

Community Planning Board

Thursday, 13 September 2018

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 **Thursday, 13 September 2018** at **09:30**.

BUSINESS

- | | | |
|-----------|---|-----------------|
| 1 | Welcome and Apologies | |
| 1a | Nominations for Community Planning Board Chair | |
| 2 | Minute of Previous Meeting 19 April 2018 | 3 - 8 |
| 3 | Community Planning Partnership Governance | 9 - 16 |
| | Report by Corporate Director (Corporate Services) | |
| 4 | Economic Development update on Strategic Development at Community Planning Level | 17 - 58 |
| | Report by Corporate Director (Economic Development, Planning and Infrastructure) | |
| 5 | Childrens Services Inspection | 59 - 62 |
| | Report by the Acting Corporate Director (Education and Social Care) | |
| 6 | Health and Social Care Moray - Annual Report | 63 - 66 |
| | Report by the Chief Officer, Moray Integration Joint Board | |
| 7 | