

## **Community Planning Board**

Wednesday, 13 November 2019

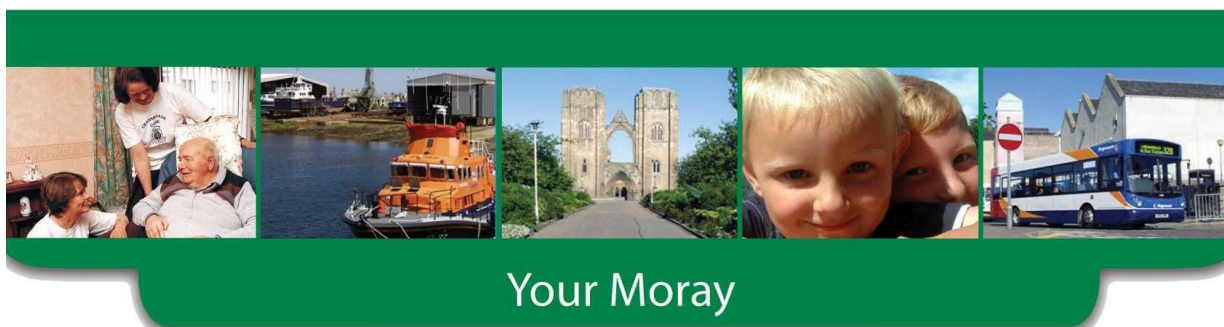
**NOTICE IS HEREBY GIVEN** that at a Meeting of the **Community Planning Board** is to be held at **Inkwell Main, Elgin Youth Café, Francis Place, Elgin, IV30 1LQ** on **Wednesday, 13 November 2019** at **14:00**.

### **BUSINESS**

- 1. Welcome and Apologies**
- 2. Community Learning and Development Plan 2018-21** **3 - 54**
- 3. LOIP Update Report** **55 - 58**
- 4. Proposed Dates 2020** **59 - 60**
- 5. ANY OTHER COMPETENT BUSINESS**

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**REPORT TO: COMMUNITY PLANNING BOARD ON 13 NOVEMBER 2019**

**SUBJECT: COMMUNITY LEARNING AND DEVELOPMENT PLAN 2018-2021 YEAR 1 REPORT**

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

**1. REASON FOR REPORT**

1.1. To inform the Board of the first year's outcome of the Community Learning and Development (CLD) Plan 2018-21.

**2. RECOMMENDATION**

2.1. It is recommended that the Board:-

- i) being mindful of the challenging resource, notes the achievements made; and
- ii) identifies any opportunities to meet need and raise CLD identity.

**3. BACKGROUND**

3.1. Moray published a second CLD Plan in September 2018 in compliance with the CLD regulations. 3 documents were produced: a plan of the shared partnership targets, an appendix of the individual partners' targets plus one relating to the current immediate CLD resource.

3.2. CLD seeks to particularly target the population who have poorer outcomes in education, health and wellbeing, and those who seek to make changes in their communities. A snapshot on poverty highlights the following:

- Moray Baby Bank was formed in 2019 offering families donated clothes and items for babies from birth to 2 years old.

- Moray School Bank had a rise in referrals from 204 to 302 in 2018/19
  - Moray Foodbank changed to Moray Food Plus in recognition of the rise of food poverty and supports required. Between April 2018 and March 2019, 4440 people were supported. 17 tonnes of quality surplus food was distributed with over 18000 litres of milk in Moray's communities.
  - The Council's Welfare Benefits Team figures from 1st September 2018 to 30 September 2019 highlighted that there have been 646 new cases to Income Maximisation and their overall benefit gain for that period was £1,372,677. Money Advice assisted 281 new clients and had an existing case load of 346 cases. Welfare Benefits assisted with 124 benefit appeals and 153 Mandatory Reconsiderations. Their success rate for appeals for this period was 84% and their overall benefit gain was £1,131,166.
- 3.3 The CLD Strategic Partnership is in a stronger place despite experiencing temporary chairing for the majority of the period. For a significant part of 2019 several partners were off ill and could offer no replacement to attend meetings. Despite this attendance and commitment was steady at around 9 partners. Formal education remains a gap in participation which is a challenge to fill. Two development sessions were delivered by Education Scotland HMI on improving performance and the learning offer, and there was no contact with the regional advisor during the year.
- 3.4 The Practitioners Targets related to the plan can be viewed in **Appendix A**.
- 3.5 The CLD Plan's progress monitoring can be viewed in **Appendix B** which focusses on the partnership targets that have not been fully achieved.
- 3.6 The immediate Staff Resource linked to the CLD Strategic Partnership can be viewed in **Appendix C**.

### **Inspection Activity**

- 3.7 2018 was busy for inspection activity. January saw an Education Scotland inspection using the framework "How good is the Learning and Development in our Community" which had a strategic and place-based focus in the Buckie and Coast area:  
<https://education.gov.scot/assets/contactorganisationinspectionreports/moraycouncilcldins300418.pdf>
- 3.8 Follow up engagement took place in November 2018 with a published report on the 17 Dec 2018:

<https://education.gov.scot/assets/contactorganisationinspectionreports/moraycevcld171218.pdf>

- 3.9 Ongoing engagement took place in March 2019 with the report published on 10 June 2019:  
<https://education.gov.scot/assets/contactorganisationinspectionreports/cldmoraycouncil100619.pdf>
- 3.10 Almost all of the partners were also involved with the Integrated Children's Services follow-up inspection plus some school inspections which meant that a small strategic resource was very thinly spread.
- 3.11 It is anticipated that Education Scotland will continue dialogue with the partnership in the autumn with an inspection late spring. Education Scotland are currently reviewing their inspection framework.
- 3.12 The Council management restructuring decisions and aligning of services will have an immediate effect in this quarter on the CLD Strategic Partnership and a new Director designated responsibility for CLD. There has been early discussion about the reporting mechanism to the Community Planning Officer Group and the Board which had been limited previously.
- 3.14 In October an officer from Midlothian Council gave an input on governance and performance reporting to the CLD Strategic Partnership to influence decisions on how Moray progresses and implements this.

### **CLD Rewind highlights**

- 3.15 In reviewing the year's activity some highlights have been included from the Strategic Partnership to show the breadth of CLD and can be seen at <http://www.moray.gov.uk/downloads/file128646.pdf>

### **Unmet Need**

- 3.16 Highlighting unmet need continues to be a requirement of CLD Plans. Austerity decisions by all partners are impacting on the work that can be done with reduced opportunities offered to learners, communities and the workforce. Some of the issues raised in the original plan, equalities impact assessment and Fairer Scotland Duty have not gone away namely:
- Barriers to participation linked to transport, childcare, cost and accommodating shift patterns
  - Consistent Youth Work opportunities not being available in each large community because resources follow need, thus achievement and wellbeing opportunities are reduced

- Leisure class provision has reduced which often is a first step back into potential accredited learning
- Locally based traditional CLD services are not available, however Development Trusts, tsiMORAY' s temporary funded Community Development posts and networks are endeavouring to bridge some of this gap.

### 3.17 In addition:

- Let charges may prevent community provision from developing and being sustainable where there were previous free lets.
- Within core CLD services opportunities to volunteer, be supported, trained and developed have reduced because there is not the capacity or infrastructure to enable this to happen
- Austerity measures limit the amount of networking locally and nationally. Opportunities to attend courses and conferences have significantly reduced. Digital solutions requested if available have often been inadequate. This has been highlighted as an issue through the professional network.
- There are fewer options available for people seeking a professional CLD qualification and less staff are able and competent to train, mentor and supervise student placements. There is an older age profile of existing qualified CLD practitioners in Moray and similar issues have been highlighted in the National CLD Workforce study:  
<http://cldstandardscouncil.org.uk/wp-content/uploads/WorkingwithScotlandsCommunities2018SummaryReport.pdf>
- Pre level 4 English as a Second Language one to one provision is extremely limited, particularly for potential learners not living in Elgin.
- Reduced library opening times in some areas limits families who have no home ICT.

Whilst there is not consistent opportunity in each community, we are satisfied that our services are being directed to meet priorities and we will regularly revisit these issues.

### **Opportunities in 2019/20**

- 3.18 The wider CLD network and partnership shall meet to review the second year's targets in November in light of reduced resources and Community Planning Board guidance.
- 3.19 Early Years family learning developments; the Listening Well Project; Moray Employability Pathway Consortium, Community Asset transfers,

Participatory Budgeting, new Development Trust activity plus the Growth Deal should all feature in the next Moray CLD chapter. In addition the revised Youth Work and Adult Learning strategies should influence the priorities and resource allocated linked to the Locality Outcome Improvement Plan.

- 3.20 The impact of Community Empowerment Legislation will influence and change the way almost all organisations have previously functioned and the development of Locality Plans brings this back to the heart of communities. The challenge for partners will be to knit opportunities together, with the values and an understanding of CLD, for the benefit of Moray's residents and in particular the more vulnerable.

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

- 4.1 There has been mixed achievement within the CLD Plan, with some national awards gained and rising community ownership. As public services diminish and community involvement is explored, supported and delivered, participation will inevitably continue to change with a different type of accountability and timescale that fits volunteers or providers. The pulling together and sharing of this information by all partners will be crucial for the CLD Strategic Partnership to have the intelligence required for governance to ensure learner's needs are met and the most valuable information is collected so resource is not wasted.
- 4.2 The removal of any core services will heighten the unmet need in communities and whilst it is the Local Authority's responsibility to identify this through the CLD Plan, it is the Community Planning Partnership's responsibility to seek solutions, identify resources and direct the CLD Strategic Partnership. It is recognised that there will be ongoing tension here on the level of disclosure as third sector groups in particular try to access funding to survive. A commitment to open sharing of information will be required.
- 4.3 The existing CLD regulations have been particularly scrutinised this year within the Partnership and do not provide strong enough clarity and guidance on levels for "adequate" provision. This has been raised with the relevant bodies.

#### **5 CONCLUSION**

- 5.1 The practitioners targets and review/review of the first year of the CLD Plan reinforces that the CLD Strategic Partnership are working better together on an improvement journey. This information with the poverty context and growth opportunities will influence the refinement of the 2019-2020 targets in November 2019. An annual report will be created following the Board's scrutiny and will include feedback with the voices of learners and activists on the first year.

Author of Report: Karen J. Delaney

Background Papers: <http://www.moray.gov.uk/downloads/file123130.pdf>

Ref:





# People


This section focuses on the learning offers available through the partnership. (This does not extend to all activities in communities through the 3<sup>rd</sup> sector.)

CLD Plan Focus - People			Outcome s	Performance		Year 1 Update
The Need	Baseline Data	Input	1 <sup>st</sup> Year	Measure	Lead	
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	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	Com Dev Worker	1 training session was delivered on the theme of providers and programming through the branded workshops called “pow wow”. Community champions for BALL groups have not been established, however 1 individual has volunteered to take on the role of support and development, maintenance and communication of existing and new providers. No new BALL groups have been established. 1 group folded (Portgordon) due to the fragility of the group and limited support available from the CWDT. However all members were offered places in existing

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						local groups which they have found to match their needs. There are 780 BALL participants with 120 volunteers which won <b>“Project of the Year” Award for self-management sponsored by the Health and Social Care Alliance</b>
	135 volunteer buddies in “Hands up to Volunteering”	Profiling, publicity, interviewing training & matching	Volunteers recruited to meet demand  Maintain training opportunities delivered to meet needs of clients	Increase in volunteers by 10%  Deliver tailored training opportunities  Record outcomes	Vol Dev Officer	45 new volunteers recruited. <u>Training delivered with numbers:</u> <ul style="list-style-type: none"> <li>• Adult protection and scam awareness 20 volunteers</li> <li>• Dementia Friendly Awareness – 24 (with Alzheimer’s Scotland)</li> <li>• Stroke Communication 31 (through Chest Heart &amp; Stroke Organisation)</li> <li>• Safer People Handling 4</li> <li>• Mental Health Awareness – 30 (this was bespoke for volunteers and piloted by a group of volunteers for first session)</li> </ul> <u>Outcomes:</u> 12 job references 6 volunteers into employment 10 young people recruited as volunteers

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						168 requests for volunteer support.
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 established with third sector providers to deliver the SET group programmes and apply for funding	Record the number of participants attending the groups  Record baseline data of group participants from start of block session to end	Com Dev Worker	<p>3 SET groups continue to be delivered in partnership with Dance North.</p> <p>Dance North actively search for funding to deliver the instructors.</p> <p>30 participants attend the 33 SET groups in Lossiemouth, Elgin and Buckie.</p> <p> SET group poster final proof.pdf</p> <p>Baseline data has not been collected as no new groups have been developed. SET group summer parties have been created over the break where evidence was gathered from 20 participants highlighting positive outcomes from participation.</p>
To provide CLD services which	As of 2018, 4 men's shed are established	Partnerships work with local	Sheds are supported to	Record number of participants	Com Dev Worker	5 Sheds are active under the support of HSCM:

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enable people to look after and improve their own health and wellbeing and live in good health for longer	or under development in Moray	groups to deliver key messages and to share resources	remain active, sustainable and inclusive	Record number of training sessions with themes		<p>Men's Shed Keith 65</p> <p>Men's Shed Elgin 60</p> <p>Men's Shed Fochabers 30</p> <p>Men's Shed Cullen 25</p> <p>Men's Shed Forres 30</p> <p>Joint dementia awareness training was hosted by Elgin Sheddors with participants from Fochabers and Keith. 30 participants were trained as dementia champions with all stating their knowledge had improved.</p>
To provide CLD services which enable people to look after and improve their own health and wellbeing and live in good health for longer	Intergenerational work is sporadic with HSC older people groups	Partnerships established to pilot a new development of intergenerational work based on the BALL group model	Links with Active Sports, Hopeman Primary school (family learning lead) are established to develop an after school BALL group for community members, pupils and family learning	<p>Record number of participants by age groups</p> <p>Record base line understanding before each session</p> <p>Evaluate pilot with feedback forms</p>	Com Dev Worker	<p>Family learning took place at Hopeman Primary through Participatory Budgeting funds from NHS.</p> <p>Duffus BALL groups supported the Hopeman Health week. Supporting over 90 pupils to interact in games with older BALL members.</p>
To provide early intervention and prevention key learning to	Self-evaluation of health and wellbeing on commencement of	Baby Steps – 8 week interactive wellbeing ,	Eligible women are invited to attend Baby Steps Programme.	<p>Numbers of participants</p> <p>Numbers of Programmes</p>	HIT	7 programmes were delivered with 40 participants. 100% reported:

minimise the impact of inequalities on health and wellbeing in the early years.	the programme (wellbeing wheel)	capacity building programme aimed at women with a Body Mass Index (BMI) equal to or above 30.	100% of eligible women attending Baby Steps have increased their capacity to apply the skills and knowledge gained from attending	Self-evaluation of health and wellbeing on completion of Baby Steps. Self-evaluation (well-being wheel) and from further follow up.		<ul style="list-style-type: none"> <li>• An increased awareness of the risks of BMI over 30 and how to reduce these risks</li> <li>• Increased knowledge &amp; confidence in how to take steps to improve health &amp; wellbeing</li> <li>• Feeling healthier &amp; more active</li> <li>• A clearer understanding of how to read food labels</li> <li>• Increased awareness of support available in the community</li> </ul> <p>To measure the longer term impact, women are invited to a postnatal meet up with their babies. 20 participated giving higher knowledge and confidence scores &amp; healthier choices feedback.</p> <p><b>Excellence in Quality Improvement in Early Years national award achieved.</b></p> <p>Uptake in the current year lies at approximately, or slightly above, 50% of eligible households. ( due to an increase in numbers eligible via a bulk Universal Credit Full Service</p>
Collaborative delivery of Early Years programmes that support family learning and development:	Uptake of Healthy Start Vouchers Above 55% of eligible households uptake  *Please note data restricted	Raise capacity and encourage uptake of healthy start vouchers for eligible families	Increased awareness and uptake of healthy start vouchers with eligible families. Pilot small test of change within Buckie area.	Number of eligible families accessing healthy start vouchers. *Please note data restricted; can demonstrate % of increase/decrease		

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	Parental evaluation	Delivery of Family support learning within Parent Early Education Partnership (PEEP) groups.	Parental empowerment; appreciation of children's learning and development	Parental evaluation (pre & post questionnaire)		data migration from the DWP in January 2019)  Information not yet available. PEEP delivered through Nursery Nurses.
Develop capacity for the prevention and minimisation of the impact of poverty and inequality on health and wellbeing.	Awareness sessions delivered  Numbers of conversations/DIY MOT self-checks recorded          Number of enquiries	Maximise opportunities to implement and further develop the principles of Making every Opportunity count by increasing awareness opportunities and the delivery of DIY MOT's	Community feel empowered on the range of support services available and how to access these.	Number of awareness sessions delivered  Number of DIY MOY's completed	HIT team	Total number of MEOC awareness sessions delivered =17  Total numbers trained=101  Total number DIY MOT's completed=758   Total number of outreach sessions delivered supporting

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	<p>Delivery location and topics delivered</p> <p>Evaluation of service</p> <p>Number of bookings</p> <p>Numbers accessing the service</p> <p>Priorities addressed</p>	<p>Deliver in collaboration an outreach health point service for improved participation for self-care.</p> <p>Deliver in partnership an outreach service that supports community capacity building and self-management initiatives utilising the MIB Service</p>	<p>Increase number of local people engaged with services</p>	<p>Number of community members engaged in health improvement activity.</p>		<p>family learning and campaigns =77</p>
<p>Moray Scottish Youth Parliament representatives in post</p>	<p>Children &amp; Young People</p> <p>Engagement Team staffing</p>	<p>Role of SYP refreshed.</p> <p>Youth voice evident in strategic planning</p>	<p>Youth voice evident in strategic planning</p>	<p>Work remit designated</p> <p>Election process developed</p> <p>Candidates elected and supported to attend sittings.</p> <p>Process to develop Youth Voice developed and implemented</p>	<p>Engagement Team</p>	<p>Two new Moray MSYP s elected, March 2019 and attended their first sitting June 2019. Youth Voice preparation work underway with event on 30 September 2019. Funding bids submitted to support training and residential. (Moray Youth Council to be established by January 2020.)</p>

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Establish Moray Learners Forum	MALF was dissolved in September 2016	Moray College UHI plus relevant partners	Establish Forum, invite Learners to participate	Engage support of HISA; Advertise opportunities to become involved; Deliver induction.	Moray College UHI	Forum not yet established as Moray College Highland and Island Student Association infrastructure under review. Meeting arranged with HISA in the new academic term.
Study Bar	Study bar appointments in academic year 2017-2018 (tbc)	Moray College UHI plus relevant partners	Provide further opportunities to support literacies development in Moray	Number of study bar appointments; Number of workshops delivered	Moray College UHI	1303 Study Bar appointments in 2018-2019; 87 workshops delivered to 1056 students; Mental Health & Wellbeing Service students referred 114, with 286 appointments. Academic year 2018/19 has seen an increase in the number of disability referrals with mental health disclosures overtaking dyslexia and multiple disabilities.
Part-time/Evening/Leisure classes for adult learners	Level of class provision at 2017-18 was 23 (232 learners)	Moray College UHI plus relevant partners	Review current portfolio. Canvass MALF to identify need.	Number of classes offered in Further Education (FE) and Higher Education (HE) Survey completed and analysed	Moray College UHI	FE Evening Classes 25 classes 268 people; Part-time 656; HE Evening class 3, part-time 274. P/t figures include employability courses, leisure and accredited courses. FE Review of Leisure/evening provision June 2019:68 respondents, majority aged 45-



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						54 living in IV30. Reviews show increase interest in creative courses. Fulltime FE Curriculum audit underway in line with Moray SIP expected finish Sept 2019.
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 people. Barriers to learning for this group are contributing to social exclusion and inability to engage in digital life, impacting on health/wellbeing and	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. <ul style="list-style-type: none"> <li>• Sustained learning</li> <li>• Increased confidence</li> <li>• Increased knowledge</li> <li>• Increased ability to communicate skills</li> </ul> Improved digital skills	<ul style="list-style-type: none"> <li>• 10% of participants take up a place on a course of FE or HE study.</li> <li>• 70% of participants engaged in one or more of the four areas of community contribution.</li> <li>• 85% of participants are engaged in new, informal learning activities or have identified the activities they will undertake in the next 6 months.</li> </ul>	Lead Scotland	<p>Engaged with 27 learners. 28.57% of participants progressed on to a course of FE or HE study.</p> <p>71.43% of participants were engaged in one or more of the four areas of community contribution.</p> <p>100% of participants are engaged in new, informal learning activities or have identified the activities they will undertake in the next 6 months. 50% of participants expressed a feeling of improved confidence.</p> <p>100% of learners exited into positive destinations.</p> <p>35.71% of learners identified previously unrecognised skills.</p>

exacerbating community fragility in Moray's communities.						
To provide adults in Moray with free, quality literacies learning delivered by a skilled team using appropriate methods and resources.	<p>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."</p> <p>Census 2011 - 49% of households in Moray with no person aged 16-64 have a highest level of qualifications of level 2 or above (higher level) and no person aged 16-18 is a full time student.</p>	<p>Staff</p> <p>ICT to support learning.</p> <p>Resources</p> <p>Appropriate learning environments across Moray to make learning accessible.</p> <p>Access to CPD opportunities to ensure tutors are skilled, competent and qualified.</p> <p>Funding for accreditation.</p>	<p>Adults in Moray will be able to access free literacies learning in 1:1 and small groups.</p> <p>Learners will be able to demonstrate an increase in their literacies skills for work and everyday life.</p> <p>There will be an increase in the number of learners gaining accreditation.</p> <p>Parents/ carers will be more confident supporting their children's learning</p>	<p>Stats showing trends are available for previous years and can evidence trends in:</p> <p>No of learners</p> <p>No of learners achieving accreditation.</p> <p>No of learners improving skills and achieving personal goals</p> <p>No of learners progressing to other learning providers/work</p> <p>No of partnership projects</p>	Acting Principal Librarian	<p><b>Essential Skills:</b> No of learners – 106</p> <p>No of learner places – 118 ( some learner shave more than 1 learning place if working on more than one topic)</p> <p>No. of learners achieving accreditation - 30</p> <p>No. of learners leaving service and reporting that they have improved skills and achieved personal goals - 45</p> <p>No. of learners progressing to other learning providers/work – unable to provide accurate number for all learners who leave the service as tracking is difficult.</p> <p>No. of partnership projects – 1(Let's Eat)</p> <p>No of sessions delivered – 1511</p> <p>No of Awareness Raising training sessions delivered - 21</p> <p>Please note that these figures are not representative of the normal operating figures due to</p>

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		Publicity & marketing.  Contributions from partners.				the service being declared 'at risk of removal' since January 2019. Numbers are down by 58% due to the current uncertainty.
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 suffer isolation and health issues.	<p>Last census showed that over 5% of Scottish residents speak a language other than English at home.</p> <p>Strategic guidance in the <i>Adult Literacies in Scotland 2020</i> notes "the importance of ESOL literacy and language skills"</p> <p>The Government Economic Strategy 2011 notes that provision of ESOL has great returns "personally, socially and economically"</p> <p>The Scottish ESOL strategy 2015-2020 notes that "The acquisition of English Language Skills is</p>	<p>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 college in the future.</p>	<p>In conjunction with UHI, students will be enrolled in Moray College for the 2018 2019 school term.</p> <p>Students will be assessed and enrolled in classes arranged by Moray council, by Moray council ESOL Project Coordinator.</p> <p>Aim to have 30% of students work through and obtain an SQA qualification.</p>	<p>In line with the ESOL Strategy for Scotland which identifies 5 Principles of Provision:</p> <ul style="list-style-type: none"> <li>- Inclusion</li> <li>- Diversity</li> <li>- Quality</li> <li>- Achievement</li> <li>- Progression</li> </ul> <p>We will ensure that substantial advertisement is provided in the local area for the provision of classes. We will measure:</p> <p>The origin of students attending classes; No of students enrolled;</p> <p>No of students obtaining an SQA qualification;</p> <p>No of students that report improved English and job opportunities in the end of year survey.</p>	Acting Principle Librarian & Moray College UHI	<p>95 students enrolled. 24 students obtained an SQA qualification. Current review into ESOL provision being undertaken with a report to be submitted to Scottish Funding Council by 30 September 2019.</p> <p>SFC guidelines show that all ESOL provision must be determined through consultation between College and the Community Planning Partnership.</p> <p>College has a plan in place to provide ESOL for learners at SCQF levels 4-6.</p> <p>The review will determine the level of provision required at entry level. Moray Council make a decision on ESOL budget in September.</p>

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	important for participation in a democratic society".					
Succession planning for halls, federations and community council members Need to recruit young people	Concern raised at meetings over the participation of young people in community organisations	Awareness raising of the opportunities young people can get involved in	Specific training for young people's champions will take place. Confidence is built.	Increase in participation and events Membership of groups, community councils/ Federation of Community Halls/Associations	LWO & CSU	Discussion planned with Moray Youth Voice once capacity is built
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 – <i>Education Scotland</i> .  Family learning is a powerful method of engagement and learning which can foster positive attitudes towards lifelong learning, promote socio-	Libraries staff; Essential Skills staff; ESOL staff; identify staff training needs; community meeting space; support materials and resources; ICT resources and free internet and wifi access; partnership	Improved participation in learning programmes that support wider family  Learners are able to demonstrate the basic skills gained  Parents are able to confirm and demonstrate increased	Feedback from learners  Evaluation by learners and tutors/staff  Statistical trends  Progression of these learners to other learning opportunities/learning providers  Feedback and evaluation from partners	Acting Principal Librarian	117 Bookbug sessions ran with 1227 adults attending with 1318 children  A Harry potter Week celebration was held at Elgin Library that culminated in an all-age event encouraging families to come along and do crafts, learn about owls and have a go at Harry potter coding.  Lego Clubs were piloted in Forres library during the

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	<p>economic resilience and challenge educational disadvantage. – <i>Scottish Family Learning Network 2016.</i></p> <p>How Good Is Our Public Library Service (HGIOPLS) QI 3 – Learning Culture. 2017</p> <p>Ambition &amp; Opportunity: A Strategy for Public Libraries in Scotland 2015-2020 – Strategic Aim 2 Libraries Promoting Social Wellbeing.</p>	<p>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</p>	<p>confidence in supporting their children</p> <p>Celebration of achievement where learners and tutors talk about achievement</p>			<p>summer with 30 children participating with their parents.</p> <p>The Summer reading Challenge for Primary School age children was successful. (Figures not yet available.)</p> <p>Successful family sessions were held at the annual Book Festival, including Bookbug and Storytimes. This year 3 family sessions were added on a school in-service day.</p>
<p>To provide opportunities for young people (16-25) to improve their confidence and enhance their skills and employability</p>	<p>Ambition &amp; Opportunity: A Strategy for Public Libraries in Scotland 2015-2020 – Strategic Aim 3: Libraries Promoting Economic Wellbeing.</p> <p>Corporate Plan Outcome – “an</p>	<p>Libraries staff; support materials and resources; preparation of structured programme of work experience opportunities; range of library</p>	<p>Improved targeting of interested young people through the identification of potential learning outcomes and development of skills and knowledge</p>	<p>Feedback from young people and their teachers/tutors</p> <p>Evaluation of work experience by the young people</p> <p>Trends in uptake of work experience</p> <p>Progression of these young people to other learning</p>	<p>Acting Principal Librarian</p>	<p>Comprehensive list of work experience duties/induction checklists compiled.</p> <p>Seven 16-25 year olds completed work placements in</p>

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	increase in 16-29 year olds living and working in Moray” and “increased attainment”	systems and support resources; ICT resources and free internet and wifi 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	<p>Participation in learning programmes that support employability</p> <p>Learners are able to demonstrate and discuss the basic skills gained</p> <p>Young people are able to confirm and demonstrate increased confidence and understanding of the workplace</p> <p>Young people are provided with acknowledged of skills and knowledge gained</p>	<p>opportunities/learning providers</p> <p>Feedback and evaluation from partner agencies/schools</p>	Opportunities for All officer	<p>Elgin, Buckie, and Forres Libraries.</p> <p>82 young people aged 15-20 years participated in Activity Agreement learning programmes to develop their employability skills. The young people participated in a mix of tailored learning activities provided by CLD partners.</p> <p>75% of the learners who participated in Activity Agreements progressed to further learning, training and work opportunities.</p>
To support the development of skills for life, work and employability through the	Ambition & Opportunity: A Strategy for Public Libraries in Scotland 2015-2020 – Strategic Aim 2: Promoting	Libraries staff; Essential Skills staff; ESOL staff; identify staff training needs; libraries	<p>Improved participation in job clubs</p> <p>Improved participation in</p>	<p>Feedback from learners</p> <p>Evaluation by learners and tutors/staff and volunteers</p> <p>Statistical trends</p>	Acting Principal Librarian	<p>48 people participated in ICT courses for employability skills run in various Libraries.</p> <p>66 people gained an accredited qualification (Computer and</p>

## APPENDIX A

delivery of ICT support and learning	<p>Digital Inclusion and Strategic Aim 3: Libraries Promoting Economic Wellbeing.</p> <p>Corporate Plan Outcome – Economic Development and employability/ increased skills</p>	<p>learning centres; ICT resources and free internet and wifi 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; agree monitoring tools and evaluation plans/</p>	<p>learning programmes</p> <p>Learners are able to demonstrate the basic skills gained</p> <p>Learners are successful in gaining interviews and in gaining employment</p> <p>Learners are referred to other training/learning providers</p> <p>Celebration of achievement where learners and tutors talk about achievement</p>	<p>Progression of these learners to other learning opportunities/learning providers</p> <p>Progression of learners into employment or volunteering opportunities</p> <p>Recording of qualifications gained/learning achieved and these trends</p> <p>Feedback and evaluation from partners</p>	<p>Online Basics, PC Passport, ECDL) with 62 still in progress. (ECDL can take up to 3 years to complete.)</p> <p>Job Clubs continue to run in Libraries with 1485 attendances and 2 new volunteers recruited to assist.</p> <p>Employability Support i.e. support to individuals out with Job Clubs for assistance with CV's, scanning, Universal Credit, emails, printing, job-search, use of ICT etc. amounted to 1815 individuals receiving this help across Libraries.</p> <p>Partnership working: SDS Adviser attends job Club in Elgin once a month to assist Job Seekers with CV's, job applications, careers and funding advice. SDS, Momentum and DWP all refer clients to job clubs, courses and for funding assistance.</p> <p>The uptake of Individuals Learning accounts to fund learning around employability</p>
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		intended outcomes				continues to be utilised by most learners.
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## Place

This section focuses on localised activity.

CLD Plan Focus - Place			Outcomes	Performance		Year 1 Update
The Need	Baseline Data	Input	1 <sup>st</sup> Year	Measure	Lead	
As part of the LOIP, deliver a piloted Local Action Plan engagement process for New Elgin East.	Evidence based tools used to inform the Moray LOIP highlighted that there was a good opportunity to improve outcomes in	The input required is based on a minimum 26-30 week process, and assumes that all identified stakeholders embrace and prioritise the required action to make it happen.	A locality plan will be created and produced in partnership with local people; Support needs will be identified and acted on;  Pilot process reviewed to date	No of local people engaged; Locality Plan in place; Increased confidence and involvement	Ian/Barry  CSU	A locality plan based on over 1000 conversations with local people has been produced. <a href="http://www.yourmoray.org.uk/downloads/file128001.pdf">http://www.yourmoray.org.uk/downloads/file128001.pdf</a>  This process has been led and informed by a working group comprising a mix of local residents and professionals working in the area. Many of the residents involved in this could be seen as vulnerable and for many this is their first involvement in community activities.



	New Elgin East by developing <i>“an environment of increased aspiration that will lead to increased attainment, better health and wellbeing and increased involvement in their community”</i>		by SCDC and report submitted to MCPP.  MCPP decide whether to progress with rolling out engagement process across Moray based on pilot.	reported in activity by local people; Start to roll out locality plans in other areas in Moray using the Pilot model.		<p>The next stage for the community group is to start formalising their structure and giving them the tools to take ownership of the plan and the strategic oversight of outcomes. It is hoped that the work to do this can begin following the launch event for the plan on the 14th September 2019.</p> <p>Of the actions in the plan a number are already underway with others in the planning stage.</p> <p>The Scottish Community Development Centre (SCDC) have supported the process and led self-evaluation exercises.</p>
As part of the LOIP, deliver a piloted Local Action Plan engagement process for Buckie Central East.	Evidence based tools used to inform the Moray LOIP highlighted that there was a good opportunity to improve	The input required is based on a minimum 26-30 week process, and assumes that all identified stakeholders embrace and prioritise the required action to make it happen.	A locality plan will be created and produced in partnership with local people; Support needs will be identified and acted on;	No of local people engaged; Locality Plan in place; Increased confidence and involvement	Community Support Unit	<p>Buckie Central East Locality Plan 2019-2029 has been produced by a Working Group of local community representatives and practitioners. <a href="http://www.yourmoray.org.uk/downloads/file128000.pdf">http://www.yourmoray.org.uk/downloads/file128000.pdf</a></p> <p>This followed an intensive community engagement to identify the community's needs and priorities in respect of increasing attainment, increasing employability and giving the</p>

	outcomes in Buckie Central East by developing <i>An increase in attainment, increased employability and a greater voice in community affairs</i>		<p>Pilot process reviewed to date by SCDC and report submitted to MCPP.</p> <p>MCPP decide whether to progress with rolling out engagement process across Moray based on pilot.</p>	nt reported in activity by local people; Start to roll out locality plans in other areas in Moray using the Pilot model.		<p>community a greater voice. The Plan was launched on 14 August 2019</p> <p>600+ conversations had with members of the local community (including 107 young people at Buckie High School)</p> <p>6 members of the local community form the Community Monitoring Group and have been upskilled and are supported by a CSO to undertake the monitoring of the delivery of the Locality Plan.</p> <p>Members of the local community are involved in each of the Plan's Priority Focus Groups.</p> <p>The Community Voice Priority has a key outcome of "The members of the community of Buckie Central East feel empowered to have influence and control over things that matter to them and Buckie becomes a destination of choice". Measures set up by the Community Voice Focus Group include increasing involvement in local issues and engagements and will be captured statistically and anecdotally.</p> <p>SCDC report submitted to Community planning Officers Group at its meeting of 30 May 2019</p> <p>Roll out of future Locality Plan areas deferred for further consideration in Autumn 2019.</p>
Communities are	In line with the	It is anticipated that input from CSU staff	Local groups are constituted and	Leases signed.		All 7 priority groups are constituted with the appropriate legal status to take forward a CAT.

