community organisations to come together to influence the planning and delivery of services locally and across Moray.

There is a thriving third sector and a diverse range of community organisations and interest groups some of whom are members of tsIMORAY. A brand new website that displays the services of third sector organisations is developing <https://www.tsimoray.org.uk/community-map>

Moray is home to RAF Lossiemouth, one of the largest and busiest multi-aircraft-type stations in the Royal Air Force, and Kinloss Barracks, the base for the army's 39 Royal Engineers (Air Support.) In April 2018, the UK Government announced major investment in RAF Lossiemouth with the introduction of new aircraft to strengthen the defence of the UK and its allies. Over 10 years, MOD investment in the region of £3bn will increase Moray's population by up to 4,000 people, including an additional 550 service personnel, bringing the total number employed at RAF Lossiemouth to over 2,200. Currently 17% of the Moray population are family members of serving and previous military personnel. There are strong ties between service personnel and their families and the wider community. Many veterans return to retire locally or start new civilian lives.



## Covid-19

In Moray 34% of the workforce were furloughed with only Highland having a higher proportion at 35%. This figure includes all PAYE jobs including those in the public sector, which are only eligible for furlough in limited circumstances.

Moray has the highest proportion of workers employed in manufacturing, much higher than the Scottish and UK averages. The majority of our local businesses are in the wholesale and retail sector and the decrease in footfall to town centres has had a significant impact. Consequently, in 2020 the Moray Economic Partnership recommended a greater focus on local procurement by Community Planning Partners, using local supply chains in business and social enterprises.

The Oxford Economics Vulnerability Index considers a local authority's economic diversity, business environment and digital connectivity to consider how able or not an area is to withstand and respond to the economic shock resulting from Covid-19. Moray was ranked as the eighth most vulnerable local authority in Scotland (Skills Development Scotland February 2021 Regional Skills Assessment). Poor digital connectivity and broadband speeds, low rates of working from home and a greater share of small firms and higher rates of self-employment all contribute to this figure. Consequently supplying CLD staff, learners, families and communities with equipment and devices became a priority as the pandemic developed, including support to groups to help them communicate on-line.

In our communities, humanitarian aid was quickly mobilised by local groups as lockdown developed. Many centres and church halls were closed in compliance with the regulations so volunteers had to be inventive in how they delivered support and resources to those most in need. Moray was part of the Grampian Covid-19 Assistance Hub, which co-ordinated support from 631 volunteers and 76 groups signed up to assist. 80% of the volunteers were matched with requests for assistance equating to 504 people. 180 individuals, groups or agencies received awards from the Moray Lord Lieutenant for extraordinary dedication to Covid-19 support from creating scrubs and facemasks to delivering meals and medicines.

Moray features as one of the case study authorities in a UK wide report, 'Comparing local responses to household food insecurity during Covid-19 across the UK (March – August 2020)'. The report recognises:

- The key role played by Moray Food Plus as the anchor community food organisation in Moray.
- The support of the local authority through the Money Advice Team, Community Support Unit and other services.
- The development of localised food support groups and distribution points across Moray – and the numerous funding sources that became available to support this.

Resilience networks developed in localities to act on need and highlight issues. Moray Council distributed a range of financial supports from hardship payments to flexible food fund grants totalling over £7.5 million in 2020-21. In excess of £19.5m was processed in "pass through grants" to small businesses for the same period.

The Moray Lieutenancy set up the charity Moray Emergency Relief Fund to enable quick decisions and support for residents in acute financial difficulty due to Covid-19. Over £220K was distributed between May 2020 and May 2021 with 600 applicants (rising to 1000 multiple applications by June 2021). Strong partnership work and trust has evolved with the Moray Lieutenancy in supporting individuals and families with fantastic financial and in-kind support from businesses.

Forres Area Credit Union volunteers have increased their common bond area and changed their name to become the Moray Firth Credit Union. This widens the geographic access to the credit union in Moray and new collection points are being developed to recruit new members alongside improved web access. The pandemic had an impact in the credit union in that loan requests dwindled as members who were furloughed or in changed circumstances were reluctant to take on more debt. Savers continued to save during this period creating a situation where there is a mismatch with low borrower demand, although this is slowly improving.

## What does Community Planning in Moray look like?

The Moray Community Planning Partnership have been reviewing partnership arrangements to ensure that we are focussed on the priorities set out in the Moray 10 Year Plan (V7 02/03/21) and that the structure will support the development and delivery of our Local Outcome Improvement Plan (LOIP) and Locality Plans.

In terms of strategic fit, Community Learning and Development is in a stronger position than it has been in Moray for several years. The CLD Strategic Partnership report to the Community Planning Officers Group and up to the Community Planning Board.

## Community Engagement Group

The Community Engagement Group has been reviewing their role which brings together community and agency stakeholders working together to embed inclusive engagement across the CPP. The CPP Board agreed a refreshed approach in June 2021 to:

- Develop a shared understanding of our community engagement approach in Moray across CPP partners.
- To continue to improve the quality of community engagement.
- To work with third sector, community members and other partners to co-design our vision.
- To capture this in a refreshed CPP Engagement Strategy and Action Plan to be launched in an event towards the end of 2021.

There are obvious synergies with the Partnership CLD Plan – particularly in relation to the active citizens and communities, participation and community voice priorities.



**Community Planning Officer Group**  
Delivering LOIP priority **Raising Aspirations (inc. poverty)**

**Employability Skills Group**  
Delivering LOIP priority **Growing diverse and sustainable economy**

**GIRFEC Leadership Group**  
Delivering LOIP priority **Building a better future for our children and young people in Moray**

**Moray Alcohol & Drug Partnership**  
Delivering LOIP priority **Changing our relationship with alcohol**

**CLD Strategic Group**  
Delivering LOIP priority **Empowering and connecting communities and Locality Plans**

## So what is Community Learning and Development?

Community learning and development covers a range of work including youth work, adult learning and community development.

**Community Learning and Development (CLD) supports primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, with a focus on bringing about change in their lives and communities. CLD activity has a strong focus on early intervention, prevention and tackling inequalities. It plays a significant role in raising attainment for all and supporting community empowerment, among other key agendas.**

– Education Scotland

The requirements for Community Learning and Development (Scotland) Regulations 2013 place a legal requirement on local authorities to take this role forward and require the publication of a partnership plan every 3 years. This direction sits amongst significant legislation and policy expectations which all impact on service providers and communities.

<https://northlcp.files.wordpress.com/2017/12/accompanying-note-for-cld-guidance-2017.pdf>

Highly significant is the Fairer Scotland Action Plan 2016, which aims to tackle poverty, reduce inequality and build a fairer and more inclusive Scotland. One of the positive responses to this in Moray has been the formation of the strategic Fairer Moray Forum - supported by an action group.

The CLD Strategic Partnership have finite resources and seek to target the 15% of the population who could derive the most benefit from our services. Partners still engage with and support those in the 80% who have the skills to access universal services. Those in the top 5% are more dependent on health and social care support.

Fundamental to any provision is the learner or community voice in the assessment, planning and evaluation process, enabling them to shape the CLD provision. This means that their engagement and participation is the building block to build confidence and aspiration, thus meeting the national CLD priorities:

- Improved life chances for people of all ages through learning, personal development and active citizenship; and
- Stronger, more resilient, supportive, influential and inclusive communities.

Our CLD Strategic Partnership brings together partners involved in CLD across Moray including:

- Skills Development Scotland
- Moray Pathways
- Moray College/UHI
- LEAD Scotland
- tsiMORAY
- Highlands and Islands Enterprise
- NHS Grampian
- Libraries – and other relevant council services.

The CLDSP will also include representation from English as an Additional Language team and are exploring other potential members from the Armed Services and formal Education. Once the Community Planning Partnership Community Engagement Group is reviewed there will also be representation requested from them.

In April 2021, as a result of restructuring, CLD activity within the local authority was located within a new Communities (CLD) Service incorporating the core areas of Youth Work, Adult Learning and Community Support. (See appendix 1). A new strategic partnership role has been created to provide ongoing support to the CLD Partnership and to ensure connection across other key policy areas.

# Review of the 2018-2021 Plan

The previous CLD Plan focussed on reinvigorating the strategic group, improving partnership work, accountability and themed improvement areas:

## **People: Improve the learning offer across communities**

- A wide range of support now exists to help young people and adults develop skills to enable them to progress into learning, training and work. Meaningful partnership work has been undertaken through the Moray Pathways consortium and the Local Employability Partnership to enable alignment and closer working relationships to maximise the capacity and skill that exists to meet the needs of those who access support. This includes the opening of a Hub based at Elgin Youth Café supporting the implementation of the Young Person's Guarantee.
- There has been consistent improvement in young people participating in learning, training and work, and more importantly, sustaining engagement in these valuable opportunities to develop skills. Currently 93.5% of 16 – 20 year olds participate in learning, training or work which is an increase of 2.2% from 2019.
- Moray Youth Matters was established in 2019 to progress youth issues by young people. Engagement with young people during lockdown was poor, despite youth work moving to a digital model. Even established groups such as MYM were reluctant to engage which has led to a huge drop in activity. 4 members have developed a Podcast 'Peas in a Pod' which is a topical discussion around current events.
- The Youth Engagement Team transition project at Buckie High School featured in an Education Scotland publication. <https://education.gov.scot/improvement/scotland-learns/what-scotland-learned/>
- Six local organisations achieved national Volunteer Friendly Awards highlighting their commitment to high standards: Moray Food Plus; Forres Area Community Trust; Outfit Moray; Hands Up to Volunteering (Moray Council); Moray Duke of Edinburgh's Award Committee and the Scottish Dolphin Centre.

- Initiatives focussing on health and wellbeing, reducing social isolation won the Age Scotland Partnership Award and the Self-Management project of the year at the Scottish Health Awards.

Partners have had to adapt to the on-line delivery environment, providing training and support to volunteers and learners. What started as an emergency response to the pandemic has developed into blended learning opportunities and the need to refine the quality of some offers. The need for face-to-face delivery for some equality groups is very evident. We will build on partner's expertise to improve the learning offer delivered in the 2021-2024 CLD Plan.

## **Place: Making the most of our assets and opportunities in communities**

- Seven community facilities were taken over by local people with the help of the Community Support Unit. New community groups were formed, and they secured 2 year leases to manage and run the facilities. During this time, a programme of support was delivered which included study visits, workshops and training as they worked towards submitting their full Community Asset Transfer requests.
- New Elgin East launched their Locality Plan in September 2019 developing health and wellbeing projects and initiatives responding to and engaging local people.
- Partners in the Buckie Locality Plan continued to work around improving attainment and meeting local needs.
- tsiMORAY sourced funding through LEADER Plus to employ 4 locality based Community Development Officers which increased tsiMORAY's reach, supporting local aspirations.
- Significant participatory budgeting events were delivered by a variety of organisations encouraged by Money for Moray's vision and initiative.
- Different approaches to developing community plans are being piloted in Forres, Keith and Lossiemouth areas in partnership with local anchor organisations.

We will continue to support the desires of local communities to develop provision and local assets to meet their needs.

**Prospects:** Ensuring the CLD workforce is skilled, with access to information, opportunities and accreditation, and succession planning is embedded.

- A youth work subgroup of the CLD network has been created to respond to funding opportunities and improve partnership working.
- Training opportunities are accessed through the North Alliance and Northern Alliance network with Moray staff facilitating and delivering provision.
- Moray staff benefitted from the CLD Research pilot and Safe Space for managers through Education Scotland.
- Moray staff now attend the CLD Managers Scotland meetings and contribute to working groups.
- The CLDSP has grown into a safe supportive space to exchange issues and ideas, and a conduit for development e.g. funding bids for New Scots, and Gaelic. Partners recognise the value of the partnership and are keen to widen membership as required to fully represent the CLD sector in Moray. The chairing role on the group has moved from Skills Development Scotland to Moray College UHI, continuing the ethos of an active and engaged partnership. We will build on the enthusiasm and commitment of volunteers and staff in our communities to ensure there are CLD pathways and opportunities available to them to meet their aspirations and share their wisdom.

**Publicity:** Improve understanding of CLD through better publicity, networking and information sharing.

- tsiMORAY developed third sector forums to meet the needs of different audiences: Volunteer Managers Forum; Health & Wellbeing Forum; Children & Young People's Forum; Moray Funders Forum; Fairer Moray Forum and the Social Enterprise Network. Their newsletter now reaches over 800 recipients and a third sector community-mapping website was launched.
- Locality Networks have a regular newsletter with a distribution of 700 recipients.
- CLD banners and display materials are available for partners to use in activities.

#### **External scrutiny:**

- In April 2018 HM inspectors published a report for the Buckie area and communities of Portknockie, Cullen, Findochty and Portgordon and committed to subsequent monitoring visits and input. At that time, there was significant concern about ESOL and Essential Skills provision and the CLD Strategic Partnership worked hard to ensure that the learner's voice was heard at the relevant council decision making committees. Partners feel that their collective intervention led to a more positive outcome with ESOL provision moving to Moray College UHI and Essential Skills provision being reinstated within the local authority.
- A continuing engagement HM Inspection visit was undertaken in March 2020 when the Local Authority was signed off because of improved partnership working and Local Authority strategic direction. Strong Youth Work and Locality Planning was praised plus the range of active community organisations.

The improvement feedback is included in our implementation plan. We will embrace the sectors new self-evaluation framework to build partnership understanding and peer evaluation.

**The CLD Plan for Moray (2020-21) continues to inform partnership working and plans are in hand to improve the governance of CLD. In a period of considerable change, there is a greater sense of direction.**

– HMI Continued Engagement Report July 2020

## Case Study – Partnership working in action

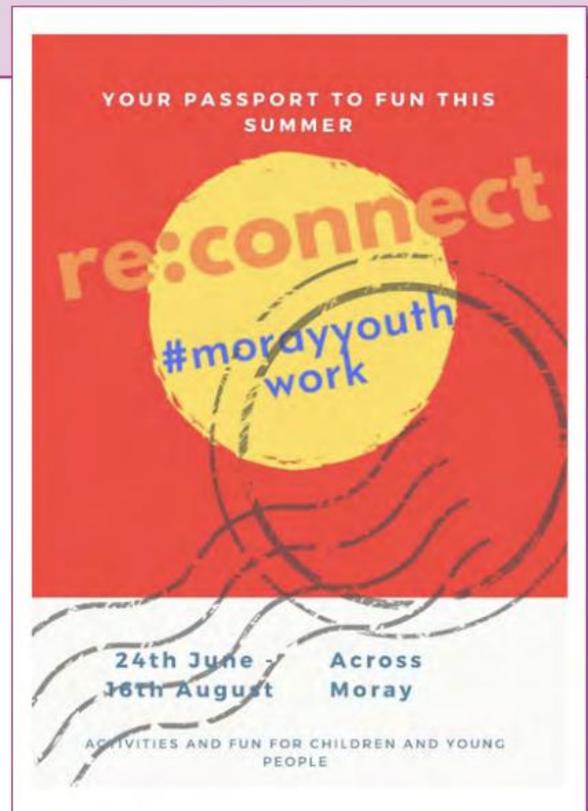
### Youth Work Delivery Network

The CLDSP identified the need to create a space to bring youth work providers together. This network was initiated in 2020 and brought stakeholders together to look strategically at delivery and funding.

The approach bore fruit when the partners were able to quickly respond to the pandemic and secured external funding of 60k to develop sessions and activities to connect with young people.

The co-ordination and networking amongst the delivery partners ensured that there was a Moray wide response with a range of activities led on by different partners. Typical activities were

- Pop up sessions across Moray to engage with young people.
- Activity sessions and outreach through Active Schools and Police Scotland.
- Themed activities including film making; circus skills and summer activity camps.
- Sessions targeted at young people making the transition from primary to secondary school.
- Detached youth work – with flexibility to respond to particular communities and locations
- Contribution to the wider Enhanced Provision model of activity provision for young people who experience most disadvantage.



## How did we involve people in shaping our Partnership CLD Plan?

The Covid-19 Pandemic has affected the depth and range of engagement for the new CLD Plan. Questionnaires were used to elicit core themes from communities, themed forums, and existing learners. Focus groups and follow-up sessions were held with those who indicated interest in further discussion. A meeting was held with the Joint Community Councils of Moray, to discuss priorities within their communities.

### 402 individual survey responses

- 402 individual survey responses
- 274 from the general public
- 85 from young people at Re:connect sessions
- 43 from existing learners
- 20 follow up conversations
- Session with Joint Community Council Forum
- Input from Community Planning Officers Group and Community Planning Board

Within the Youth Work network, the Re:connect project engaged with young people at their pop-up events and other on the ground activity. The survey format was adapted to support semi-structured conversations.

The Partnership also took account of information gathered through Children's Services planning consultation and engagement.

The Fairer Moray Forum already had a group focussing on the Cost of the School Day, and an Action Group formed practical solutions to problems individuals and communities were presenting or experiencing. It was recognised that some of these people could become possible recipients and beneficiaries of future CLD activity if we understood their situation better.

In order to capture these experiences case studies were collated from partners to share and understand the issues to reflect on practice.

<https://revolutionforgood.org.uk/wp-content/uploads/2021/08/Poverty-report-1.pdf>



The image highlights key words from the case studies to give an insight into the challenges that some of our residents face, which impacts on their ability to engage fully in community life and wider learning opportunities.

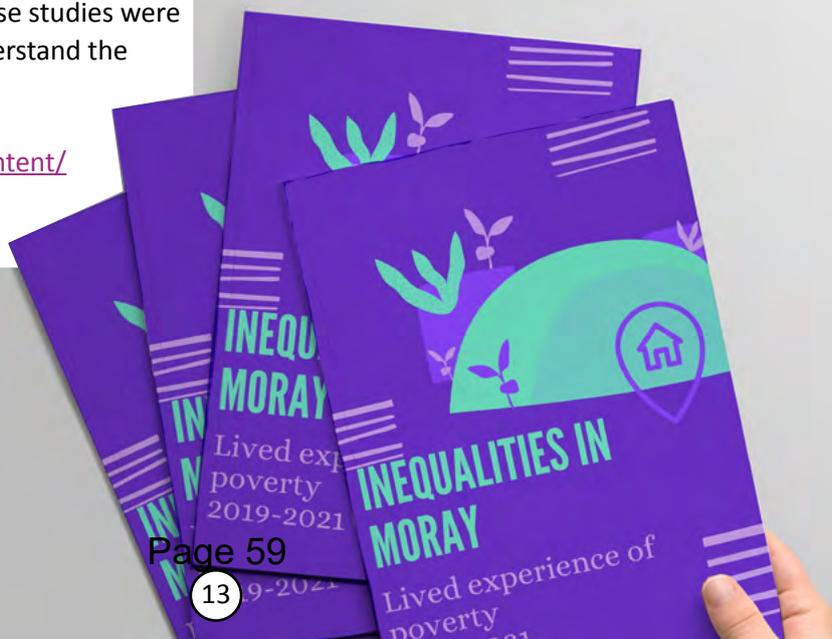
The CLD Strategic Partnership members shared their own single agency reviews of Covid-19 and expectations of recovery. Partners and Council leads also attended Education Scotland sessions on CLD Planning and brought the learning back into our local conversations and teams.

In December 2020, after a review of the LOIP, there was a refocus on community voice and developing resilience, to support and deliver the CPPB's aspirations in local service delivery.

Locality Plan development, Participatory Budgeting and Community Asset Transfer are all part of this, indicating a movement of resources and ownership to communities.

Partners are keen to see the impact of a new online community-mapping tool that has been launched by tsiMORAY to build a comprehensive picture of the range of community groups, organisations and activities across Moray.

<https://www.tsimoray.org.uk/community-map>



# Our CLD Plan Priorities 2021-24

Our Partnership CLD Plan is a three year plan but with a particular focus in the first year on how we respond to the lessons of the pandemic and our emerging understanding of who has been affected most by it.

We will be shifting the balance of delivery to provide more face to face support and to create opportunities to help people reconnect within their communities. We will also continue to improve and enhance our virtual offer. One of the positive lessons from the last 18 months has been the way in which many of our communities and individual learners have adapted to the virtual world.

As a strategic CLD Partnership, we too have adapted and have successfully gravitated to online meetings, keeping partners connected and engaged. This refreshed Partnership CLD Plan has been shaped and informed by the partners from their own perspectives and understanding and in response to the input and feedback from existing learners, community organisations and the wider public.

## Our vision is captured below:

We have an effective Community Learning and Development (CLD) Partnership in Moray who are committed to helping our communities recover from the impacts of the pandemic.

We realise that not everyone has been affected in the same way and we want to target our support to those who would benefit most from our collective inputs.

All of our activity is consistent with the national CLD Outcomes (see appendix 2) and the Community Planning Partnership focus of the Local Outcome Improvement Priorities (LOIP), and contribute to:

- Improving life chances for people in Moray of all ages in communities experiencing the greatest inequality of outcomes.
- Developing stronger, more resilient, supportive, influential and inclusive communities

**Priorities** – We have identified four strands to our Partnership CLD Plan, which are underpinned by a number of cross-cutting themes:

- Learning for Life ( improving access to learning).
- Active citizens and active communities.
- Participation and Community Voice.
- Workforce Development.

## Cross Cutting Themes

- Addressing impacts of rurality and poverty.
- Improving mental health and well-being.
- Addressing social isolation and helping people to reconnect.

This section shows our simple Theory of Change; explains the priorities and includes a summary of the Plan themes captured in a one page graphic.



### **Learning for Life**

We will work to remove barriers to learning so that people are more likely to reach their potential, leading to improved health, well-being, employability and quality of life.

- More people in Moray can access learning opportunities.
- Learning opportunities are available in a variety of formats to widen access across Moray.

### **Participation and Community Voice**

We will work with our communities to co-design our processes so that they are inclusive and accessible from the start.

- More people get involved in community activity for the first time.
- CLD partners are more effective at engaging with and involving local people.

### **Active Citizens and Communities**

We will work in partnership with our community groups and organisations to progress the things that are important to them and their communities

- Local people are actively involved in local decision making and in identifying local priorities.
- More people feel they have a say and that their involvement makes a difference.

### **Workforce Development**

We will work to deliver quality training and development pathways by accessing learning opportunities and support through local, regional and national networks.

- We have a skilled and confident CLD workforce in Moray.
- More community groups and organisations are able to access training and learning opportunities.



## Priority 1 – Learning for life – improving access to learning

### Theory of change

Learning is life-long and happens in many different ways and settings.

We recognise that some people face more barriers to accessing learning, and that this has an on-going impact on their life chances.

We will work to remove barriers to learning so that people are more likely to reach their potential, leading to improved health, well-being, employability and quality of life.

