# Practitioner Targets

| | LOIP priority |
|---|---|
| L1 | Growing a diverse economy |
| L2 | Building a better future for our children & young people in Moray |
| L3 | Empowering & connecting communities |
| L4 | Changing our relationship with alcohol |

| | Target |
|---|---|
| | People |
| | Place |
| | Prospects |
| | Publicity |
| | Strategy |

**People: this section focusses on learning opportunities**

| CLD Plan Focus - People | | | Outcomes | | | Performance | |
|---|---|---|---|---|---|---|---|
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead & LOIP priority** |
| Provide CLD services to enable people to look after and improve their own health and wellbeing & live in good health for longer | As of 2018, 22 Be Active Life Long groups established | Focus on sustaining, training, supporting and developing the groups through sharing resources with all partners | Committee members will become more resilient to changing situations | Community champions from BALL groups will be developed, trained and supported | Embed community champions into the development and support of new BALL groups | Record number of training sessions with feedback questionnaires

Record number of hours supporting potential community champions

Record number of community champions

Record number of new BALL groups

Measure the impact of becoming a community champion | Community Wellbeing & Development Team

L3 |
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| Provide CLD services to enable people to look after and improve their own health and wellbeing and live in good health for longer | As of 2018, 3 Singing Exercise and Tea groups | Partnerships required with third sector to support the delivery of the SET groups | Partnerships are establish with third sector providers to deliver the SET group programmes and apply for funding | External funding received to continue the delivery of the SET programmes | Growth in the SET groups continue across Moray | Record the number of participants attending the groups

Record baseline data of group participants from start of block session to end | Community Wellbeing & development Team

L3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Collaborative delivery of Early Years programmes that support family learning and development | Uptake of Healthy Start Vouchers *Please note data restricted  Positive parental evaluations & demand for provision | Raise capacity and encourage uptake of healthy start vouchers for eligible families Delivery of Family support learning within Parent Early Education Partnership (PEEP) groups. | Increased awareness and uptake of healthy start vouchers with eligible families.  Pilot small test of change within Buckie area.  Parental empowerment; appreciation of children's learning and development | Increased awareness and uptake of healthy start vouchers with eligible families. Upscale learning from pilot site & roll out. Parental empowerment; appreciation of children's learning and development | Increased awareness and uptake of healthy start vouchers with eligible families. Upscale learning from pilot site and roll out. Parental empowerment; appreciation of children's learning and development | Number of eligible families accessing healthy start vouchers. *Please note data restricted; can demonstrate % of increase/decrease  Parental evaluation (pre & post questionnaires) | Health Improvement Team   L2 |
| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
| Develop a DofE open award centre for more vulnerable young people in East Moray | Positive expedition pilot not sustained by school to other sections | DofE training sessions & core programme to upskill staff & volunteers on inclusion; deliver sessions to meet needs; source external funding | Provision developed in east Moray with support infrastructure to meet need | New volunteers recruited & trained to support the sections | Full programme delivered through the Open Award Centre and school. Young people included | Provision in place; No. of young people involved; No. of adults helpers involved; Testimonies from stakeholder | DofE team   L2 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Sustain the level of sport and physical activity with children and young people | 90, 000 participant sessions delivered across Moray | Active Schools practitioners input to schools & community initiatives | Quality opportunities to participate in sport in schools are available; those experiencing barriers to participation are supported & included & pathways developed | Quality opportunities to participate in sport in schools are available; those experiencing barriers to participation are supported & included & pathways developed | Quality opportunities to participate in sport in schools are available; those experiencing barriers to participation are supported & included & pathways developed | Participation Rates; School and Club links established for transition pathways | Active Schools<br><br>L2 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Engage & sustain the number of qualified adult volunteers in sport delivery | 200 qualified adult volunteers within the Active Schools Programme | Vetting &training delivery to required standard; continued support; | Need will meet demand so communities thrive | Need will meet demand so communities thrive | Need will meet demand so communities thrive | Number of qualified volunteer adults | Active Schools<br><br>L2 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Develop capacity for the prevention and minimisation of the impact of poverty and inequality on health and wellbeing. | Awareness sessions delivered 2017<br><br>Numbers of conversations/DIY MOT self-checks recorded 2017<br><br>Number of enquires | Maximise opportunities to implement & further develop the principles of Making every Opportunity count by increasing awareness | Community feel empowered on the range of support services available and how to access these. | Communities access the services available to them | Reduction in health inequalities | Number of awareness sessions delivered<br><br>Number of DIY MOT's completed | Health Improvement Team<br><br>L2,3,4 |

| | | opportunities & the delivery of DIY MOT's | | | | | |
|---|---|---|---|---|---|---|---|
| & Evaluation of service 2017 | | Deliver in collaboration an outreach healthpoint service for improved participation for self-care | The number of local people engaged with services is increased & awareness raised | The number of local people engaged with services is increased & awareness raised | The number of local people engaged with services is increased & awareness raised | Number of community members engaged in health improvement activity is an improving trend. | |
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| To utilise resources well to meet needs | The Mobile Information Bus (MIB)usage annual report reflects free capacity | Deliver in partnership an outreach service that supports community capacity building and self-management initiatives utilising the MIB Service | Drivers are trained to use the bus & available to partners<br><br>Funding for initiatives sourced by partners | Increase in usage by partners for community initiatives | MIB resource is valued, well used & recognised in communities | Annual report reflects an increase in usage & drivers. | Health Improvement Team<br><br>L2,3,4 |
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| Support to Moray Scottish Youth Parliament (SYP)representatives | New Support worker identified; SYP focus is to improve young people's voice & create a participation strategy | Role of SYP support refreshed; Locality team accountability agreed; projects developed. | Youth voice evident in strategic planning | Youth voice evident in strategic planning | Feedback & targets from SYP representatives & youth forums in 3rd CLD plan. | Project Development Tool Annual reports | Engagement Team<br><br>L2,3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Establish Moray Learners Forum | Moray Adult Learners Forum was closed in 2016 because of deleted support post and waning numbers | Moray College UHI (MCUHI)plus relevant partners to establish forum & support learners participation | MALF voice recognised as an opportunity for learners | MALF events created & profile raised | MALF voice informing new targets for 3rd CLD Plan | Publicity evidence of engagement MALF re-established Learners priorities implemented | MCUHI Highland & Islands Student Association<br><br>L2,3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Moray College UHI Study Bar: Promotion of study bar services to all learners to help improve attainment | Study bar is established and responding well to individual learner needs. | Moray College UHI plus relevant partners respond to needs of learners as presented | Needs & resource required identified & evaluated to support learners | Implement response to Year 1's learning; Improved learning offer to students & staff training needs | Implement response to Year 2's learning; improved learning offer to students & staff training needs identified | Key performance indicators to inform engagement of study bar by curriculum area to help inform the allocation of resources. Self-evaluation and grading of extended learning Support Provision. Overall Learner Outcomes. Confidence of students and staff testimonies | MCUHI<br><br>L2 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Part-time/Evening / Leisure classes for adult learners Providing a first step to learning a new skill and an introduction to college. | Part-time credit-rated programmes focussing on development of essential skills and progression. | Moray College UHI plus relevant partners review current portfolio; Canvass MLF to identify need; Deliver classes; review & evaluate sustainability | New provision evidences a listening partnership | Refined learning needs delivered & students role in recruitment reinforced | Learners input to MALF acted on & classes piloted | Programmes in place Enrolment trends Self-evaluation reports Learner Outcomes Student testimonies | MCUHI L1,3,4 |
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| To provide adults in Moray with free, quality literacies learning delivered by a skilled team using appropriate methods and resources. | Scottish Survey of Adult Literacies 2009 – "26.7% of the Scottish population may face occasional challenges and constrained opportunities due to their literacies difficulties, within this quarter 3.6% (1 person in 28) face serious challenges in their literacies practises." Census 2011 - 49% of households in Moray with no person aged 16-64 | Staff CT to support learning. Resources Appropriate, accessible learning environments Access to CPD opps to ensure tutors are skilled, competent and qualified. Funding for accreditation. | Adults in Moray will be able to access free literacies learning in 1:1 and small groups. Learners will be able to demonstrate an increase in their literacies skills for work and everyday life. There will be an increase in the number of learners gaining | Learners will be able to be apply their skills in everyday situations Employability skills will be increased | There will be a reduction in the numbers of adults in Scotland with limited life opportunities due to low levels of literacies. Contribution to the achievement of Moray Council priorities- Empowering & Connecting Communities and Growing, diverse and sustainable economy Contribution to the achievement of NPF Outcome - Improve | Stats showing trends are available for previous years and can evidence trends in: No of learners No of learners achieving accreditation. No of learners improving skills and achieving personal goals No of learners progressing to other learning providers/work No of partnership projects | ESDO L2,3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| | have a highest level of qualifications of level 2 or above (higher level) and no person aged 16-18 is a full time student. | Publicity & marketing.<br><br>Contributions from partners. | accreditation.<br><br>Parents/carers will be more confident supporting their children's learning | Children's achievement will improve and parents will engage with schools. | the skill profile of the population. | | |
| Without English Language skills, Moray residents with poor English are unable to participate and integrate in the community. They require greater support from council resources and | Last census showed that over 5% of Scottish residents speak a language other than English at home.<br><br>Strategic guidance in the *Adult Literacies in Scotland 2020* notes "the importance of ESOL literacy and language skills"<br><br>The Government Economic Strategy | 2 hour/week free English classes will be provided to any non-English speaker, resident in Moray, that requires it. Students will be registered with UHI opening up opportunities for them to obtain SQA qualifications and attend | In conjunction with UHI, students will be enrolled in Moray College for the 2018 2019 school term.<br><br>Students will be assessed and enrolled in classes arranged by Moray council, by Moray council ESOL | Students will progress with their English language capabilities enabling them to access better employment and be self-sufficient in obtaining help and assisting children with school work.<br><br>Aim to have | | In line with the ESOL Strategy for Scotland which identifies 5 Principles of Provision:<br>- Inclusion<br>- Diversity<br>- Quality<br>- Achievement<br>- Progression<br><br>We will ensure that substantial advertisement is provided in the local area for the provision of classes. We will measure:<br>The origin of students attending classes;<br>No of students enrolled;<br>No of students obtaining an SQA qualification; | ESOL Project Coordinator<br><br>L1,3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| suffer isolation and health issues. | 2011 notes that provision of ESOL has great returns "personally, socially and economically" The Scottish ESOL strategy 2015-2020 notes that "The acquisition of English Language Skills is important for participation in a democratic society". | college in the future. | Project Coordinator. Aim to have 30% of students work through and obtain an SQA qualification. | 50% of students work through and obtain an SQA qualification | | No of students that report improved English and job opportunities in the end of year survey. | |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Scottish Government policy alongside research on health and wellbeing, learning uptake and positive destinations for carers and disabled people drive a need for deeper engagement with disabled | According to the Scottish Government, the one in five people who are disabled are twice as likely to have no qualifications and to be unemployed and are three times more likely to be economically inactive. They are also more likely to lack core and digital skills. | Provision of a direct delivery learning service and a learning support service working with disabled people and carers in small community groups or on a one-to-one basis. | Disabled people and carers show improved engagement in community and educational life.<br><br>• Sustained learning<br>• Increased confidence<br>• Increased knowledge<br>• Increased ability to communicate skills<br>• Improved digital skills | • Decreased social isolation<br>• Improved health and wellbeing<br>• Increased family support<br>• Reduced stress | • Increased community confidence<br>• Increased ability to influence change<br>• Increased community cohesion | • 10% of participants take up a place on a course of FE or HE study.<br>• 70% of participants engaged in one or more of the four areas of community contribution.<br>• 85% of participants are engaged in new, informal learning activities or have identified the activities they will undertake in the next 6 months.<br>• 75% of participants show improved confidence in communicating their existing and new skills.<br>• 85% of learners exit into positive destinations.<br>• 40% of participants identify previously unrecognised skills resulting in unexpected | Lead Scotland<br><br>L1,3 |