empowered via CATs to run facilities & services for themselves complementing sustainable economic growth at a community-based level that will lead to employability opportunities.	Community Empowerment Act, Moray Council will encourage and support local communities to take over and manage local halls and community centres that have been ear-marked for closure.	and other departments will take up to 2 years before a successful CAT transfer is concluded.	managing / operating town halls and community centres after taking on a 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.	Robust, sustainable business plan accepted by Moray Council. Transfer of asset successful.	Community Support Unit	<p>All 7 groups are currently 1 year into a 2 year lease, whilst working towards submission of a business case for CAT.</p> <p>All 7 groups have successfully completed returns for the 6 month deficit funding from Moray Council.</p> <p>All 7 groups are actively participating in the CSU support &amp; Learning 2 Year CAT Process Programme.</p> <p>So far, one group have submitted a formal CAT application and business case for CAT at June 2019.</p> <p>It is anticipated that 4 others will be in a position to submit applications and business cases by the end of 2019.</p> <p>Keystone Awards process being progressed by all CAT groups.</p>
Deliver Youth Work activities as per locality plans.	Document of current provision mapping	Youth work providers	Reporting and target setting for youth work provision in Moray	Demonstrate an increase in youth work activity	LWO	<p>Engagement Youth Work:</p> <ul style="list-style-type: none"> <li>-396 new starts signed up for accreditation;</li> <li>506 completed awards</li> </ul> <p>-Universal provision: 1224 learners</p> <p>Targeted provision 2149</p> <p>Project/events: 2534</p>

				within localities	CLDSO	<p>Dofe</p> <ul style="list-style-type: none"> <li>-Run in 8 secondary schools, 4 smaller centres and the Moray Open Award Centre</li> <li>-268 registered participants</li> <li>-65 registered volunteers</li> <li>-142 young people took part in an expedition of at least one night or more</li> <li>-11 young people with complex needs completed a 3 day expedition based at Foyers</li> <li>-1 participant First Aid Training Session- 29 participants</li> </ul> <p>Supported by adult volunteer training:</p> <ul style="list-style-type: none"> <li>-3 mountain Leader Courses supporting 11 volunteers</li> <li>2 Adult Outdoor First Aid courses supporting 14 volunteers</li> <li>4 DofE courses delivered in-house supporting 13 volunteers.</li> </ul> <p><u>Active Schools Delivery:</u></p> <ul style="list-style-type: none"> <li>- 633 individuals involved, 607 of these were volunteers (96%)</li> <li>- 266 of the above total were qualified adults</li> <li>- 38 of the above total were qualified secondary pupils</li> <li>- 77 sports clubs linked with schools</li> <li>- 98,672 visits by pupils to Active Schools sessions</li> <li>- 3,885 distinct pupils involved in Active Schools activities, which is 33% of total school roll.</li> </ul>
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A clear and coordinated approach to providing, reporting and celebrating wider achievement within Moray localities.	Wider achievement data for 8 localities.	Young People's services	Revised reporting procedures in place A celebration event in each locality Future targets Set	Quarterly reporting on wider achievement data and associated celebration events. Increase in participation of wider achievement awards.	Engagement Team	Quarterly reporting instigated on accreditation and project work. Trello system of recording piloted.
To ensure the views of children and young people are gathered and reflected within locality plans, and that subsequent impact is evidenced.	Youth forums are established in all 8 localities	Children & Young People  Engagement Team staffing	Youth forums have refreshed	Youth forums are established in every locality Feedback from young people Evidence of impact	Engagement Team	Moray Youth Council to be established by January 2020 following election and training of members. Local forums and specific themed groups will follow.
Moray Council will engage local	Financial planning has a number of	This will require different engagement with the community:	Local communities have been engaged	Moray Council	Community Support Unit	CSU Council Budget engagement activity: Seven community drop in sessions were held across Moray (one in each ASG area) by CSU

communities prior to announcing budget proposals for 2019/2020.	aspects that will run in parallel as the council prepares for the future so that both the short term requirement to balance the 2019/2020 budget and the need to create a financially sustainable organisation can both be delivered.	<p>i)</p> <p>Informing – on savings necessary to balance the budget and consulting about managing the impact and possible mitigation</p> <p>Collaborating - involving the community in decisions for the longer term transformation of services where they can influence options</p>	<p>and council budget for 19/20 &amp; 20/21 agreed</p> <p>1% PB Pilot(s) delivered in one or two communities in Moray</p>	<p>books balanced. PB 1% Programme operating smoothly. Communities having more say and influence on service delivery.</p>	<p>staff &amp; attended by senior officers between 15th &amp; 25th Oct 2018, attended by 221 people (though more people were spoken to at these sessions than chose to participate, so numbers likely to be higher).</p> <p>In addition, three focus groups were held between 17th &amp; 29th Oct (re Elgin Bowling Club, Falconer Museum, Elgin Community Centre), attended by 85 people in total.</p> <p>The results of all consultation and Equality Impact Assessments were collated for senior managers, for onward reporting to Councillors to inform budget decisions.</p> <p>ESOL - Equality Impact Assessments carried out in partnership with the Equalities Officer on behalf of Principal Librarian for the proposed withdrawal of ESOL classes.</p> <p>CSU staff co-ordinated and delivered engagement to a total of 8 ESOL classes, averaging 5 students per class were interviewed during the week of 11th March 2019 during varying times, dates and locations across Moray. The levels of classes interviewed were:</p> <ul style="list-style-type: none"> <li>• Lower</li> <li>• SQA N2</li> <li>• SQA N2 (beginners)</li> <li>• SQA N3</li> <li>• SQA N4</li> </ul>
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						<p>Essential Skills - Equality Impact Assessments carried out in partnership with the Equalities Officer on behalf of Principal Librarian for the proposed reduction in Essential Skills service.</p> <p>CSU engaged with a total of 11 Essential Skills learners who agreed to take part in the consultation; the learners were interviewed during the week of 11th March 2019 at classes varying in times at locations across Moray.</p>
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## Prospects

This section focuses on workforce strategy & training opportunities

CLD Plan Focus - Prospects			Outcomes	Performance		Year 1 Update
The Need	Baseline Data	Input	1 <sup>st</sup> Year	Measure	Lead	
Establish a skills pipeline consortium	26 services working independently across the pipeline	Governance group Sub groups (Learner Forum)	Write a service level agreement and governance Create an action plan	Evaluation of consortium approach No of collaborative projects	Opportunities for All Officer	21 partner agencies from the public, private and third sector signed up to the Moray Pathways Employability Consortium and linked website launched in May 2019.

			Deliver collaborative projects in shared training facilities	No of learners participating in new opportunities No of learners progressing to new learn, training and work opportunities		
Support and training for 17 Community Councils across Moray	Training for elected Community Councillors in Moray	Organise and deliver 3-4 sessions per year, based on the needs and requirements of members	Confident and competent Community Councils in Moray.	Number of individual members engaged and attending the training events	CSU	<p>Two training session delivered in April 2019 by staff from Moray Council Planning Team and the CSU Community Council Liaison Officer.</p> <p>The training was to develop the skills and knowledge of councillors when responding within the council's planning system. An updated refreshed planning Guide for Community Councils was produced.</p> <p>In May, the Moray Joint Community Councils of Moray (JCC) organised the Energising Communities Conference, with support from the Community Support Unit's CCLO and a CSO after successfully obtaining funding by Leader. The aim of the conference was to inform</p>



						<p>Community Councils and groups on funding/investment/ community buy- in for windfarm projects in Moray and to form a Moray wide group.</p> <p>Currently, the Moray Council's Complaints Officer and the CCLO are in the process of delivering Complaints Handling training to all Community Councils across Moray. The training will provide a grounding on the Community Councils Complaints Procedure and how to investigate a Stage 2 complaint.</p>
Support partners (workforce) to maintain community health and wellbeing.	<p>Numbers of organisations participating in HWL programme – 10 organisations in Moray</p> <p>Number of training opportunities requested and delivered;</p>	<p>Participation in Healthy working lives (HWL) award programme.</p> <p>Multi-agency Learning and development opportunities, through co</p>	<p>Promote HWL to local organisations</p> <p>Promote the range of training and development opportunities available.</p> <p>ABI x 6 sessions</p>	<p>Healthy Working Lives – uptake and awards</p> <p>Evaluation and impact of training.</p>	<p>HIT</p> <p>HIT</p>	<p><b>Health &amp; Social Care Moray have achieved and maintained Gold Award status</b></p> <p>Capacity building training log numbers trained:</p> <p>MeOC=101</p> <p>ABI=45</p>