### Improved life chances for people experiencing greatest inequality of outcomes

- Skills for life and work (eg. Essential Skills, ESOL, accreditation; soft skills, Employability etc.)
- Digital skills
- Family and inter-generational learning
- Support for young people to get into work or volunteering.
- More community based adult learning opportunities.
- Moray Pathways to improved employability.

## Priority 2 – Active citizens and communities

### Theory of change

As a partnership we are committed to improving our ability to engage with our communities because we believe that it leads to better outcomes.

We will work in partnership with our community groups and organisations to progress the things that are important to them and their communities.

### Stronger, more resilient, supportive, influential and inclusive communities

- Valuing volunteering
- Continuing to support community action groups
- Training to help groups grow and develop.
- Neighbourhood approach to develop community owned plans
- Developing Community Resilience Plans

### Covid-19 recovery cross cutting themes

- Addressing the impact of rurality and poverty in Moray.
- Improving Mental health and well-being.
- Addressing social isolation and helping people reconnect.

### LOIP themes

- Improved life chances for people of all ages – experiencing greatest inequality of outcomes.
- Developing stronger, more resilient, supportive, influential and inclusive communities.

## Priority 3 – Participation and community voice

### Theory of change

People who have more agency over their lives are better able to influence change.

We want to make it normal for Moray residents to be engaged in discussions about local services and issues – and that residents feel that they can contribute to improved outcomes.

We will work with our communities to co-design our processes so that they are inclusive and accessible from the start.

**Stronger, more resilient, supportive, influential and inclusive communities**

- Building on existing networks and forums to enhance inclusive community engagement.
- Further roll out of Participatory Budgeting.
- Develop Moray as a leader in inclusive participation which actively involves those who face most barriers.
- Increase opportunities for young people to meet and discuss issues of importance to them.

## Priority 4 – Workforce development

### Theory of change

There is a strong link between professional learning and improving services and as a partnership we are committed to developing our own capacity.

We will work to deliver quality training and development pathways within our communities by accessing learning opportunities and support through local, regional and national networks.

**Stronger, more resilient, supportive, influential and inclusive communities**

- Digital skills for learning.
- Networking and training to further develop confidence in facilitating engagement.
- Increasing understanding of a rights based approach
- Career pathway and progression routes to further skill and grow the CLD workforce.
- Partnership approach to training offer to community groups and organisations.

# MORAY COMMUNITY LEARNING & DEVELOPMENT

## LEARNING FOR LIFE

Increase RANGE of learning opportunities



Community  
MANY ways to learn



Digital skills



ESOL

Skills for life & work



Support into work



Family

Create MORE opportunities

OPEN TO ALL

Range of adult learning opportunities

REMOVE barriers to access



Support to volunteer



ADDRESSING RURALITY & POVERTY

Development of Community Resilience Plans



Community Councils

IMPROVE engagement



Many active groups & organisations to improve community

SUPPORT

CLD is a SAFETY NET

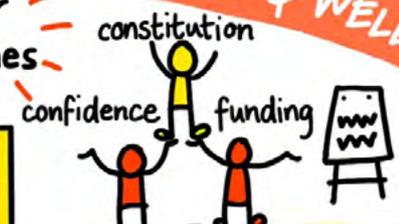


## ACTIVE CITIZENS & COMMUNITY

Better outcomes



Asset transfer



Peer support & training to help grow

We value volunteering



# STRONGER, RESILIENT, SUPPORTIVE



# CLD Plan Priorities

## 2021-2024

### Priority One – Learning for Life (improving access)

As a CLD partnership we are committed to developing a range of learning opportunities to meet the needs identified by residents and existing learners in our stakeholder consultation. Moray Council Communities (CLD) team will continue to develop adult learning opportunities to help people improve on Essential Skills – things like literacy, numeracy and communication. The team will now be developing strands of Family Learning into their offer to create spaces for learning across generations. This will be achieved through partnership working with individuals, locality groups and community hubs.

Moray College UHI is both a local college and an Academic Partner of the University of the Highlands and Islands. They provide a wide range of courses and learning pathways, and are well placed to support blended learning across Moray. The Partnership is keen to understand demand for English for Speakers of Other Languages (ESOL) and how we can signpost and support learners to access this and other college provision.

Libraries remain an initial point of contact for many adult learners who can access support to get online and to use learning materials. The CLD partnership is getting better at identifying pathways to signpost people to appropriate support. Before lockdown, some of our independent community centres were beginning to deliver informal adult learning opportunities locally, an initiative the partnership is keen to see grow as we readjust over the next 18 months.

Perhaps unsurprisingly, 26 per cent of stakeholders have prioritised digital skills as an area of interest. Dedicated posts have been created through the Moray Council Employability Team and within the council Youth Work team to meet this need. Some people face multiple barriers to learning and partners like LEAD Scotland have expertise in doing this and will focus their attention on delivering bespoke opportunities for disabled people in Moray.

We spoke to young people in June/ July 2021 through Re:connect a partnership programme of pop-up events and activities. 71 per cent told us that the pandemic had made it harder for them to take part in activities in their community and a third wanted help to develop skills for employability.

I would like a better understanding of what's being offered, where and when?

– Youth respondent

I would be interested in working and engaging more on projects to benefit my community.

– Survey respondent

Learning happens in many settings and partners are aware of the positive role that volunteering can play in terms of personal development and in demonstrating skills and abilities that can enhance employability. 31% of respondents identified learning new skills and being active in groups as their top learning priorities.

Partners like tsiMORAY have a key role in supporting the community and third sector in Moray. There are clear opportunities to make more use of the Moray environment to develop more outdoor learning opportunities – for confidence building, mental health and well-being and for family / inter-generational activities.

The partners are keen to build on and improve partnership working and clear signposting and support to people on their learning journey, from initial contact through the progression to college and other opportunities.

The CLDSG work plan identifies partnership actions to

- Increase the number of young people taking part in the M Power programme.
- Recruiting and training young people to act as digital mentors to support the wider community.
- Increasing awareness and uptake of national 5 and Higher level ESOL qualifications with school pupils in Moray.
- Better understanding the demand for ESOL provision amongst the adult population.

# LEARNING FOR LIFE



**OPEN TO ALL**

Range of adult learning opportunities

REMOVE barriers to access

Support to volunteer



Increase RANGE of learning opportunities



**ESOL**

Skills for life & work



Support into work



Community  
MANY ways to learn



Family



Digital skills

Create MORE opportunities

## Priority Two – Active citizens and communities

As a partnership we are committed to improving our ability to engage with our communities because we believe that it leads to better outcomes. We will work in partnership with groups and organisations to progress the things that are important to them and their communities.

We recognise that some communities face more barriers than others and our focus will be on reaching into those communities and working with local people to build on their strengths and assets.

One key lesson of the past eighteen months has been that residents have shown incredible spirit and resilience with many people volunteering formally and informally to support the most vulnerable. That legacy will continue and the partnership will do all it can to sustain and support our community activists.

We have a Workforce Development priority in our plan – and there is a clear link between that and our commitment to help groups to grow and develop. Supporting community and third sector groups is the core business of tsiMORAY, and services like the Community Support Unit in Moray Council. As we emerge from the current phase of Covid-19 the partnership will support groups who want to progress things by helping them access training and support to develop services or activities that meet local needs.

One of the most used words of the last year has been ‘resilience’ – whether at an individual, community, organisational or sector level. There have been many examples of trusted and effective anchor organisations mobilising in Moray and a number of community councils are being supported to build on this and develop their own Community Resilience Plans over the next 18 months.

Localities work was initiated in Buckie and New Elgin through the 2018-21 CLD Plan and the Local Outcome Improvement Plan (LOIP). This long term, neighbourhood approach will continue at the same time as the Communities (CLD) Service is working with community anchor organisations in Lossiemouth, Forres and Keith to support the development of community led action plans.

**The monitoring group of the Buckie Locality Planning Group is particularly strong. Their systematic collation of information is informing progress against their priorities. This is then shared across community planning partnership partners and the wider community.**

– HMle Continuing engagement of CLD in Moray  
Council 6 July 2020

There are a number of initiatives which will be happening across Moray in the next twelve months including work on the Covid Community Memorial Programme and other events to mark the Platinum Jubilee. Partners will use these activities as a way to celebrate and engage across Moray acknowledging the critical role of volunteers and activists in creating strong, resilient and supportive communities.

The Work Plan of the CLDSG commits partners to:

- Increase uptake of the Volunteer Friendly award and to actively promote and celebrate the annual Volunteers Week.
- Ongoing support in the development of Locality Planning and inclusive community engagement, supported by our new training calendar.
- Support to community councils and other anchor organisations in developing local resilience plans.



Development of Community Resilience Plans



We value volunteering



Many active groups & organisations to improve community

**SUPPORT**

CLD is a SAFETY NET



# ACTIVE CITIZENS & COMMUNITY

## Priority Three – Participation and Community Voice

The partnership very much endorses an asset based approach where the focus is on using community strengths to meet community needs.

There are currently four active Area Forums working to bring people together to advance local issues and to link in with other key groups such as community councils and associations. Thematic action groups have also been formed such as the Fairer Moray Forum Action Group which is addressing poverty. The innovative Climate Change Assembly facilitated by tsiMORAY has engaged a diverse group of citizens on local responses to the climate emergency.

Volunteering remains a key way for people to participate in community life and to develop skills and confidence. The Volunteer Managers Network will remain a key space where third sector and community partners can work together and provide the peer support that sustains and develops volunteering in Moray.

### Volunteer Managers' Network

**This network is for anyone who supports, manages, co-ordinates or recruits volunteers. It's an opportunity to tap into the advice and support from others doing the same job as you.**

**Peer to peer networking gives a space for managers to speak about the more challenging aspects of volunteer management, whilst sharing stories and resources. It's also a chance to learn about the latest and best practice in volunteer management and to find out more about key issues happening locally and nationally.**

**Meetings are held 4 to 6 times per year, and we are also connected locally and nationally.**

– tsiMORAY

Partners are committed to finding different ways to meaningfully engage with communities. Participatory Budgeting (PB) is one area that we are keen to develop further in Moray over the lifetime of this CLD Plan. Moray Council have provided additional resources to accelerate the use of PB, including the use of CONSUL, an online tool for community consultation and participation.

Work is underway to refresh the Community Engagement Strategy and to rearticulate the importance that community planning partners place on inclusive engagement. There have been good examples of this over the life of the previous plan with initiatives such as a participatory budgeting process for care experienced young people. Partners are keen to work together to further enhance and develop our skills and confidence around community engagement and in actively seeking to ensure that seldom heard voices are sought out and heard.

The youth work team within Communities (CLD) service and the wider Youth Providers Network have been reconnecting with young people across Moray and have recognised that young people want to find spaces where they can meet with peers and talk about the things that are important to them. Creating both physical and virtual spaces to engage with young people and to help them articulate their concerns and priorities will be a key focus for all partners and will shape years two and three of this Plan.

A key priority will be to relaunch the Moray Youth Matters network and support young people to investigate and campaign around things that are important to them.

**Since the pandemic began I believe I would benefit from a group such as a support group with people going through similar challenges to me but I don't know where to go about finding one if there are any.**

– Young Person, Reconnect Pop-up session

Partners have agreed to a joint focus around:

- Increasing community involvement in the role of the Community Engagement Group, initially through co-producing the refreshed CPP Community Engagement Strategy.
- Increasing the number and value of PB processes in Moray.
- Continued participation in key partnership groupings where there is a focus on effective engagement.