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| people. Barriers to learning for this group are contributing to social exclusion and inability to engage in digital life, impacting on health/wellbeing and exacerbating community fragility in Moray's communities. | | | | Disabled people and carers in Moray are more confident in communicating their skills to secure future opportunities. | | learning/employment/volunteering potential. | |
| | | | | As above | • Reduced reliance of people with disabilities on family/third party support in accessing services | • More transitions to FE/HE/+ve destinations<br>• Improved life potential<br>• Increased community engagement<br>• Increased digital skills. | |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| To deliver family learning initiatives to encourage participation and that enable parents and carers to develop confidence and skills in supporting their own and their children's learning | Family learning is an approach to engaging families in learning outcomes that have an impact on the whole family –*Education Scotland.*<br><br>Family learning is a powerful method of engagement and learning which can foster positive attitudes towards | Libraries staff; Essential Skills staff; ESOL staff; identify staff training needs; community meeting space; support materials and resources; ICT resources and free internet and Wi-Fi access; | Improved participation in learning programmes that support wider family<br><br>Learners are able to demonstrate the basic skills gained<br><br>Parents are able to | Reduced provision based on budget outcomes leading to reduced output or inconsistent provision across Morays communities.<br><br>Staff are confident in | Reduced provision based on budget outcomes leading to reduced output or inconsistent provision across Morays communities.<br><br>Staff are confident in learning offer and provision further refined. | Feedback from learners<br><br>Evaluation by learners and tutors/staff<br><br>Statistical trends<br><br>Progression of these learners to other opportunities/learning providers<br><br>Feedback and evaluation from partners | Principal Librarian<br><br>L1,2,3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| | lifelong learning, promote socio-economic resilience and challenge educational disadvantage. – *Scottish Family Learning Network 2016.*<br><br>How Good Is Our Public Library Service (HGIOPLS) QI 3 – Learning Culture. 2017<br><br>Ambition & Opportunity: A Strategy for Public Libraries in Scotland 2015-2020 – Strategic Aim 2: Libraries Promoting Social Wellbeing.<br><br>Inconsistent provision based on resources available and parental engagement. | partnership support relevant from key partners determined by the identification of key target groups; determine programme and timescales; publicity and promotion; agree monitoring tools and evaluation plans/ intended outcomes | confirm and demonstrate increased confidence in supporting their children<br><br>Celebration of achievement where learners and tutors talk about achievement. Staff are confident in learning offer delivered | learning offer and provision further refined. | | | |
| To provide opportunities for young people (16-25) | Ambition & Opportunity: A Strategy for Public Libraries in Scotland | Libraries staff; support materials and resources; | Improved targeting of interested young people | Improved knowledge of what young people need | Improved knowledge of what young people need and how provision can best | Feedback from young people and their teachers/tutors<br><br>Evaluation of work experience by the | Principal Librarian |