	<p>training can be bespoke and tailored.</p> <p>Numbers attending</p> <p>Evaluation – post delivery</p>	<p>delivery of training such as:</p> <ul style="list-style-type: none"> <li>• MeOC</li> <li>• Alcohol Brief Intervention</li> <li>• Zero Tolerance</li> <li>• Helping People Change for health</li> <li>• Mental health and wellbeing for managers</li> </ul>	<p>Zero Tolerance x 4</p> <p>Helping people change for health x 2</p>			<p>Helping People Change for Health=23</p> <p>Zero Tolerance=25</p> <p>Sexual Health=54</p>
Create a CLD workforce development strategy for Moray	National Workforce Strategy in place. Local strategy required CLD Standards council membership <b>19</b>	Sub group to be chaired by SDS, local strategy created Partners to publicise, promote and implement strategy My World of Work information will be updated	Partner staff will complete CPD CLD logs CPD CLD logs to be submitted to CLDSO twice a year CLD training needs analysis linked to CLD competences	Attendance and evaluation of learning Evaluate use of learning in practice Completion of qualifications No of CPD CLD logs submitted CLD Standards council membership will be increased	Skills development Scotland  CLD Support Officer	<p>A CLD Pathway was created. Current moratorium on some training for MC staff in place. Aberdeen University professional qualification course withdrawn.</p> <p><b>CLD Standards Council membership</b> at July 2019 was: MC employed Associate members: 22; MC employed Registered Members 12; Third Sector Associate Members 7; Third Sector registered members: 0. <b>TOTAL: 41.</b></p> <p>3x CLD Network meetings held &amp; responses to national consultations submitted on Youth</p>

						<p>Work National Occupational Standards and the revised Adult Learning Strategy. Core Youth Worker training delivered reinforcing the YW National Occupational Standards 12; Youth Work Evaluation of Outcomes:32; Youth Achievement Awards: 20; I lead training delivered: 31 participants; Family Learning Pilot training delivered to 13 HSLW; 2x i-Develop training delivered to 23 participants; Evaluative writing &amp; statistics and Stories training delivered to 12 Youth Workers; 2x REHIS courses with 19 participants.</p> <p>Whenever feasible local authorities within the North Alliance are invited to participate to widen the discussion.</p> <p>PDSA training(improvement methodology) delivered to 56 participants(2 x LMG sessions x 34</p> <p>10 in the 1 day in- house</p> <p>6 in the practitioners NHS sessions</p> <p>6 in the coaching learning session run by Scottish Gov.</p> <p>Moray Learning &amp; Development Group delivered training to 167 people: Neglect: 25;</p>
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						<p>chronologies: 14; Child Protection: 23; Named Person lead professional: 7; Child Sexual Exploitation: 10; Healthy Minds: 19; Healthy Minds First Aid: 25; Online safety:3; Non-engaging families:21; Case conference: 10; Child trafficking and honour based violence: 10. MLDG was disbanded in March 2019 and provision reviewed.</p> <p>TsiMORAY's training programme delivered to 460 participants, representing 64 organisations. Join the Dots annual conference involved 125 participants; tsiMORAY supported the following for a:</p> <p>Health and Wellbeing Forum; the Volunteer managers network; Moray Social Enterprise Network; the Children and Young People's Forum and the Future Governance Forum.</p> <p>5 Keystone sessions were delivered by the CSU during 2019 as part of the CAT 2 Year Support Process.</p>
Shared understanding of the third sector: what it is, what it	Evidence of inconsistent understanding within public	tsiMoray facilitates awareness raising and	Increased shared understanding of the third sector: what it is,	Number of sessions facilitated	tsiMoray	<b>Third Sector Liaisers</b> attend various strategic meetings to provide a voice for the sector.

does, how it works	sector of what the third sector is and how it works, resulting in poor collaborative working	development session with public sector and elected members	what it does, how it works	Increased examples of collaborative working Quality Indicator 8.1 (partnership working)		<b>Jingle and Mingle</b> at Xmas time and a Meet the Team session in August with local Councillors to provide information on the work of the sector and what we do.  Collaborative working in relation to Health & Wellbeing – both MADP and Public Health in <b>participatory budgeting projects</b>
Clarify the core learning offers in Youth Work; Family Learning; Adult Learning & Capacity Building	Inspection feedback evidence	Education Scotland training on learning offers to be attended by reps from all partners. All partners to commit to cascade the training to practitioners	Partners will be able to articulate the core learning offer. Learners will be clear about what's on offer.	100% of staff for all partners have undertaken this training No of training sessions which take place	Partner leads	Learning Offer input delivered by Education Scotland in 2018. <b>Youth Work</b> and Active Schools learning offer in place. DofE offer and training programme in place <b>Family Learning:</b> Library & Early years offers in place <b>Adult Learning:</b> Lead Scotland & Moray College UHI ESOL support defined, with a review underway of college provision. Libraries ICT provision clear. Essential Skills support reinstated. <b>Capacity Building:</b> CSU: All seven town hall facility groups working towards a CAT are undertaking a Keystone Award as the learning

						offer. TsiMORAY support and training offer in place.



# Strategic

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

CLD Plan Focus - Strategic			Outcomes	Performance		Year 1 Update
The Need	Baseline Data	Input	1 <sup>st</sup> Year	Measure	Lead	
Establish Moray Adult Learners Forum	Forum dissolved in 2016	Moray College UHI plus relevant partners	Establish Forum, invite Learners to participate	Group recruited and in place	MCUHI/ HISA	Forum not yet established. HISA infrastructure under review.
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	tsiMoray system in place, populated and updated, shared with partners as appropriate Quality Indication 1.1 (improvements in performance)	tsi Moray	System is in place, all staff are trained, including new CDO team and have begun capturing and updating information. Mailshot sent out last week to all contacts requesting information on services to feed into a new online search facility covering Moray.
Create a CLD brand for Moray	No branding currently exists	Input from Media Officers	People feel engaged and branding is recognised.	Uptake by partners and community groups	CLDSO	Community Learning in action strapline created. Banners and Desk cards distributed. Need

		Branding produced	Publicity materials created			for a CLD pop up stand confirmed.
Identify a CLD presence in each ASG	Currently no easy to access information about CLD presence in each ASG	Partnership indentify core places in communitites to target information. Idenitfy type of presence	CLD presence will be identified in each area and information made available	CLD presence will be identified in each area and information made available	Chair	tsiMORAY through LEADER funding have secured 4 posts to support community action or issues. Information sheets have been created and distributed.
Discuss and agree a sustainable checklist for proposed CLD provision in H&SC	No checklist in place in H&SC	Meetings to take forward and agree measures	Checklist piloted & improvements identified and implemented. Improved practice for learners	More sustainable CLD provision in H&SC Increased nos of projects developed.	HIT/CDO	Not yet progressed.
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.  Structure for collating and sharing the information  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.  Partners will be better informed and able to use this information when planning services	System in place and working  No of partners submitting information  Evidence of partners using the shared information	Chair & CLDSO	Volunteer numbers collated: 1641 people volunteering within the immediate partnership at 1/11/18 Development session delivered Nov 2018; June 2019 & performance self-evaluation completed. External authority to be invited to deliver input & comparison.

Work with the Fairer Moray Forum to combat poverty and identify any specific CLD action	Currently no CLDSP reporting link with Fairer Moray	A regular link with Fairer Moray  Create a system to record referrals	A regular link with Fairer Moray and input to the CLD partnership. Awareness of Fairer Moray members of CLD offers	Quantify links and leads  No of referrals  Case studies	HIT	Development of "A Strategy and Action Plan for preventing, mitigating and undoing poverty in Moray. Incorporating the statutory requirement of the Child Poverty (Scotland) Act 2017 and the local implementation of Every Child, Every Chance 2018-2021
Learn from external practice of other authorities on achievement tracking and monitoring in schools	Inspection report highlights need for improvement	Create a fact finding group to visit recommended schools and feedback	Visits will take place  Improvement meetings will take place	Minutes of meetings Actions implemented Impact on future inspections	QIO	Information not yet available  A wider achievement tracker has been developed for school use and is under trial in a number of Moray Schools linking participation in and out of school to the wellbeing indicators. Further roll-out is planned once further feedback is provided as with the Moray Attainment Tracker in use.
Deliver an annual CLD partnership report	CLD Partnership is accountable to stakeholders. Report will inform all stakeholders of the work of the CLD partnership	Report will be created in partnership and contain information about the work of the partnership, promote CLD activity, share good news	Report will be distributed to all stakeholders  There will be increased awareness of CLD activities	Contributions from partners Improved statistical information re participation, training opps offered and attended etc	CLDSO	CLD Rewind 2018 produced and distributed. CLD Rewind 2018-19 created. Report created for Community Planning Board. Review of plan, 2 <sup>nd</sup> year targets and overall performance report to be created post Board meeting.



		stories and case studies				
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# Publicity