# PARTICIPATION & COMMUNITY VOICE



in inclusive participation



We can make **CHANGE**



Inclusive processes

face to face & online



Further roll out of participatory budgeting

It's **NORMAL** to discuss services & issues

Embed localities approach

Build on existing networks & forums



Community events



Get involved with youth work

Opportunities



Young people meet & discuss issues



## Priority Four – Workforce Development

One of the challenges we have around workforce development is that not everyone who is involved in community learning and development recognise themselves as being part of the CLD workforce. From our partnership perspective the CLD workforce includes all who are committed to the values of CLD and who work within the local authority, the wider public sector as well as those working in the community and third sector (paid staff and volunteers).

The priorities in the workforce development strand are informed by the needs identified elsewhere in this plan. Partners will continue to develop their skills and confidence around digital engagement and online learning. Community engagement is another key theme and is an area where the partnership will look to share good practice from within Moray through CLDSP events and further afield to deliver on our priorities. Professional peer learning opportunities will be increased through events like 'Share, Shape, Sustain' initiative by the CLD Regional Networks.

### Values of CLD

**Self-determination – respecting the individual and valuing the right of people to make their own choices**

**Inclusion – valuing equality of both opportunity and outcome, and challenging discriminatory practice**

**Empowerment – increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action**

**Working collaboratively – maximising collaborative working relationships in partnerships between the many agencies which contribute to CLD, including collaborative work with participants, learners and communities**

**Promotion of learning as a lifelong activity – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life**

– CLD Standards Council

As a values driven profession, it is not surprising that there is more awareness of the need for CLD practice to take a 'rights based' approach. This is an area where partners believe there is a need to widen understanding of what this means and how that understanding should affect our practice.

Partners are aware of the need to widen understanding of The Promise – which outlines a radically different approach to ensure care experienced young people are at the centre of all key decisions. Likewise, those working with young people will be able to use the incorporation of the United Nations Convention on the Rights of the Child (UNCRC) to help young people understand and assert their rights.

<https://bit.ly/3ysYvi9>

In a rapidly changing world, it is important that the existing CLD workforce is supported to access ongoing professional learning and that new entrants to the sector are able to access appropriate training and to identify progression routes to professional qualification.

Partners have agreed to a joint focus around:

- Development of digital champion roles for young people to support community groups.
- A concerted effort to widen understanding of a rights based approach through local training.
- Developing progression routes for unqualified CLD staff in Moray.
- Reinstating the Capacity Building training calendar to widen access to training opportunities, which support the delivery of this plan.

**PARTNERSHIP approach**



Training offered to groups & organisations



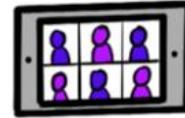
Digital skills for online learning

Networking



with confidence

Understand RIGHTS BASED approach



United Nations Convention on the Rights of the Child

Career pathways & progression routes

SHARE peer learning & research



Supported by regional & national networks



services improve  
when professionals learn

# WORKFORCE DEVELOPMENT

## Our Regional Approach in the North

Moray Council is one of eight regional local authority partner members in the Regional Improvement Collaborative for the North – The Northern Alliance. Other members are: Aberdeen City, Aberdeenshire, Highland, Argyll and Bute, Shetland, Orkney and the Western Isles (Eilean Siar).

The Northern Alliance Regional Improvement Collaborative (RIC) aims to develop a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational and life chances of children and young people.

### The Northern Alliance – A Regional Improvement Collaborative



Northern  
Alliance

There are 9 workstreams delivering against the above agenda including a specific CLD Work-stream which is managed and delivered through the local authority Lead Officers for CLD. Support for this is provided by Education Scotland through their Education Officers. This has been particularly evident in their involvement in CLD Planning and in aspects of continuous improvement.

<https://northernalliance.scot>

The current operational improvement priorities of the CLD Leads group are to:

- capture approaches to wider achievement for young people and adult learners and share practice
- capture and analyse youth participation and youth voice
- further develop approaches to Family Learning
- increase access to professional learning, including online

Read about our collective achievements here Northern Alliance CLD Sway: <https://sway.office.com/wodWC8mbZ2iXeZ4I?ref=Link>

Building on these priorities going forward we will be establishing and supporting a Youth Advisory Group

for the region, planning and delivering professional learning in STEM (Science, technology, engineering and maths) using a funding award from Education Scotland, strengthening networking around equalities and young people through a new forum, extending practice sharing in relation to Family Learning and contributing to the wider collaborations created through the Regional Improvement Collaborative.

### Professional Learning for practitioners and the North Alliance

Access to professional learning and development for practitioners in CLD in the North is enhanced through a regional network of partners, including from the third sector, known as the North Alliance. In turn, this network is a member of the national grouping of CLD Training Consortia. The North Alliance is awarded a small amount of annual funding from the CLD Standards Council in Scotland to deliver professional learning activities for practitioners across the geography.

### Workforce Development

Locally there has been significant staff turnover in the last year due to retirements, funding changes and people re-evaluating their situations through the pandemic. The planned Moray survey focussing on professional development needs was postponed because of the staff turnover and acknowledging that the CLD Standards Council was undertaking a similar survey on career pathways. The Partnership will take a closer look and conduct a revised survey in year one with delivery in years two and three.

Within the CLDSP, partner's teams and Third sector forums contributed to discussions on priorities for their roles. Existing skills were recognised that could support mentoring and coaching approaches. A training calendar will be developed and staff encouraged to share practice via the North and Northern Alliance networks.

As well as in-house training and local opportunities, staff can access professional learning via The CLD Standards Council, which is the professional body for people who work or volunteer in CLD. <https://cldstandardscouncil.org.uk/> Practice is grounded in a set of values and code of ethics to communicate the work. A competence framework supports the foundation for improving standards and a career pathway is developing opportunities for learners. Moray CLD practitioners are encouraged to become members and this has grown from 14 Associates and 13 Full Members in 2018, to 28 Associates and 13 Full Members in June 2021.

## Monitoring and Reporting

A key desire of the Partnership is to develop a simple system of reporting that can demonstrate CLD partners' contribution to meeting LOIP outcomes as well as those of the CLD Partnership. We are on an improvement journey and recognise that more work needs to be done to integrate feedback from communities and learners into our reporting with increased transparency about what is being reported where – and how that information is then being analysed. We are particularly keen that community led locality plans are able to influence 'upwards' and in themselves become an indicator of how well we are delivering on the partnership CLD Plan.

The Partnership has also taken account of a national initiative through the Quality Improvement Sub-group of CLD Managers Scotland (CLDMS). They have developed core key performance indicators to enable national reporting annually of Local Authority CLD provision. It is our intention to adopt and incorporate some of these and report on them as a partnership.

This information will be gathered to support quarterly reporting and will also become a management information tool to help partners monitor and manage trends and identify emerging issues and areas of potential unmet need.

The KPI's are activity/number based and are not at present suitable to quantify impacts. Partners are clear that our reporting must also link to CLD outcomes (see appendix 2) and these will be captured in case studies and other qualitative ways (for both CLD Plan and LOIP reporting).

## Year One Review

**The process for reviewing and reporting on progress and impact should be clearly outlined. This review process is even more important if in the first year the CLD plan is focussed on supporting recovery. CLD plans must clearly outline priorities, the process and associated timeline for reviewing and updating of plans.**

– CLD Guidance (Education Scotland)

The CLD Strategic Partnership will carry out a six-month review in March 2022. This process will look at the KPI activity data generated by strategic partners. The partnership will also seek to undertake a survey of the wider CLD sector in Moray asking them to contribute to relevant key performance data sets. This information will help us to develop baseline information as we move into recovery.

This data will become a tool to support professional dialogue to go beyond the numbers and to explore emerging issues and priorities. This will include the qualitative information we have gathered through our wider community engagement work. From this the partners will develop targets and work to identify specific Improvement Priorities which we can collectively work to address in years two and three of the Plan.

It is anticipated that these emerging priorities will develop because of effective engagement – for instance through localities based work with communities. As such, it will continue to be reported under the same performance indicator but will also be reflected in updated activity reporting for the Moray-wide LOIP.

## Adult and Family Learning

KPi1 to KPi5 relate to adults involved in adult learning, family learning and capacity building activity through CLD. This may include employability programmes, Literacies, ESOL and personal development work. By awards and wider achievement, we mean those completed.

KPi	Measure	Learning for Life Data
1	Number of adults engaged in CLD Activity	Employability Team, LEAD, SDS Moray College, tsiMORAY, Communities (CLD), Community Wellbeing
2	Number of adults receiving completed nationally recognised awards through CLD activity (SCQF levelled and awards such as Adult Achievement Award including sectional certificates)	Employability Team, Moray College, Communities (CLD), LEAD
3	Number of adults gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity (eg. Health Issues in the Community & Keystone Award)	Employability Team, Communities (CLD), Community Wellbeing
4	Number of adults engaged in family learning through CLD activity	Communities (CLD), Community Wellbeing, Employability Team
5	Number of children/ young people engaged in family learning through CLD activity	Communities (CLD), Employability Team

### CLD Adult Learning Outcomes – Adult learners

- Are confident, resilient and optimistic for the future
- Develop positive networks and social connections.
- Apply their skills, knowledge and understanding across the four areas of life (individual, family, worker, citizen).
- Participate equally, inclusively and effectively.
- Are equipped to meet key challenges and transitions in their lives.
- Co-design their learning and influence local and national policy.
- Critically reflect on experiences and make positive changes for themselves and the community.

## Youth Work

KPi6, KPi7 and KPi8 relate to children (aged 5 to 9) and young people (aged 10 to 18 - except for those involved in the Duke of Edinburgh Award where the upper age limit is 25). By awards and wider achievement, we mean those completed.

KPi	Measure	Learning for Life Data
6	Number of young people engaged in CLD activity	Communities (CLD), tsiMORAY, Employability Team
7	Number of children / young people receiving completed nationally recognised awards through CLD activity	College, Communities (CLD), Employability Team, tsiMORAY,
7	Number of young people receiving sectional certificates towards above Awards (sectional certificates only to be included if full award not completed)	Communities YW(CLD), Employability Team
8	Number of young people gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity	Communities YW(CLD), Employability Team

### CLD Youth Work National Outcomes – Young people

- Are confident, resilient and optimistic for the future
- Manage personal, social and formal relationships.
- Create, describe and apply their learning and skills.
- Participate safely and effectively in groups
- Consider risk, reason decisions and take control.
- Express themselves and demonstrate social commitment.
- Perspectives are broadened through new experiences and thinking

## Health and Wellbeing

Activity leading to increased confidence / improved self-esteem and other aspects of improved mental health and wellbeing.

KPi	Measure	Active Citizen Data Sources
9	Number of adults with improved mental health and wellbeing outcomes through CLD activity	LEAD, Communities AL (CLD), Health Improvement Team, Employability Team
10	Number of children and young people with improved mental health and wellbeing outcomes through CLD activity	Communities (CLD), Health Improvement Team, Employability Team

### CLD National Outcomes

- Adult Learners are confident, resilient and optimistic for the future
- Adult Learners critically reflect on experiences and make positive changes for themselves and the community.
- Young people are confident, resilient and optimistic for the future
- Young people consider risk make reasoned decisions and take control.