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| to improve their confidence and enhance their skills and employability | 2015-2020 – Strategic Aim 3: Libraries Promoting Economic Wellbeing.<br><br>Corporate Plan Outcome – "an increase in 16-29 year olds living and working in Moray" and "increased attainment"<br><br>Information not previously collated. | preparation of structured programme of work experience opportunities; range of library systems and support resources; ICT resources and free internet and Wi-Fi access; partnership support to identify key target groups and key partner agencies; promotion to schools, colleges and training and support providers; agree monitoring tools and evaluation plans/ intended outcomes | through the identification of potential learning outcomes and development of skills and knowledge<br><br>Participation in learning programmes that support employability Learners are able to demonstrate and discuss the basic skills gained<br><br>Young people are able to confirm and demonstrate increased confidence and understanding of the workplace<br><br>Young people are provided with acknowledged of skills and | and how provision can best support their need. | support their need. | young people<br><br>Trends in uptake of work experience; target and support 10 young people per annum.<br><br>Progression of these young people to other learning opportunities/learning providers<br><br>Feedback and evaluation from partner agencies/schools | L1,2,3,4 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
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| | | | knowledge gained | | | | |
| To support the development of skills for life, work and employability through the delivery of ICT support and learning | Ambition & Opportunity: A Strategy for Public Libraries in Scotland 2015-2020 – Strategic Aim 2: Promoting Digital Inclusion and Strategic Aim 3: Libraries Promoting Economic Wellbeing.

Corporate Plan Outcome – Economic Development  and employability/ increased skills

Information not previously collated. | Libraries staff; Essential Skills staff; ESOL staff; identify staff training needs; libraries learning centres; ICT resources and free internet and Wi-Fi access; support materials and resources; partnership support from key partners such as SDS and JCP determined by the identification of key target groups; determine programme and timescales; recruitment of appropriate volunteers; publicity and promotion; | Improved participation in job clubs

Improved participation in learning programmes

Learners are able to demonstrate the basic skills gained

Learners are successful in gaining interviews and in gaining employment

Learners are referred to other training/learning providers

Celebration of achievement where learners and tutors talk | | | Feedback from learners

Evaluation by learners and tutors/staff and volunteers

Statistical trends

Progression of these learners to other learning opportunities/learning providers

Progression of learners into employment or volunteering opportunities

Recording of qualifications gained/learning achieved and these trends

Feedback and evaluation from partners | Principal Librarian

L1,2,3,4 |

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| | | agree monitoring tools and evaluation plans/ intended outcomes | about achievement.<br><br>Information collated will influence Economic Developments annual report | | | | |

**Place** –**This section focuses on localised activity.**

| | LOIP priority |
|---|---|
| L1 | Growing a diverse economy |
| L2 | Building a better future for our children & young people in Moray |
| L3 | Empowering & connecting communities |
| L4 | Changing our relationship with alcohol |

| Target | |
|---|---|
| | People |
| | Place |
| | Prospects |
| | Publicity |
| | Strategy |

| CLD Plan Focus - Place | | | Outcomes | | | Performance | |
|---|---|---|---|---|---|---|---|
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| As part of the LOIP, deliver a Local Action Plan pilot for New Elgin East. | Moray LOIP highlighted that there was a good opportunity to improve outcomes in New Elgin East by developing an environment of increased aspiration that will lead to increased attainment, better health and wellbeing and increased involvement in their community. | The input required is based on a minimum 26-30 week process. A locality plan will be created and produced in partnership with local people; Support needs will be identified and acted on; Pilot process reviewed by Scottish Community Development Centre and report submitted to Moray Community Planning Board who decide on progression of model of engagement. | Local awareness raised about the opportunity to be involved and develop their ideas | Local people will have confidence in actions agreed for core targets; Pilot process reviewed by partners informs future roll out of locality plans. | Delivery of initial Locality Plan priorities increases local people's aspirations & participation | No of local people engaged; Locality Plan in place; Testimonies of impact of local peoples involvement; Review of pilot model | Community Support Unit<br><br><br>L3,4 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|----------|---------------|-------|----------|----------|----------|---------|------|
| As part of the LOIP, deliver a Local Action Plan pilot for Buckie Central East | Moray LOIP highlighted that there was a good opportunity to improve outcomes in  Buckie Central East by developing *An increase in attainment, increased employability and a greater voice in community affairs* | The input required is based on a minimum 26-30 week process: .A locality plan will be created and produced in partnership with local people; Support  needs will be identified and acted on; Pilot process reviewed by Scottish Community Development Centre and report submitted to Moray Community Planning Board who decide on progression of model of engagement | Local awareness raised about the opportunity to be involved and develop  ideas | Local people & partners will have confidence in actions delivered for core targets ; Increase in wider achievement; Refined learning offers developed | Evidence of increased community involvement & co-production with learners | No of local people & partners engaged; Locality Plan in place; Increased confidence and involvement reported in activity by local people; Evaluation report of pilot | Community Support Unit  L2,3 |
| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
| Communities are empowered via Community Asset Transfers (CATs) to run facilities & services for | In line with the Community Empowerment Act, Moray Council will encourage and support local communities to take over and | Input support from CSU staff and other departments anticipated to take up to 2 years before a successful CAT | Local groups are constituted and managing / operating town halls and community centres after taking on a | Local CAT group members have the necessary skills to take formal ownership | Increase in confidence that communities can successfully manage facilities/services | No. of leases signed; No. of business plans in place;  No. of support agreements in place  No. of assets successfully transferred  Testimonies from community groups | Community Support Unit  L1,3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| themselves complementing sustainable economic growth at a community-based level that will lead to employability opportunities in 7 vibrant communities | manage local halls and community centres that have been ear-marked for closure. 7 halls and community centres; wider CATS driven by communities 14 plus 3 public toilets | transfer is concluded. | short-term lease from Moray Council (2 years). All groups are appropriately constituted and registered as not for profit organisations. Group have attended a variety of training sessions/ seminars relating to Governance/ funding/ business planning and are confident moving forward. | of the asset that they have leased. Application for transfer of asset submitted to Moray Council. | | | |
| Deliver Youth Work activities as per locality plans. | Mapping of current provision per locality | Engagement team & independent youth work providers deliver universal & targeted provision so resources best utilised | Clarity on learning offer delivered by each partner in localities | Reporting and target setting for youth work provision | Reporting and target setting for youth work provision | Report demonstrating an increase in youth work activity | Engagement Team & Youth work providers  L2 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| A clear and co-ordinated approach to providing, reporting and celebrating wider achievement within localities. | Wider achievement data for 8 localities shows variation in outcomes. | Youth Work partners identify any awards training needs; Deliver & report on consistent opportunities to access awards; Commit to participation in Celebrating CLD month | Revised reporting procedures in place A celebration event in each locality | Increase in participation of wider achievement awards. | Increase in participation of wider achievement awards. | Quarterly reporting on wider achievement data shows an increase in completion No. of locality celebrations. | Engagement Team & network L2 |
| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
| To ensure the views of children and young people are gathered and reflected within locality plans, and that subsequent impact is evidenced. | Inconsistent youth work practice across localities for young people | Engagement Team staffing & partners | Youth forums are refreshed & their voice is heard | Youth voice evident in strategic planning  Young people undertaking leadership training | Youth voice evident in strategic planning  Young people undertaking leadership roles | Youth forums are established in every locality Number of initiatives developed. Increase in accreditations acquired by participants | Engagement Team L2 |
| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
| Moray Council will engage local communities prior to announcing budget proposals for | Financial planning has a number of aspects that will run in parallel as the Council prepares to balance the 2019/2020 budget | Input & engagement with the community: Informing on savings necessary to balance the budget; and consulting about | Local communities have been engaged and have some understanding of decisions required. | Pilots successfully completed and evaluated with decisions on how best to | Evidence of co-design of Moray Council services; some services being delivered differently in(or by) communities as a result of participatory | Number of people engaged with process Participatory budgeting 1% compliance in place and activity reported on | Community Support Unit L3 |

| 2019/2020. | and to create a financially sustainable organisation | managing the impact and possible mitigation. Collaborating in decisions for the longer term transformation of services where they can influence options | 1% resource for participatory budgeting pilots delivered in one or two communities and responded to by communities. | involve more communities in service delivery agreed. | budgeting exercises and collaboration | | |
|---|---|---|---|---|---|---|---|

| | LOIP priority |
|---|---|
| L1 | Growing a diverse economy |
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| L3 | Empowering & connecting communities |
| L4 | Changing our relationship with alcohol |