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

CLD Plan Focus - Publicity			Outcomes	Performance		Year 1 Update
The Need	Baseline Data	Input	Update	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	Nos engaging and accessing services Nos participating in learning opportunities Nos of learning opportunities promoted via the site from employers and partners	Opportunities for All Officer	21 partner agencies from the public, private and third sector signed up to the Moray Pathways Employability Consortium and linked website launched in May 2019.  1 action plan written covering 4 themes, provision and funding, digital links, employer links and workforce development.
Shared understanding of Health and Social Care Moray (HSCM)	New format for integration. Limited exposure to the community of Moray	Focus on sharing the understanding through delivering the key messages	Publicity of the service with expectations managed.	Record number of public engagement meetings with	HIT/CWDT	Information not yet available

In particular the HIT/CWDT. What does it mean to the general public, what do we offer, how do we offer this and how can they access it.	Community lack understanding and knowledge of what is on offer to them.	of who we are and what we do.		number of participants  Recorded number of community champions / partnerships formed.		
There is a need to provide community leaning and development services which enable people to look after and improve their own health and wellbeing and 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	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	Healthpoint Community Outreach Activity=1240  MeOC awareness sessions delivered=17
Ensure that all CLD partners are aware of the recognition and accreditation options	Wider achievement data for 8 localities.	Engagement Team staffing	Reporting and target setting for wider achievement.	Increase in participation in wider achievement awards	Engagement Team	Information shared at LMG practitioner networks and CLD network meetings.

available through the partnership in Moray						
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 develops infrastructure to engage people in the production, publication as well as consumption of news about Moray	Inside Moray established on a potentially sustainable basis through the engagement and support of key partners	No. of stories published annually Number and diversity of people involved in the production of stories No. of readers reached QI 4.1. (impact on local community)	tsiMoray	Information not yet available
To raise awareness of and celebrate range of organisations and opps available in Moray	Evidence of limited knowledge 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	Number of exhibitors Number of participants	CLD Partnership	Event held at Moray College UHI 16th April with exhibitors: Wild Things, DofE; College; Outfit; Libraries; tsiMoray; Living Golf; poor attendance; 2 June Rotafun Stall: Hands up to Volunteering; tsiMORAY; DofE; CLD; good throughput of people throughout the day and volunteers signed up.
Raise the profile of CLD by creating an annual Moray CLD month	Raise the profile of CLD within communities  Need to comply with CLD legislation	Work with College Events Management students/lecturers to facilitate events and activities to celebrate CLD	Cohort of students informed about CLD Pilot events across Moray Awareness raised in communities	Increase in numbers of groups participating Increase in locality based events	Moray College & CLD partnership	Highland and Islands Student Association (HISA) will be asked to support rather than Event Management students.

		Review pilots				
Raise the profile of CLD by creating, developing and maintaining a page on tsiMORAY website	Limited awareness of CLD and offer within Moray Third Sector and wider community	To build and maintain page on new website publicising CLD and the work of the partnership	Increased awareness of CLD and related activities	Measurements from google analytics  Number of Third Sector organisations who know they are involved in CLD activity	tsiMORAY	CLD Network page is live on the tsiMORAY website.  North Alliance website has now moved to i-develop. Session held locally to raise awareness of i-develop and what CLD is.



## Partnership Strategic Targets: People

### 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

### APPENDIX B

Status	
Requires Attention	
In Progress	
Completed	

LOIP themes: 1,2,3,4			Outcomes	Performance			
The Need	Baseline Data	Input	1 <sup>st</sup> Year	Measure	Lead	RAG Status	Comment
The learning offer will be explicit in core partners delivery	2018 Inspection evidence: Community based provision less likely to highlight the learning offer; Low take up of learning offer training.	Training sessions on composing the learning offer delivered annually through Moray Community Training Calendar and rolled out by partners	Strategic CLD Partners are confident in describing and detailing their Learning offers and supporting staff to do likewise	Increase in number of training opportunities delivered and attendance ERDP/staff appraisal confirms understanding and application Quality assurance measures confirm increase in language and sight of descriptors	CLD Support Officer	Amber	“Learning Offer” language more readily use, however in some settings community activity more likely to be referred to.  Youth Work provision linked to Youth Work Outcomes.  ERDP process not shared by all partners
Deliver a core range of achievement and attainment opportunities for young people	Inconsistent learning offers across Associated Schools Groups.	Engagement team clarified offer; External funding sourced; Capacity building of volunteers to co-deliver provision	Gaps identified & information shared to wider networks to find solutions	Wider achievement annual reporting reflects improvement across ASG's; 10% Increase in place based projects through Project Development Tool 10% increase in recruitment of volunteers	Children's Wellbeing Manager	Amber	Accreditation reduced because work refocused to short project work which not always accredited.
Improve the deployment of volunteers in supporting CLD provision	Partners use different systems to support, train and manage volunteers.	Gather core data; Invite volunteers to contribute to reviewing their experiences; Update existing systems/reports	New materials and refreshed training created to meet needs	Recruitment of volunteers sustained or increased subject to supports available. Report to Community Planning Board on the use of volunteers Case-studies contributed by each partner to the CLD pages.	tsiMORAY & ALL Partners	Amber	Through new website opportunities can be accessed or promoted on the tsiMORAY website. A mapping of organisations is in development. Case-studies have been developed and routinely created on the impact of volunteering



## Partnership Strategic Targets: Place

### 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

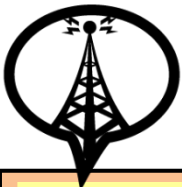
Status	
Requires Attention	
In Progress	
Completed	

LOIP theme: L3			Outcomes	Performance			
The Need	Baseline Data	Input	1 <sup>st</sup> Year	Measure	LEAD	RAG Status	Comment
To use an asset based approach in our work to harness knowledge, skills and resources in communities to progress locality plans and place based approaches.	Locality plans process piloted in 2 areas with 5 further areas identified;	Partnership engagement with local people to develop core groups; support local priorities and evaluate pilot methodology;	Qualitative information behind the SIMD statistics emerged and key local issues identified	Number of local people and partners engaged; Locality Plan in place; Evaluation reports on pilots	CSU	Green	
	7 Community Asset transfers completed for halls and community centres with 14 notes of community interest for wider CATS	Community Support Unit partnership agreements and ongoing evaluation feedback	Local groups have governance arrangements in place and are confident in taking forward the leases for their initiatives	Number of leases signed and business plans developed; Number of support agreements in place; Number of assets successfully transferred; Qualitative testimonies from community groups	CSU	Green	
	7 Participatory Budgeting funding tranches completed: Money for Moray (4); Bucks for Buckie (1); You Choose (2);	Community Engagement Group advice/support; Partners pursue funding as announced with groups as appropriate.	Increased awareness by communities of how to access and participate in Participatory Budgeting projects	Increase in the number of applicants for project initiatives; Completed funding reports; Number of groups interested and engaged in future provision delivery proposals; Qualitative testimonies from community groups	Third sector groups CSU	Green	



Status	
Requires Attention	
In Progress	
Completed	

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## Partnership Strategic Targets: Publicity

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

Status	
Requires Attention	
In Progress	
Completed	

LOIP themes:L1,2,3,4			Outcomes	Performance			
The Need	Baseline Data	Input	1 <sup>st</sup> Year	Measure	Lead	RAG Status	Comment
CLD is not understood by the public and some service providers/agencies	Recent inspection activity highlighted that some agencies and the public did not recognise CLD; Gaps in knowledge about CLD at all levels. Inconsistent gathering and use of impact data.	Creation of a strapline for CLD; Make every opportunity count for CLD project created and applied by partners; Systematic provision of CLD stories to "Inside Moray " and other media; Engagement of learners in ideas for improvement; Development of CLD Celebration month; Creation of CLD page on tsiMORAY website; Annual CLD partnership report created	Strapline in place and utilised at events; Increase in reported CLD conversations ;	Strapline in place & materials produced and evidenced; Training session created and rolled out, with reporting on usage by partners; Media presence monitored and gaps identified; Moray Adult Learners Forum re-established and priorities supported; CLD Celebration month delivered annually with a 10% increased involvement; Impact of activity gathered from each partner.	All Partners	Amber	Materials produced and utilised. Moray Adult Learners Forum and Celebration month not feasible because of college resources this year and Local Authority core service uncertainty. CLD Page created on tsiMORAY' s website  Report finalised in November post CPPB and stakeholder meeting.





## Partnership Strategic Targets: Strategic

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

Status	
Requires Attention	
In Progress	
Completed	

LOIP theme: L3			Outcomes	Performance			
The Need	Baseline Data	Input	1 <sup>st</sup> Year	Measure	Lead	RAG Status	Comment
Improve the systematic gathering analysis and sharing of performance information across the strategic partnership	Limited performance information currently shared at the strategic partnership	Structure for sharing and scrutiny of information in place as per terms of reference; Scrutiny group created to analyse returns; Focussed review of findings quarterly	Partners are confident in what information to collect and share	Quarterly reports completed and submitted by all members;  Annual performance report submitted to Community Planning Board	Chair  CLDSO & Research Information Officer	Amber /Red	Current priority. External inputs held with CLD Strategic Partnership. November development session on revising year 2 priorities and agreement sought on information to be gathered.
Inconsistent use of learners voice in service delivery and structures	Information is fragmented on gathering the learners' voice. Scottish Youth Parliament members have requested a Youth Rights and Participation Strategy. Moray Adult Learners Forum ceased in 2016. Terms of reference commits partners to gather the information	Partnership consensus on how this will be progressed and monitored.  Core group identified to take forward and a range of approaches identified.	Practice established to gather learners experiences across provision/activity	Case-studies built in each practice area: youth work, adult learning and community development Increased learner involvement in initiatives. Youth Rights & Participation strategy in place	Moray College UHI	Amber	Case-studies routinely collated.  Youth Voice development day achieved with 30 sign ups.  Meet the Learners consultation event with Councillors with Scottish Learning Partnership over proposed decisions  New SYP's elected and attending sittings.  Rights and Participation Worker duties allocated.



**CLD Partnership Staff Resource at August 2019**

**APPENDIX C**

JOB TITLE	No. of Staff	FTE		Note
<b>Essential Skills</b>				<b>At risk*</b>
Development Officer	1	1		
Adult Learning Co-ordinators	3	2.37		
<b>ESOL</b>				<b>At risk*</b>
Project Co-ordinator	1	0.6		Vacant
<b>Library Service</b>				<b>At risk*</b>
Supervisors	6	6		
Learning Centre Adviser	4	3.5		
Senior Library & Information Assistant	4	3.72		
Library & Information Assistant	31	15.26		
Mobile Library Driver/Library Assistant	1	1		
<b>Community Support Unit</b>				
CSU Manager	1	1		
Community Support Officer	4	3.72		
Community Council Officer	1	0.55		
CSU Officer: LOIP	2	1.66		Temporary funded
<b>Active Schools &amp; Sports Development</b>				
Manager	1	1		Combined   post
Co-ordinators	9	7.8		
Community Sports Hub Dev Officer	1	0.8		
MacMillan Move More Dev officer	1	0.4		
<b>Community Development Team</b>				

CD Officer	2	1.75		Health & Social Care
<b>Health &amp; Social Care</b>				
Hands up to Volunteering	2	1.69		
<b>LEAD</b>				
Learning co-ordinator	3	1.4		Temporary funded
<b>Moray College UHI</b>				
Extended Learning Support Workers	6	6		
Learner Development Workers	4	4		
Student Services	3	3		
<b>Engagement Team</b>				
Locality Wellbeing Officers	2	2		
Senior Youth Workers LMG	2	1.33		
Senior Youth Workers schools/com	6	3.85		
Awards/Moderator	1	0.19		
Youth Workers	9	3.8		
CLD Support Officer	1	1		
DofE Youth Workers	2	1.77		
<b>Employability</b>				
Opportunities for All Officer	1	1		
Activity Agreement Worker	2	1.65		Temporary funded
Young Talent Co-ordinator	1	1		Temporary funded
<b>Skills Development Scotland</b>				
Careers Advisers (School age delivery)	8	7.1		
Careers Advisers/Trainees/Personal (post	7	5.7		
<b>tsiMORAY</b>				
Community Development Staff	4	4		Temp funding 1 year

Third Sector Development Officers	5	4.2	
Leader	2	2	
<b>Health</b>			
Moray walk Co-ordinator	1	0.5	
Healthpoint Advisors	4	1	
Area Public Health Co-ordinator	4	3.8	
Child Healthy Weight	1	1	
<b>HIE</b>			
Strengthening Communities Team	2	2	

Mixture of funding      Participatory Budgetting, WemakeMoray

Partners raised that all of the work involves significant time in administration, which few partners have adequate resource to support.

\* On 25 September the Local Authority ESOL post was deleted. Moray College UHI will now extend their provision within existing funding. At the same meeting Local Authority Essential Skills provision was reinstated.





**REPORT TO:** COMMUNITY PLANNING BOARD ON 13 NOVEMBER 2019

**SUBJECT:** UPDATE ON LOCALITY PLANS IN BUCKIE CENTRAL AND NEW ELGIN EAST

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

**1. REASON FOR REPORT**

- 1.1. To ask the Board to review and note the ongoing progress being made on the Partnerships Locality Plans in Buckie Central and New Elgin East.

**2. RECOMMENDATION**

- 2.1. It is recommended that the Board note the ongoing progress being made on the Partnership's first Locality plan Outcomes Improvement Plans.

**3. BACKGROUND**

- 3.1. The Community Empowerment Act (2015) and associated guidance requires each Community Planning Partnership to produce a Local Outcomes Improvement Plan (LOIP). Two plans have been produced in Moray and are in the early stages of implementation. This report provides a brief update following the launches of the plans.

**Buckie**

- 3.2. The Plan was launched on 14 August and four sub-groups have been set up to take forward the work set out in the plan, monitor the implementation and provide feedback to the community. Highlights include:
- a) Food poverty work and dependency on food parcels that has been identified.

- b) Visit to Lhanbryde to learn from a project there and set up of community lunches (01 November, 12 December and 16 January). Each event will have a different theme e.g. eating well for less, social isolation, financial support;
  - c) The group is working on identifying outcomes and linking these to the Buckie Plan.
- 3.3. The connectivity Group are working on the DialM service and a Park Smart project. The other sub-groups have also met and are working to better define the outcomes they plan to achieve. Officers from across the CPP are supporting particular working groups (e.g. young people).

### New Elgin

- 3.4. The Plan was launched on 14 September with a design for the cover of the Plan provided through a competition run for local primary pupils. A Family Fun Day was used to launch the Plan and was attended by over 500 people. M:ADE (Moray Arts Development Engagement) premiered an inter-generational film at the event made in the school holidays with young people who were identified as potentially at risk of having a poor experience over the holiday period, in partnership with older members of the New Elgin community about their area's heritage
- 3.5. The Working Group is working in partnership with the New Elgin and Ashgrove Public Hall committee and other local community groups on developing the area as a community hub and to revive the New Elgin Summer Fete in 2020. A sub-group of the Working Group has been formed, led by the tsi Moray Development Officer and supported by others such as REAP and Development Plans via the draft Moray Food Growing Strategy to re-generate the community garden at the hall based on feedback from the community, with the first public planting session held on 26<sup>th</sup> October. A project to address the seagull nuisance that has been identified is also progressing and informal feedback is that this is having an impact.
- 3.6. Work is continuing with the Working Group and partners on progressing other actions and developing monitoring. . A formal structure for the Working Group is not needed at this time as they are utilising links with other formal groups such as the Hall committee. Elgin Community Council is represented on the Group and a Council Research and Information Officer has been assisting in explaining arrangements for monitoring progress. The Scottish Community Development Centre has been supporting the locality plan initiative in New Elgin and Buckie through their Scottish Government funded, Supporting Place - Based Approaches Initiative. SCD's input will be completed early in the New Year after they meet with both Locality Group members and Moray CPP representatives. A final report will be produced for the board with observations and recommendations, and will be included in their submission to the Scottish Government end of project report.



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

- 4.1. There are no direct financial, workforce, equalities, policy or legal issues arising from this report.

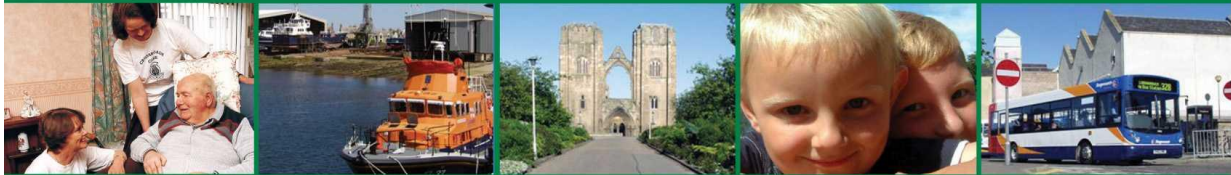
#### **5. CONCLUSION**

- 5.1 Early launch and implementation work on locality plans is progressing well in both Buckie and New Elgin. Involvement and participation of the local communities and partner agencies has been very positive and is ensuring the success of the work. Next steps will include developing governance and monitoring arrangements that engage and suit the community nature of the plans, actions and participants as well as meet the needs of the Board to demonstrate strategic progress. Further reports will be brought to the Board to monitor progress as the work develops.

Author of Report: Denise Whitworth, Depute Chief Executive  
(Education, Communities and Organisational  
Development)

Background Papers:  
Ref: SPMAN-1108985784-125





## Your Moray

### COMMUNITY PLANNING BOARD ON 13 NOVEMBER 2019

#### PROPOSED MEETING DATES FOR 2020

2pm on Wednesday 5 February 2020

2pm on Wednesday 22 April 2020

2pm on Wednesday 17 June 2020

2pm on Wednesday 16 September 2020

2pm on Wednesday 18 November 2020

**Venues to be confirmed.**