## Community Development

Which includes – resident groups / early year’s groups / community councils / groups taking forward community asset transfers and those involved in community health checks, community profiling etc. KPI12 includes those involved in representative structures and which reflect the community empowerment act. Community Support Unit will report on Localities Work directly to CPP Board.

KPi	Measure	Active Citizens / Participation Voice Data sources
11	Number of community groups receiving capacity building support through CLD activity	Communities – CSU (CLD), Health Improvement Team; Community Wellbeing, Highlands and Islands Enterprise, tsiMORAY,
12	Number of adults and young people taking part in influence and engagement activity through CLD – (including community planning / participatory budgeting / local and national consultations / co-production and influencing service design).	Communities (CLD), Health Improvement Team; LEAD; College, tsiMORAY,
13	Number of adults and young people reached and engaged with through one off promotional events / drop-ins / community events / engagements / etc.	Communities (CLD), Health Improvement Team; Moray College, Health and Wellbeing, tsiMORAY

### CLD National Outcomes – Community Development

- Communities are confident, resilient & optimistic for the future
- Communities manage links within and to other communities and networks.
- Communities members identify their capacities and skills and apply them to their own issues and needs.
- Communities form and participate equally, inclusively and effectively in accountable groups.
- Communities consider risk, reason decisions and take control of agendas.
- Communities express their voice and take action to demonstrate their commitment to social justice
- Community perspectives are broadened through new and diverse experiences and connections

## Workforce development

Sessions delivered through the CLD Strategic Partnership includes sessions with the paid and voluntary workforce and capacity building sessions with community groups and organisations. (This is not a CLDMS KP1).

Measure	Reported via	Workforce Development
Number of CPD sessions delivered	Number of community groups receiving capacity building support through CLD activity	Communities – CSU (CLD), Health Improvement Team; Community Wellbeing, Highlands and Islands Enterprise, tsiMORAY,
Number of organisations represented	Number of adults and young people taking part in influence and engagement activity through CLD – (including community planning / participatory budgeting / local and national consultations / co-production and influencing service design).	Communities (CLD), Health Improvement Team; LEAD; College, tsiMORAY,
Six month follow-up review of how learning has been applied	Number of adults and young people reached and engaged with through one off promotional events / drop-ins / community events / engagements / etc.	Communities (CLD), Health Improvement Team; Moray College, Health and Wellbeing, tsiMORAY

### Desired outcomes

- CLD partners in Moray are able to access professional learning which helps in the delivery of the CLD Plan
- The CLD workforce is increasingly confident in its delivery.
- Professional learning opportunities are positively affecting practice and improving outcomes

The CLD Strategic Partnership is committed to constantly reviewing and updating the Plan. We are confident that the priority themes identified will remain the same throughout the three years of the Plan but we have the flexibility to change the practice/ geographic focus in each based on emerging need. Targets will be refined based on the KPI data developed in year one.

Partners have developed an action plan to support the delivery of the CLD Plan – this will be reviewed regularly by the CLD Strategic Partnership.

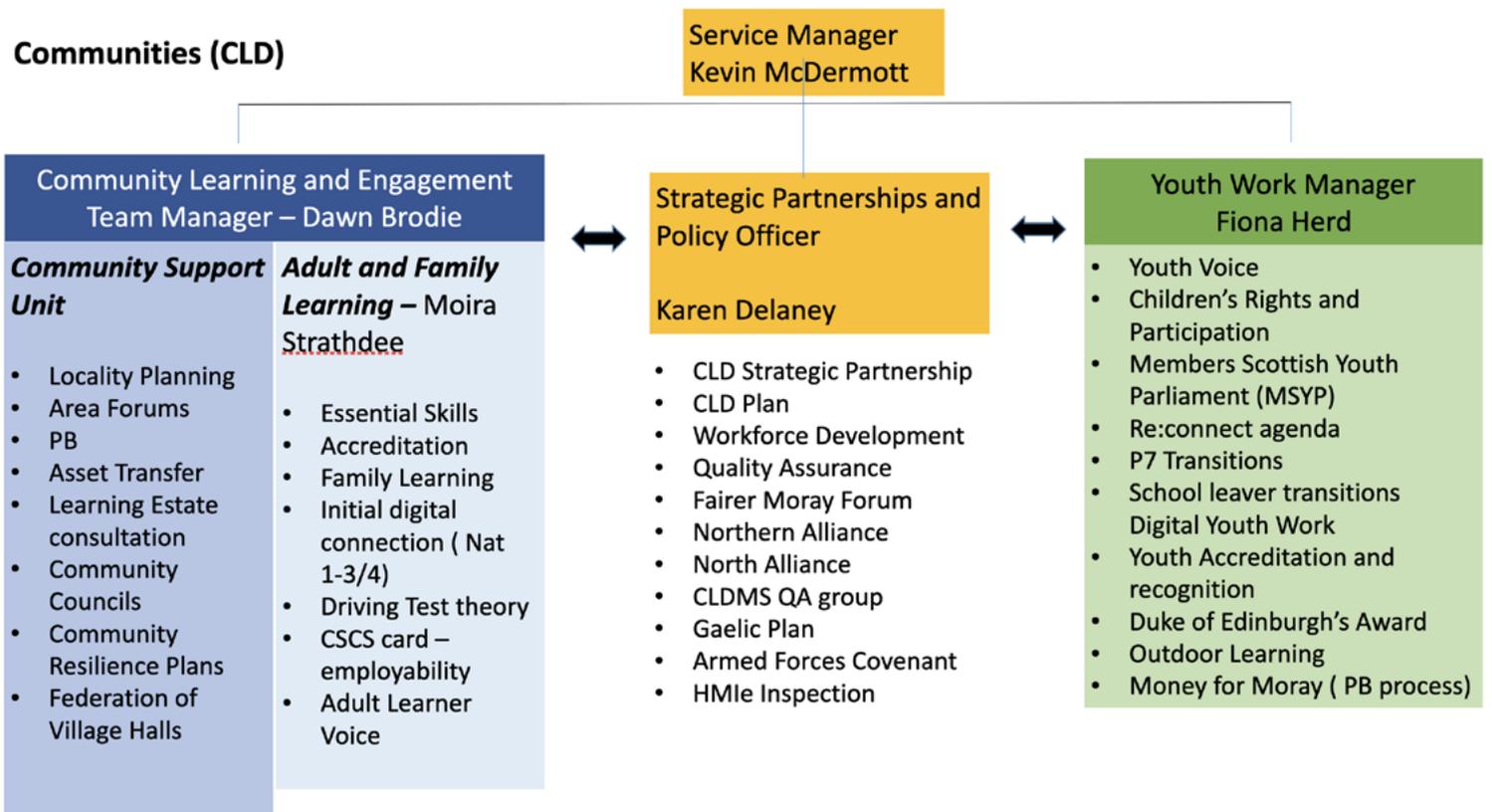
## Unmet Need:

In a resource constrained and ever changing environment, we acknowledge that not all needs will be achieved in this Plan and as part of the CLD Regulation requirements we must identify areas of unmet needs. Whilst as a Partnership we will endeavour to address the areas that our data sources evidence we are currently aware that:

- We have over 915 pupils receiving support for English as an Additional Language, however only 18 students are currently enrolled in Moray College UHI provision. The college are keen to engage more young people and widen access to ESOL qualifications up to higher level and to raise awareness that these qualifications are accepted by Universities. Partners are also keen to explore any potential needs in the wider population and to identify any barriers or learning needs, which we are currently missing within our adult population who do not have English as a first language.
- One of the cross-cutting themes of the plan is addressing social isolation through community connection. Survey respondents and focus group interviewees have highlighted the negative impact on many, including those with learning disabilities and older people, who are not digitally connected and have no interest in technology. One challenge emerging relates to the availability of meeting spaces. These spaces are slowly reopening but with reduced capacity – a precautionary approach that is likely to be in place for some time yet. Access to low cost community facilities is required to enable people to re-connect and build confidence through activities such as community based adult learning.
- In the same vein, facilities for young people to meet after school are required, particularly for young people who are creative and not interested in sport. The Communities (CLD) youth work team and the wider Re: connect partnership have had many positive interactions with young people over the summer and are keen to develop more issue based work to address this need.
- Family Learning ‘encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children’s learning.’ There are established third sector organisations who work extensively in this area and the Partnership is keen to see more opportunities created to widen the scope of family learning.
- The workforce development strand of the Plan has elements that can be delivered through the partnership. However, funding for professional CLD qualifications and continued professional development is limited. The partnership will continue to signpost to coaching and mentoring opportunities that exist including on-line provision. Opportunities for on-line courses are currently being explored via the CLD Standards Council.
- The Partnership approach at this stage is to focus our workforce development activities on rights based approaches. Some of this will be accessed through a parallel work stream in the new Children’s Services Plan relating to the delivery of the Promise in Moray.

# Appendices

# Appendix 1 – Moray Council Communities (CLD) Service



# Appendix 2: CLD Outcomes

Tool to enable practitioners, learners and activists to identify needs, support change and progression.

CLD outcomes developed by the national Youth Work sector, CLD Managers and Third Sector partnerships.

Youth Work	Adult Learning	Community Development
Young people are confident, resilient and optimistic for the future	Adult learners are confident, resilient and optimistic for the future	Communities are confident, resilient and optimistic for the future
Young people manage personal, social and formal relationships	Adult learners develop positive networks and social connections	Communities manage links within communities and to other communities and networks
Young people create, describe and apply their learning and skills	Adult learners apply their skills, knowledge and understanding across the four areas of life	Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs
Young people participate safely and effectively in groups	Adult learners participate equally, inclusively and effectively	Community members form and participate equally, inclusively and effectively in accountable groups
Young people consider risk, make reasoned decisions and take control	Adult learners are equipped to meet key challenges and transitions in their lives	Communities consider risk, make reasoned decisions and take control of agendas
Young people express their voice and demonstrate social commitment	Adult learners express their voices, co design their learning and influence local and national policy	Communities express their voice and demonstrate commitment to social justice and action to achieve it
Young people's perspectives are broadened through new experiences and thinking	Adult learners critically reflect on their experiences and make positive changes for themselves and their communities	Community members' perspectives are broadened through new and diverse experiences and connections

# Appendix 3 – CLD Partnership Plan and Strategic Fit:

Key Documents	Our CLD connection/contribution
<p><b>Moray 10 Year Plan (LOIP)</b></p> <ul style="list-style-type: none"> <li>• Building a better future for our children and young people.</li> <li>• Empowering and connecting communities.</li> <li>• Growing diverse and sustainable economy.</li> <li>• Changing our relationship with alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased partnership work around key local and strategic decision tables.</li> <li>• Supporting the development of Community Councils; the Joint Community Councils of Moray; Area Forums &amp; Federation of Village Halls.</li> <li>• Making every opportunity count to signpost services through partnership work.</li> <li>• Delivering Youth Work, Adult Learning and Capacity Building experiences.</li> <li>• Facilitating safe Outdoor Learning opportunities.</li> <li>• Supporting community capacity building and community empowerment initiatives locally eg. through Community Asset Transfer.</li> <li>• Facilitating meaningful community engagement.</li> <li>• Accessing external structures and funding to meet needs including workforce development.</li> <li>• Moray Council additional investment in Communities (CLD) posts to support PB and the use of CONSUL online engagement tool.</li> <li>• Additional recurring funding for Adult Learning/ Essential Skills in Communities (CLD) to help people gain employment through skills development and gaining qualifications. The extended remit and increased capacity will include family learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge. It also helps to support parents to feel more confident to support their children’s learning as well as their own. The learner’s voice will be louder and better able to influence the development of the adult learning provision across Moray.</li> </ul>

Key Documents	Our CLD connection/contribution
<p><b>Economic Development Plan</b></p> <p>Moray Economic Strategy; Employability Strategy; Moray Skills Strategy; Developing the Young Workforce; Attainment Strategy</p> <ul style="list-style-type: none"> <li>• Pathways to employment and higher skilled employment</li> <li>• Targeted approaches to those furthest from the job market;</li> <li>• Choices for the young workforce</li> <li>• Apprenticeships at all levels</li> </ul>	<ul style="list-style-type: none"> <li>• Partners developing and contributing to Moray Pathways and supporting the consortium</li> <li>• Delivering Mentoring Young Talent; Kickstart; Young Persons Guarantee</li> <li>• Providing placement opportunities</li> </ul>
<p><b>Fairer Moray</b></p> <p>Poverty drivers:</p> <ul style="list-style-type: none"> <li>• Raising income from employment</li> <li>• Reducing the cost of living</li> <li>• Increased uptake of social security</li> </ul> <p>Specific focus on:</p> <p>Lone Parents; Families where a member of the family is disabled; Families with three or more children; Minority ethnic families; Families where the youngest child is under 1; Mothers aged under 25; Looked after children; Care Experienced Young people; Pregnant women; Families with additional challenges eg. mental health issues; Adults without qualifications; and Older adults. Scottish Govt.</p>	<ul style="list-style-type: none"> <li>• Membership of the Fairer Moray Forum Action Group.</li> <li>• Responding to community issues and trends on a subject by subject basis eg. providing information bulletins; develop funding bids; connecting services to improve partnership working.</li> <li>• Developing a Case-studies compilation of residents lived experience of poverty with facts to raise understanding and insight.</li> <li>• Targeting specific groups with learning offers or opportunities particularly around Health &amp; Wellbeing.</li> </ul>

Key Documents	Our CLD connection/contribution
<p><b>Moray Children's Services Plan Vision</b></p> <ul style="list-style-type: none"> <li>• A place where children and young people thrive.</li> <li>• A place where they have a voice, have opportunities, learn and can get around.</li> <li>• A place where they have a home, feel secure, healthy and nurtured.</li> <li>• A place where they are able to reach their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>• Delivering attainment and accreditation opportunities targeting those experiencing inequalities.</li> <li>• CLD partners contributing to Children's Services approach to multi-agency planning to meet individual and local needs.</li> <li>• Convening the Re-connect programme &amp; Youth Work Network.</li> <li>• Delivering the Care Experienced Young People's Participatory Budgeting project.</li> <li>• Delivering Moray Money Matters participatory budgeting.</li> </ul>
<p><b>Moray Children's Rights &amp; Participation Report 2017-2020</b></p> <ul style="list-style-type: none"> <li>• Children and young people should be actively engaged in the development and delivery of plans. They are supported to influence matters that are important to them and to have their voices heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting and supporting Rights and Participation to ensure learners and activists have a voice that is heard and are actively involved in decisions about them</li> <li>• Lead on Moray Youth Matters, the young people's Forum, and the Scottish Youth Parliament</li> <li>• Building capacity and awareness around The Promise.</li> </ul>
<p><b>Buckie Locality Plan</b></p> <ul style="list-style-type: none"> <li>• Building a better future for our children and young people. (increase in attainment, increased employability and a greater voice in community affairs)</li> </ul>	<ul style="list-style-type: none"> <li>• Community led monitoring group delivering on actions agreed through extensive community consultation and engagement.</li> </ul>
<p><b>New Elgin Locality Plan</b></p> <ul style="list-style-type: none"> <li>• Developing an environment of increased aspiration that will lead to increased attainment, better health and wellbeing and increase involvement in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Working Group continue to monitor progress of the plan and to identify areas where change is needed</li> </ul>
<p><b>Forres Community Plan</b></p>	<ul style="list-style-type: none"> <li>• Working in partnership with community anchor organisations to support community engagement to produce community plans with key priorities and actions</li> </ul>
<p><b>Keith Community Plan</b></p>	<ul style="list-style-type: none"> <li>• Working in partnership with community anchor organisations to support community engagement to produce community plans with key priorities and actions</li> </ul>

Key Documents	Our CLD connection/contribution
<b>Lossiemouth Community Plan</b>	<ul style="list-style-type: none"> <li>Working in partnership with community anchor organisations to support community engagement to produce community plans with key priorities and actions</li> </ul>

We have also considered content of the following documents in creating our plan:

- Early Years Strategy
- Moray Growth Deal
- Child Poverty Action Plan
- Moray Local Development Plan
- Scottish Attainment Challenge: PEF Report
- Moray Social Enterprise Strategy
- Corporate Parenting Strategy
- Moray Local Police Plan 2017-2020
- Moray Drug and Alcohol Action Plan
- Scottish Fire & Rescue Service Community Fire Plans
- Moray Violence against Women Action Plan
- Moray Mental Health and Wellbeing Strategy

The new national Youth Work Strategy and Adult Learning Strategies will provide a significant steer for CLD in autumn 2021. In 2022 a Lifelong learning Strategy will also be published.

# Appendix 4 – Moray Council Equality Impact Assessment

## Important

Under the Equality Act 2010 we must assure that all decisions are taken only after an active assessment of the impact of the decision on people affected by the decision. Where necessary, those who may be affected should be consulted beforehand.

If this is not done, the decision could be unlawful and the council can be prevented from acting upon the decision until the impact has been assessed. This will result in major delays in the implementation as well as financial, reputational and other potential damage and loss to the council.

**Service:** Communities (CLD) on behalf of the CLD Strategic Partnership (CLDSP)

**Department:** Education Communities & Organisational Development

**Title of policy/activity:** Partnership CLD Plan 2021-2024

## 1. What are the aims and objectives of the policy/activity?

Section 1 of the 1980 Education (Scotland) Act requires each education authority to secure adequate and efficient provision in their area of both school education and further education, which includes lifelong Community Learning Development. Regulation 4 requires that education authorities publish plans every 3 years containing information about the provision of community learning and development.

The specific focus is to:

- Improve life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship.
- Develop stronger, more resilient, supportive, influential and inclusive communities.

In light of the Covid-19 Pandemic direction from Scottish Government via Education Scotland has been to focus year one of the new CLD Plan focus on recovery, targeting the most vulnerable to re-engage with opportunities and community life.

The new Partnership CLD Plan is the culmination of active consultation and engagement with existing learners, young people, Community Councils and the wider community by the CLD Strategic Partnership and will be published on the 1 September 2021.

Scottish Government through their Strategic Guidance recognises the important role CLD has to play in the future delivery of public services, contributing to early intervention and prevention and empowering people to make positive changes in their lives through learning and community action

## 2. List the evidence that has been used in this assessment

Internal data (customer satisfaction surveys; equality monitoring data; customer complaints)

- The council Research Information Officers have provided Moray wide data.
- Strategic CLD Partnership quarterly monitoring reports analysed.
- Education Scotland Reports ( HMIe follow up)
- Online consultation with existing Moray Council CLD learners/volunteers e.g. Hands Up to Volunteering; Be Active Life-Long Groups; Essential Skills.
- Previous EIA reports have been scrutinised.

Consultation with officers or partner organisations

- Moray Council employees who are on email were given the chance to contribute to the online survey on accessing support and learning opportunities in Moray.
- tsiMORAY and other CLD partners shared the survey link with members through their social media feeds and newsletters.
- tsiMORAY facilitated Volunteer Managers Forum feedback priorities.
- Survey distributed through LMG partners network and Moray Employability Consortium.

### Consultation with community groups

- Online consultation with existing CLD learners through the partners eg. LEAD; tsiMORAY network; Settled travellers. Feedback from the wider community via the Moray Council news feed.

### External data (statistics, census, research)

- Lived experience of poverty has been gathered through the Fairer Moray Forum Action Group and compilation of case-studies which highlight barriers to participation. The Council’s Research Information Officers have provided Moray wide data; Cost of the School Day Reports; PEF reports. Children’s Services plan feedback.

### Other

- Session with Joint Community Councils of Moray; Parent Councils, Drumduan school.
- 20 follow up interviews with individuals.

### 3. Detail any gaps in the information that is currently available?

It is a requirement of the Plan that partners identify unmet needs and areas that they wish to improve on. It is recognised that this will be subject to change.

- Further work is required on the number of pupils attending College for Nat 5 and Higher ESOL, plus the current support to ESOL learners and any barriers they might experience.
- Social isolation is a key theme for people who are not digitally connected and unlikely to be able to own or use technology. The lack of places to meet due to Covid-19 measures impacts on our understanding and engagement and the subsequent community based adult learning opportunities required.
- The Communities (CLD) youth work team and wider Re:connect Partnership are gathering the views of young people through the summer programme and pop up events so that a wider learning offer can be put in place.
- Work is re-starting on addressing the current range of family learning delivered by the Third Sector to identify what the CLD Family Learning offer should be once resource is in place.

- A survey of the Moray CLD workforce has been postponed to the autumn to identify the professional CLD qualification needs. Limited resource and access routes at present limit opportunities for unqualified staff to gain CLD Standards Council approved qualifications.
- The process of developing a BSL version of the Plan and Sketchnote in a different accessible format may produce other feedback on information gaps.

### 4. What measures will be taken to fill the information gaps before the policy/ activity is implemented? These should be included in the action plan

Measure	Timescale
We are currently piloting the use of national key performance indicators developed by CLD Managers Scotland. Data collected will give us a better understanding of unmet needs.	August 2022
There are new national strategies for Adult Learning and Youth Work, which will be published by Scottish Government in Autumn 2021 – these should inform practice for further analysis in the Moray context.	November 2021

### 5. Are there potential impacts on protected groups?

There is a potential positive impact on all groups:

- Age – young
- Age – elderly
- Disability
- Race
- Religion or belief
- Sex
- Pregnancy and maternity
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership

### 6. What are the potential negative impacts?

The CLD Plan particularly targets those who experience barriers to learning and participation. The partnership have strived to engage with people of all ages and backgrounds but inevitably people may be missed out.

The CLD Strategic Partnership have finite resources and seek to target the 15% of the population who could

derive the most benefit from our services. Partners still engage with and support those in the 80% who have the skills to access universal services, Those in the top 5% are more dependent on health and social care support.

It is an equalities based plan, however we acknowledge unconscious bias is always a potential issue. Provision will differ in communities because it will be based on partnership resource and need.

**7. Have any of the affected groups been consulted. If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?**

YES.

During the course of the pandemic there has been increased partner understanding of the lived experience of poverty via residents applying for funding support to attendance and conversations at Foodbanks, School Banks, on-line learning sessions, advice and advocacy services etc. In order to capture these experiences case studies were collated from partners to share and understand the issues, to reflect and inform practice.

Case study/observation engagement from:

- Moray Firth Credit Union
- Dyslexia Scotland (Moray)
- Poppy Scotland
- Veterans UK
- Money Advice Moray
- Moray Emergency Relief Fund
- Elgin Youth Café
- Pop-up sessions with Young People
- LEAD
- Community Learning Disability Team
- North East Sensory Service
- Moray Babybank
- Moray Schoolbank
- Moray Food Plus
- Community Food Banks
- Moray Citizens Advice Bureau
- NHS
- Education as an Additional Language Service
- Moray College UHI
- Moray Woman’s Aid
- English for Speakers of Other Languages
- Rural Wisdom
- Step by Step in Moray
- Moray Drug & Alcohol Partnership
- Moray Council Youth Work

- Cost of the School Day project
- Essential Skills
- Step by Step
- Rural Wisdom
- Libraries staff
- The Loft Youth Project

Partners through the Fairer Moray Forum Action Group and CLD Strategic Partnership have been consulted.