| Target |
|---|
| People |
| Place |
| Prospects |
| Publicity |
| Strategy |

| CLD Plan Focus - Prospects | | | Outcomes | | | Performance | |
|---|---|---|---|---|---|---|---|
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| Establish a skills pipeline consortium | 26 services work independently across the pipeline | Governance group Sub groups (Learner Forum) Write a service level agreement and governance Create an action plan; Deliver collaborative projects in shared training facilities; | Services report positively about impact of shared training facilities & make improvement suggestions | Learners (All age) evaluation highlight benefit of shared facility & input improvement ideas | Increase in number of learners and providers wishing to access provision | Evaluation of consortium approach No of collaborative projects No of learners participating & progressing in new opportunities | Opportunities for All Officer L1,2 |
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| Support and training for 17 Community Councils across Moray | Training for new & existing Community Councillors delivered annually | Organise and deliver 3-4 sessions per year, based on the emerging needs and requirements of members | Confident and competent Community Councillors | Confident and competent Community Councillors | Confident & competent Community Councillors | Number of individual members engaged and attending the training events | Community Council Liaison Officer L3 |
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| Support partners (workforce) to maintain | 10 organisations participating in Healthy Working Lives programme | Participation in Healthy working lives (HWL) award | HWL promoted and understood by local | Increased participation in HWL programme | Increase in the number of HWL awards achieved as value recognised | Healthy Working Lives uptake and awards Number of training opportunities | Health Improvement Team |

| community health and wellbeing. | | programme. Multi-agency co-delivery of training such as: Make every opportunity count; Alcohol Brief Intervention; Zero Tolerance; Helping People Change for health ;Mental health and wellbeing for managers | organisations Training Opportunities taken up and messages implemented | Increase participation in | Further increase in participation | requested and delivered; No of participants; Evaluation and impact of training. Testimonies of impact. | L2,3,4 |
|---|---|---|---|---|---|---|---|
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| Create a CLD workforce development strategy for Moray | National CLD Workforce Strategy in place. Local strategy required; CLD Standards council membership =19 Training offers in a variety of places/services; Moray Community Training Calendar delivered to 300 | Sub group, chaired by SDS, local strategy created; Partners to publicise, promote and implement strategy; My World of Work info will be updated; Clear go to places for CLD training. | Heightened awareness of CLD competencies amongst partners and practitioners; CLD page on tsiMORAY website accessed by third sector groups | Training opportunities reflect CLD local needs Increased awareness by job seekers of CLD opportunities CLD Standards council membership increased | Increased usage & confidence in partners and practitioners use of the CLD competencies; Demand for CLD qualifications increased | Local workforce strategy created; Evaluation report on shared training opportunities; Summary of qualified CLD practitioners updated; No of CPD CLD logs submitted & gaps identified | Skills Development Scotland CLD Support Officer tsiMORAY L1,2,3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Shared understanding of the third sector: what it is, what it does, how it works | Evidence of inconsistent understanding within public sector of what the third sector is and how it works, resulting in poor collaborative working | tsiMoray facilitates awareness raising and development session with public sector and elected members | Increased shared understanding of the third sector: what it is, what it does, how it works | Better collaborative working between public sector and third sector | Community needs and aspirations better met through effective partnership working | Number of sessions facilitated<br><br>Increased examples of collaborative working<br>Quality Indicator 8.1 (partnership working) | tsiMORAY<br><br>L3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Clear understanding of how to provide effective digital inclusion for disabled people in online products and services. | The one in five people who are disabled are twice as likely to have no qualifications and to be unemployed and are three times more likely to be economically inactive. They are also more likely to experience digital exclusion where support or resources are provided on a digital basis. | Provision of accredited digital skills training developed and delivered by Lead Scotland for organisations working with disabled people and carers. | Organisations offering products/services to disabled people and carers are more confident in working with their customers. | | | 60% of enquiring organisations undertake the course resulting in 60 practitioners improving their digital skills.<br>90% of participants report improved ability in supporting their disabled service users to access online services. | Lead Scotland<br><br>L1,3 |
| | | | • Increased understanding of accessibility issues<br>• Increased confidence in dealing with digital access enquiries from disabled people. | • Increased organisational confidence<br>• Increased opportunities for people with lived experience to influence organisational online offers | • Reduced reliance by disabled people on family/third parties for support in accessing services. | | |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| The Moray CLD "learning offer" is unclear. | Education Scotland Buckie report 2018 highlights variation in understanding of providers and learners | Training session delivered by Education Scotland; Follow-up delivery through team meetings & networks; Third sector bespoke session delivered East & West | Partners will be able to articulate the core learning offer.<br><br>Learners will be clear about what's available.<br><br>Training to be embedded in induction for all partnership staff | Improved confidence in articulating the CLD learning offer<br><br>Positive evaluations about provision<br><br>Increase in confidence in the language used | CLD language will be embedded in conversations | 100% of partnership staff have undertaken this training opportunity;<br><br>No of training sessions cascaded<br><br>Learning provision positively evaluated in third sector context | CLD Strategic Partnership leads<br><br>L1,2,3 |