**8. What mitigating steps will be taken to remove those impacts? These should be included in the action plan.**

Mitigating step	Timescale
The case studies referred to in section 7 will be used in online sessions in Challenge Poverty Week 2021 to give an insight into the issues that some of our residents face which impacts on their ability to engage fully in community life and learning opportunities. The Fairer Moray Forum Action Group are working closely as a partnership to respond quickly to issues and find solutions/ opportunities.	October 2021
Risk assessment mapping of Youth Work, Adult Learning and Community Development is in place, and reviewed every 6 months by the CLDSP.	March / September
Membership of the CLDSP will be reviewed regularly to reflect priorities and needs.	March / September

**9. What steps can be taken to promote good relations between various groups? These should be included in the action plan.**

The CLDSP and Communities (CLD) Team will develop a communication strategy to improve understanding and signposting.

**10. How does the policy/activity create opportunities for advancing equality of opportunity?**

The CLDSP seeks to add value to existing opportunities by working together to remove barriers and increase participation rates of residents. Covid has adversely impacted the more vulnerable learners and through re-connecting processes partners aim to engage, encourage and enthuse them back into community activity and learning opportunities.

**11. What monitoring arrangements will be put in place? These should be included in the action plan.**

Quarterly reports will be scrutinised by the CLDSP and Community Planning Officers group. An annual report will be submitted to the Community Planning Partnership Board.

**12. What is the outcome of the assessment? Tick as appropriate.**

Priority	Outcome	Tick
1	No impacts have been identified	
2	Impacts have been identified, these can be mitigated as outlined in question 8	√
3	Positive impacts have been identified in relation to the need to:	
	a) Eliminate discrimination, harassment, victimisation and other behaviour prohibited by the Equality Act 2010	√
	b) Promote equality of opportunity	√
	c) Foster good relations between groups who share a protected characteristic and those who don't.	√
4	The activity will have negative impacts which cannot be mitigated fully	

**13. Set out the justification that the activity can and should go ahead despite the negative impact?**

The draft consultation feedback and priorities have been previously shared and supported with slight amendments by the Community Planning Partnership Board.(23/6/21)

This is a statutory plan, which is required to be published on the 1st September 2021 and will be subject to regular review and development, informed through Covid recovery, learner/community input and new strategic policies. The implementation plan will incorporate the EIA needs.

<b>Sign off and authorisation</b>	
Department	ECOD
Title of Policy/activity	CLD Plan 2021-2024
We have completed the equality impact assessment for this policy/activity.	
	Name: Kevin McDermott
	Position: Communities (CLD) Manager
	Date :21/07/21
Authorisation by Director or Head of Service	
	Name: Joanna Shirriffs
	Position: Head of Service
	Date: 21/07/21

# Appendix 5: Glossary

**ASG:** associated school group, the educational groups ie. nurseries, primaries that feed into a secondary school catchment area.

[http://www.moray.gov.uk/moray\\_standard/page\\_55590.html](http://www.moray.gov.uk/moray_standard/page_55590.html)

**Community Capacity Building:** Community capacity building is one of three strands of community learning and development in Scotland. It describes a particular way of working with and supporting communities - to build skills and experience, increase opportunities, and enhance involvement in the decisions that affect them. This can involve developing confidence, skills, structures and knowledge, to increase the opportunities communities have to make a real difference to the services, activities and changes that take place in their area.

<https://www.scdc.org.uk/hub/community-capacity-building#:~:text=Community%20capacity%20building%20is%20the,which%20are%20important%20to%20them>

**Community Learning & Development:** The purpose of community learning and development (CLD) is to empower people, individually and collectively, to make positive changes in their lives and in their communities through learning.

<https://cldstandardscouncil.org.uk/about-cld/what-is-community-learning-and-development-cld/>

**Community Wealth Building:** is a people-centred approach to local economic development, which re-directs wealth back into the local economy, and places control and benefits into the hands of local people.

<https://www.gov.scot/policies/cities-regions/community-wealth-building/>

**Community Asset Transfer:** is the transfer of a publicly owned asset (usually land or buildings) to a community organisation at less than market value, or at nil consideration (no cost).

[http://www.moray.gov.uk/moray\\_standard/page\\_77750.html](http://www.moray.gov.uk/moray_standard/page_77750.html)

**CLD Regulations 2013:** The statutory legislation which stipulates the requirement to produce a three year CLD Plan.

<https://www.legislation.gov.uk/ssi/2013/175/contents/made>

**CLD Standards Council:** The registration body for everyone involved in CLD in Scotland. CLD Workforce: Paid or unpaid CLD practitioners  
Communities of interest: Groups of people who share a common identity (e.g. Men's Sheds) or common experience (e.g. teenagers).

<https://cldstandardscouncil.org.uk/about-cld/what-is-community-learning-and-development-cld/>

**Community Support Unit:** local authority staff within the Communities Team (CLD) who support community capacity building and consultations.

[http://www.moray.gov.uk/moray\\_standard/page\\_75494.html](http://www.moray.gov.uk/moray_standard/page_75494.html)

**Education Scotland:** the Executive Agency of the Scottish Government, tasked with improving the quality of the Scotland's education system.

<https://education.gov.scot/education-scotland/scottish-education-system/cld/about-community-learning-and-development/>

**ESOL:** English for Speaker of Other Languages. ESOL classes and groups are supported by staff and volunteers.

<https://www.moray.uhi.ac.uk/courses/certificate-english-for-speakers-of-other-languages-levels-4-6/>

**Family Learning:** 'an approach to engaging families in learning outcomes that have an impact on the whole family' – Education Scotland.

**HMIe/ Her Majesties Inspectorate of Education:** The Scottish Government body charged with reviewing, inspecting and supporting the quality of CLD provision in Scotland.

<https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/inspection-and-review-sector-specific-guidance/community-learning-and-development-inspections/>

**LEAD Scotland:** A third sector organisation set up to widen access to learning for disabled adults and carers across Scotland through delivery and support of formal, informal and non-formal education.

<https://www.lead.org.uk/supporting-people-connecting-communities-highland-and-moray/>

**Learning Offer:** the tailored learning and development activity to meet the needs of individuals or groups.

**MCPP/ Moray Community Planning Partnership:**

The Partnership is the overarching body, which brings together business, voluntary and community organisations to better plan, resource and deliver quality services that meet the needs of local people.

<http://www.yourmoray.org.uk>

**Moray Pathways:** Moray Pathways is a single point of contact for individuals, businesses and organisations who are either looking for, or have opportunities in learning, training and work. Every young person who is leaving compulsory education and moving on to further learning, training or employment should receive an offer of post-16 learning.

[http://www.moray.gov.uk/moray\\_standard/page\\_85756.html](http://www.moray.gov.uk/moray_standard/page_85756.html)

**Partners:** individuals, groups and organisations who contribute to the opportunity or action

**PB/Participatory Budgeting:** Defined as 'local people having direct decision making powers over part of a public budget.' It is a form of participatory democracy.

<https://pbscotland.scot>

**RIC/Regional Improvement Collaborative, or Northern**

**Alliance:** brings together a range of professionals with a focus on supporting teachers and other school staff working with children and young people to improve their wellbeing, attainment and outcomes. They will provide targeted advice and support in order to drive improvement, making use of all available evidence and data. They will help teachers to access the practical improvement support they need, when they need it.

<https://northernalliance.scot/2020/11/cld-in-the-northern-alliance/>

**North Alliance:** a partnership of third sector and local authority CLD practitioners who strive to share practice and skills in the 8 northern authorities to build the capacity of the workforce and reduce professional isolation.

<https://www.learnshetland.com/north-alliance-celebrating-covid-learning-in-the-north-2020>

**SDS/ Skills Development Scotland:** SDS is the national skills body charged with supporting the people and businesses of Scotland to develop and apply their skills. SDS was formed in 2008 as a non-departmental public body, bringing together careers, skills, training and funding services and works with partners to support individuals to reach their potential; help make skills work for employers and improve the skills and learning system.

<https://www.skillsdevelopmentscotland.co.uk/local-national-work/moray/>

**Stakeholders:** shorthand term for CLD learners, communities and communities of interest.

**tsiMORAY:** Third Sector Interface provides advice, support, training and guidance to develop the voluntary sector in Moray. It is a membership organisation.

<https://www.tsimoray.org.uk>

For further information please contact: Strategic Policy and Partnership Officer, **07800 670692**





Moray  
Community Planning  
Partnership

# Moray Partnership CLD Plan 2021-24

CLD Strategic Partnership  
WORK PLAN



## **Partnership CLD Work Plan**

Individually the CLD Strategic Partnership members will continue their own focussed work and share this so there is a collective picture of learning opportunities and community activity. The real value of the partnership is through analysing data and creating actions or accessing and progressing opportunities through **collaborative working** so we can make a difference to communities.

The insight from the inequalities case studies carried out by the [Fairer Moray Action Group](#) reinforces the daily challenges people face before they contemplate learning or community activity. The partnership will respond to emerging need as Covid tiers and access to facilities change and as a result this plan is a live document which can be adapted as required

The work plan is built around the strategic priorities highlighted in the one page summary visual. We have referred back to the cross cutting themes and LOIP priorities in relation to our three priorities but not for the workforce related priority 4 or the governance related actions as these are more inward focussed than with communities and learners.

- **Priority 1:** Learning for All
- **Priority 2:** Active Citizens and Communities
- **Priority 3:** Participation & Community Voice

### **Cross-cutting themes:**

1. Addressing impacts of rurality & poverty
2. Improving mental health & wellbeing
3. Addressing social isolation & helping people to reconnect.