**Publicity** - This section focuses on how we will share information and positive stories

| | LOIP priority |
|---|---|
| L1 | Growing a diverse economy |
| L2 | Building a better future for our children & young people in Moray |
| L3 | Empowering & connecting communities |
| L4 | Changing our relationship with alcohol |

| Target |
|---|
| People |
| Place |
| Prospects |
| Publicity |
| Strategy |

| CLD Plan Focus - Publicity | | | Outcomes | | | Performance | |
|---|---|---|---|---|---|---|---|
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| Create one central digital interface for employability services and learners ( all age) | Cluttered digital landscape with 3 local social media pages and no linkages | Employ moray working group TMC web development funding TMC Apprentice funding | Create and launch a website and associated social media pages Identify improvements from pilot phase | Evaluate impact for learners and partners Identify improvements required Evaluate levels of engagement and participation of learners and partners | Implement improvements Evaluate levels of engagement and participation of learners and partners | Nos engaging and accessing services Nos participating in learning opportunities Nos of learning opportunities promoted via the site from employers and partners | Moray Council Opportunities for All Officer L1,2,3 |
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| There is a need to provide CLD services which enable people to look after and improve their own health and wellbeing so as to live in good health for longer | Health Point offer a service from Dr Grays and visit groups and events when requested Sporadic information is shared with older people groups through timetables activities | Partners share data and information relevant to priority communities and communities of interest. | Structure more targeted information to groups through MeOC project | Continue to deliver MeoOC across all ages and stages | Support the development of community champions to act as MeOC ambassadors | Measure the number of participants accessing the MeOC project and establish if any change has been made after a follow up conversation within the first year | Public Health Lead L3,4 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Ensure that all CLD partners are aware of the recognition and accreditation options available through the partnership | Wider achievement data for 8 localities shows variation | Engagement Team staffing & partners | Reporting and target setting for wider achievement. | Reporting and target setting for wider achievement. | Reporting and target setting for wider achievement. | Increase in participation and completion of wider achievement awards<br>Increase in partners participating in awards<br>Wider achievement annual report | Engagement Team<br><br>L2 |
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| To raise awareness of and celebrate range of community led activity in Moray | Limited coverage of good news by media since retirement of inside Moray's founding editor | Inside Moray attracts resources and developes infrastrucutre to engage people in the production, publication as well as consumption of news aboutMoray | Inside Moray established on a potentially sustainable basis through the engagement and support of key partners | Increased participation people in the production, publication and consumption of news | Emhanced perception of Moray as a thriving place to live, work and play | No. of stories published annually<br>Number and diversity of people invovled in the production of stories<br>No. of readers reached<br>QI 4.1. (impact on local community) | tsiMoray<br><br>L3 |
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| To raise awareness of and celebrate range of organisations and opportunities available in Moray | Evidence of limitedknowledge of what's available | CLD partnership facilitates annual market place event bringing together Moray wide groups& organisations | Increased awareness of what is available. Better relationships between groups and organisations | Better collaborative working between groups and organisations across sectors | Community needs and aspirations better met through effective partnership working Strong sense of Moray as a good place to live and grow | Number of exhibitors<br>Number of participants<br>Evaluation feedback | CLD Partnership<br><br>L3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|----------|---------------|-------|----------|----------|----------|---------|------|
| Raise the profile of CLD by creating an annual Moray CLD month | Low profile of CLD within communities as no CLD service<br><br>Need to comply with CLD legislation | Work with College Events Management students/lecturers to facilitate events and activites to celebrate CLD Review pilots | Cohort of students informed about CLD Pilot events across Moray Awareness raised in communities | Build on success<br><br>Increased awareness raised in communities of CLD | CLD month is established as an annual celebration of CLD | Increase in numbers of sparticipating<br><br>Increase in locality based events | Moray College & CLD Partnership<br><br>Locality Networks L2,3 |
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| Raise the profile of CLD by creating, developing and maintaining a page on tsiMORAY website | Limited awareness of CLD within Moray Third Sector and wider community | tsiMORAY to build and maintain CLD page on new website publicising CLD and the work of the partnership | Increased awareness of CLD and related activities | More people articulating & connecting with CLD activity | Third Sector routinely aware of links between its work and CLD agenda | Measurements from google analytics<br><br>Number of Third Sector organisations who know they are involved in CLD activity | tsiMORAY L3 |

**Strategic** - **This section focuses on the core work of the CLD Strategic Partnership**

| | LOIP priority |
|---|---|
| L1 | Growing a diverse economy |
| L2 | Building a better future for our children & young people in Moray |
| L3 | Empowering & connecting communities |
| L4 | Changing our relationship with alcohol |

| Target | |
|---|---|
| | People |
| | Place |
| | Prospects |
| | Publicity |
| | Strategy |

| CLD Plan Focus - Strategic | | | Outcomes | | | Performance | |
|---|---|---|---|---|---|---|---|
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| Establish Moray Adult Literacies Partnership | MALP disbanded in 2012; Moray does not participate in national adult learning meetings | Wider learning partnership meeting to identify opportunities & priorities; rationalise link with Learn, Work & Train Hub. | Improved networking & links to CLD activities e.g. Celebrating CLD month; shared workforce opportunities | Increased input to the CLD Strategic Partnership | Greater understanding of the breadth of CLD learning providers; Increased signposting via partners; Stronger input to 3rd CLD Plan | MALP in place Voice of providers included at strategic CLD meetings. | Moray college UHI & Highland & Islands Student Association<br><br>L3 |
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| Need for accurate, up to date, analysable information about third sector activities and services | Current system (MILO) holds records for approx 650 groups/organisations in Moray | tsiMoray purchases and populates new system | Output:tsiMoray system purchased and operational, info migrated Outcome:more accurate information about tsiMoray membership available through new system | Outcome:more accurate information about the wider third sector and its activites in Moray supporting improved understanding of third sector activity | Outcome: more accurate, up to date, analysable information about third sector activities and its activites in Moray supporting improved systematic gathering, analysis and sharing of performance information | tsiMoray system in place, populated and updated, shared with partners as appropriate Quality Indication 1.1 (improvements in performance) | tsi Moray<br><br>L3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Create a CLD brand for Moray | No branding currently exists | Input from Media Officers Branding produced | People feel engaged and branding is recognised.<br><br>Publicity materials created | Materials visible and used in partner promotions. Awareness of CLD will be heightened. | Recognised, known brand | Uptake by partners and community groups | CLDSO<br><br>L3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Identify a CLD presence in each ASG | Currently no easy to access information about CLD presence in each ASG | Partnership indentify core places in communites to target information. Idenitfy type of presence | CLD presence will be identifed in each area and information made available for learners/activists to access | Information will be updated and accessed | Information will be updated and accessed | Feedback from learners/activists Signposted opporunities logged | CLDSP<br><br>L3 |
| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
| Improve the systematic gathering , analysis and sharing of performance information across the partners | No performance information currently shared at strategic group | Agreement from partners to share statistics.<br><br>Structure for collating and sharing the information<br><br>Create a small scrutiny group to analyse returns | A structure will be in place for information to be gathered, collated in an agreed format and shared.<br><br>Partners will be better informed and able to use this information when planning services | Partners will be contributing information on a regular basis.<br><br>This information will be collated and shared on a regular basis. | Services will be designed to respond to local, up to date information demonstrating need. | System in place and working<br><br>No of partners submitting information<br><br>Evidenceof partners using the shared information | Chair of CLD SP<br><br>L3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Work with the Fairer Moray Forum to idenitfy any specific CLD action | New organisation collating the picture of poverty in Moray | A regular link with Fairer Moray identified<br><br>Respond within locality plans to identified needs. | A regular input on CLD to Fairer Moray and from them to the CLD partnership so awareness is raised of potential signposting. | Increase in CLD connections and provision amongst Fairer Moray partners | Review impact of and take up of CLD offers with individuals/families via Locality Plan areas. | Identify designated CLD leads<br><br>Number of referrals/projects created<br><br>Case studies produced | CLD Partnership<br><br>L3 |

| The Need | Baseline Data | Input | 1st Year | 2nd Year | 3rd Year | Measure | Lead |
|---|---|---|---|---|---|---|---|
| Learn from external practice of other authorities on achievement tracking and monitoring in schools | Buckie Inspection report highlights need for improvement | Create a fact finding group to visit recommended schools and feedback | Visits will take place<br><br>Improvement meetings will take place & solutions addressed | Improvement measures will be in place and information valued by learners and partners | Good quality information will be available through Seemis and learner profiles | Minutes of meetings<br>Actions implemented<br>Increase in documented wider achievement reported | QIO/LWO Youth<br><br>L2 |
| **The Need** | **Baseline Data** | **Input** | **1st Year** | **2nd Year** | **3rd Year** | **Measure** | **Lead** |
| Deliver an annual CLD partnership report | CLD Partnership has never created a joint report | Report will be created with information on partnership activity, sharing good news stories and achievements | There will be increased awareness of CLD activities | CLD activities will include the LOIP area and PB initiatives | Content will reflect the changing delivery of services & empowered communities | Report jointly produced annually<br>Contributions from partners<br>Improved statistical information re participation, uptake of training opportunities and outcomes | CLDSO<br><br>L2,3 |