### **Linking back to the LOIP**

The work plan outlines the action and links it back to the Local Outcomes Improvement Priorities (LOIP) relating to the Delivery Framework for the Empowering and Connecting Communities strand

### **LOIP Empowering Communities Outcomes**

- Develop stronger, more resilient, supportive, influential and inclusive communities.
- Improve life chances for people in Moray experiencing the greatest inequality of outcomes

#### **LOIP Actions**

1. Develop and implement a Community Wellbeing Survey identifying and responding to community needs. (L1)
2. Support Community Anchor Organisations to extend reach and involvement of those who are experiencing poverty and greatest inequalities and therefore less likely to participate (L2)
3. Support to maintain delivery of current and develop further locality plans as live active documents with meaning for the community. (L3)
4. Encourage and support the softening of the location boundaries for NE and BCE so that a wider population benefits where appropriate. (L4)
5. Promote and support Community Wealth Building initiatives to build wealth and prosperity within our communities (L5)
6. Capacity building support to community anchor organisations to become more involved with local decision making. Through support to develop locality plans identifying key priorities for their communities.(L6)
7. Ensure all communities have access to a range of learning offers to meet needs, focussing on the most disadvantaged groups. (L7)

# MORAY COMMUNITY LEARNING & DEVELOPMENT PARTNERSHIP - IMPROVING LIFE CHANCES

## LEARNING FOR LIFE



## PARTICIPATION & COMMUNITY VOICE



## ACTIVE CITIZENS & COMMUNITY

## WORKFORCE DEVELOPMENT

STRONGER, RESILIENT, SUPPORTIVE & INCLUSIVE COMMUNITIES

## Partnership CLD Work Plan

<b>Theme 1: Learning for Life</b> <i>LOIP - Improve life chances for people in Moray experiencing the greatest inequality of outcomes</i>						
<b>Activity (LOIP link)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Performance Target</b>	<b>Partners</b>	<b>Cross Cutting themes</b>
<b>Skills for life &amp; work (L7)</b>	M Power programme offered and piloted in Secondary Schools and impact evaluated for school leavers;	All secondary schools offer M Power.	M Power part of the core learning offer	Over 80 pupils participate in programme. All 8 schools offer programme;	Communities (CLD) Youth Work Manager  SDS/DYW/Moray College UHI	1
<b>Moray pathways to improved employability (L7)</b>	Moray Pathways at the Inkwell (employability and training hub) evidences increased CLD partners' involvement with regard to referrals and progression routes.	CLD partners respond to annual feedback from participants, employers, partners to improve learner outcomes.	CLD partners respond to annual feedback from participants, employers, partners to improve learner outcomes.	10% increase on 2021-2022 baseline		1,2
<b>Digital Skills (L7)</b>	Digital Mentoring Youth project piloted supporting community groups with digital skills/practical projects	Project learning rolled out and grown with potential wider engagement with families and other learners	Digital mentors programme established with regular cohorts of participants	30 young mentors trained & accredited. 15 learners/activists supported.	Communities (CLD) Youth Work Manager with CLDSP.	3
<b>ESOL (L7)</b>	EAL pupils are made aware of the opportunity to study ESOL at Higher Level through Moray College.	Increase in uptake of school pupils studying ESOL qualifications through Moray College	Increase in uptake of school pupils studying ESOL qualifications through Moray College	10% increase annually on EAL pupils accessing Nat 5 and Higher level ESOL qualifications.		2

	Partnership research with EAL families and wider community to understand awareness and demand for ESOL learning opportunities from informal through to accredited learning.	Increase and promote the ESOL offer in Moray to respond to findings from year one research.	Increase and promote the ESOL offer in Moray to respond to findings from year one research and year two evaluations.	ESOL learners are able to access a range of learning options and are able to fully participate in learners' forums.	Moray College UHI /Communities (CLD), EAL Service /SDS/	

**Theme 2: Active Citizens and Communities**

- LOIP – Develop stronger, more resilient, supportive, influential and inclusive communities.

<b>Activity (LOIP link)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Performance Target</b>	<b>Partners</b>	<b>Cross Cutting themes</b>
<b>Valuing volunteering, support people to get into volunteering</b>  <b>(L2)</b>	Partnership promotion of CLD volunteering charter by CLDSP;  Promotion of Volunteer Friendly Award;  Annual Volunteers week celebration	Volunteer summit to check out experiences;  Increased uptake of VFA;  Annual Volunteers Week celebration	Volunteer summit to check out experiences;  Increased uptake of VFA  Annual Volunteers Week celebration	All CLD strategic partners adopt VFA principles.  Increased recognition of the role and impact of volunteers in Moray.	CLD Strategic Partnership	<b>2,3</b>
<b>Neighbourhood approach to develop community owned plans</b>  <b>(L1 , L3, L4)</b>	LOIP priority communities in Buckie and New Elgin supported to sustain and develop activity and involvement as new groups emerge in Keith, Lossiemouth and Forres.	Anchor organisations in Keith, Lossiemouth and Forres supported to progress their place based community action plans	CPP identify new priority areas for place based locality planning.	Anchor organisations supported to review progress and identify areas that require further partner support for development and improvement.	CSU team in Communities (CLD) – reporting via CLD Strategic Partnership	1,2,3
<b>Continuing to support &amp; develop community action groups through training &amp; other initiatives</b>  <b>(L6)</b>	Local action groups supported to deliver on initiatives and projects.	Local anchor organisations and action groups supported to deliver on initiatives and projects.	Local anchor orgs and action groups supported to deliver on initiatives and projects.	Community groups in Moray are able to progress actions they have identified as local priorities.	CLD Strategic Partnership  (linking to Community Engagement Group)	1,3
<b>Developing community resilience plans</b>  <b>(L3 and L6)</b>	Joint Community Councils develop 6 Resilience plans. Awareness of benefits of resilience planning shared at conference hosted by Resilience Partnership Group.	Joint Community Councils develop further 6 Community Resilience plans.	Joint Community Councils develop further 6 Community Resilience plans.	All community councils to have their own Community Resilience Plans in place by 2024	Work being led by Joint Community Councils – support from CLD partners through Resilience Partnership.	1,3,

Theme 3: Participation & Community Voice						
• LOIP – Develop stronger, more resilient, supportive, influential and inclusive communities.						
Activity (LOIP link)	Year 1	Year 2	Year 3	Performance Target	Partners	
<p><b>Building on existing forums to foster inclusive community participation and engagement (including young people)</b></p> <p><i>(L6)</i></p>	<p>Work with CPP to relaunch Community Engagement Group.(CEG)</p> <p>Review of current provision and areas for improvement and whether any support required; e.g. young people’s participation/ involvement.</p>	<p>Increased community involvement in CEG.</p> <p>Where identified recruitment drive to engage broader demographic of members</p>	<p>Sustain community involvement in CEG.</p> <p>Stronger conduit for community groups engagement and feedback with the CPPB, with transparency on structure</p>	<p>Community Planning Partnership Engagement Strategy is refreshed.</p> <p>Wider community group involvement in Community Engagement group</p> <p>Improved quality of community engagement in Moray.</p>	<p>CLD Strategic Partnership</p>	<p><b>1,2,3</b></p>
<p><b>Further roll out of participatory budgeting</b></p> <p><i>(L5)</i></p>	<p>PB programme delivered around play parks in Moray – piloting the use of the CONSUL online engagement tool and building on previous approaches (e.g.) with care experienced young people.</p> <p>Increase the number of council services utilising PB as a method to prioritise spending</p>	<p>Two additional council services supported to develop PB process</p>	<p>Increased number / value of PB programmes delivered</p>	<p>Moray Council is moving forward in its commitment to meet the 1% requirement in the Community Empowerment Act.</p>	<p>Communities (CLD) – Engagement manager.</p>	<p>1,2,3</p>

Theme 4: Workforce Development					
Activity	Year 1	Year 2	Year 3	Performance Target	Partners
<b>Digital skills for learning</b>	Skills rapidly learnt consolidated; Gaps identified and supported.	Confident use of digital mediums in delivering blended learning;  Digital champions identified and trained	Digital Champions respond to needs of communities and partnership opportunities	Digital skills need met in annual appraisals  8 champions identified	Communities (CLD) YW Manager: 1,3
<b>Increasing understanding of a rights based approach with CLD providers in Moray.</b>	Partnership capacity building programme includes access to rights based learning opportunities to raise awareness of CLD as a rights based activity.	Partnership capacity building programme includes rights based learning opportunities to raise awareness of CLD as a rights based activity.	Partnership capacity building programme includes rights based learning opportunities to raise awareness of CLD as a rights based activity.	CLD partners understand and use a rights based approach with communities and individuals	Sub – group of CLD Strategic Partnership.
<b>Career pathway and progression routes to further skill and grow the CLD workforce</b>	Work with CLDSC, North and Northern Alliances plus CLDMS to deliver CLD generic inductions on-line.  Moray workforce survey completed and priorities identified.	First steps accredited learning delivered of PDA in Adult Learning and PDA in Family Learning through the Northern Alliance.  Training programme adapted to respond to workforce feedback and to respond to CLD Plan priorities.	Range of CPD opportunities in Moray and evidence of a clear progression pathway for unqualified staff.	CLD recognised and promoted as a career choice by all partners – and qualifications actively sought out in recruitment processes.  Staff and volunteers have access to accredited learning opportunities.  10% increase in CLDSC membership in Moray.	Communities (CLD) - Strategic Partnership Officer with Sub – group of CLD Strategic Partnership.
<b>Partnership approach to training offer to community groups and organisations</b>	Workforce subgroup expanded to create the Capacity Building Training Calendar delivered annually	Learning offer builds on evaluation responses	Learning offer builds on evaluation responses	Learning offer is linked to identified needs and meeting CLD Plan priorities and cross-cutting themes.	Sub – group of CLD Strategic Partnership.

**Theme 5: Governance - CLDSP Improvement Actions**

<b>Activity</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Performance Target</b>	<b>Partners</b>
<b>Provide quarterly statistics linked to KPI's to CLDSP for monitoring purposes</b>	4 quarterly reports to CLDSP, CPOG and LOIP <b>Targets set after 2<sup>nd</sup> quarter.</b>	Targets sustained in reporting & recovery issues addressed/amended	Targets surpassed in reporting	Increases on benchmark data created in Q1 and Q2 of the new plan. Samples confirm target audience achieved	Communities (CLD) - Strategic Partnership Officer
<b>Improve sequencing of meetings to streamline reporting on LOIP</b>	Meetings structured to ensure partnership scrutiny of LOIP reports prior to submission.	Improved reporting through formal routes.  Partnership case studies produced regularly to outline progress and achievements.	CLD Plan review informed by robust performance data.  Refreshed CLD Plan created with key stakeholders.	CLD Strategic partnership are able to report on performance and to demonstrate the impact of improved partnership working.	Communities (CLD) - Strategic Partnership Officer
<b>Revisit the risk mapping every 6 months to identify gaps and needs</b>	Communities identified where provision has not re-opened and contact made  Analysis of availability and community access to	Capacity building support offered to re-engage, working with communities	Scrutiny may highlight unmet need or partnership agreements	CLD regulations are met and information contributes to formation of next Partnership CLD Plan.	Chair – CLD Strategic Partnership.
<b>Agreement to adopt case-studies/other mediums to evidence impact of work by partnership</b>	Moray Strategic CLD Partnership develops Word press website to store and highlight partner case studies on effective delivery.	Increased transparency and access to information around the CLD Plan and the work being done in Moray.	Moray has an information bank of testimonies of impact and is able to report on this locally and nationally.	Moray CLD Strategic Partnership is able to demonstrate the impact of improved partnership working on performance.	Communities (CLD) - Strategic Partnership Officer
<b>Leadership focus with the new HGIO4?</b>	New members induction to CLD completed;  CLDSP focus on 2 QI's & learning embedded	CLDSP scrutiny on further 2 QI's & learning embedded	CLDSP scrutiny on further 2 QI's & learning embedded	Working knowledge of the new framework applied by partners in other settings	Communities (CLD) - Strategic Partnership Officer

<b>To develop a partnership approach to quality assurance</b>	Programme developed and piloted linked with North Alliance.	Neighbouring colleagues & partners peer evaluate provision	Neighbouring colleagues & partners peer evaluate provision	Moray practice benefits from supportive external scrutiny and opportunities for peer learning.	Communities (CLD) - Strategic Partnership Officer
<b>Addressing impacts of poverty in Moray</b>	<p>Participate in Challenge Poverty Week to review case-studies for CLD practice issues.</p> <p>Put in place measures to support learners and activists and signpost them to partner and wider CLD provision.</p>	Partners are reaching people who experience poverty and widening access to programmes and services.	Partners are effectively reaching people who experience poverty and widening access to programmes and services.	Partners are increasing the involvement of people who experience poverty and helping them to access learning and community development opportunities	CLD Strategic Partnership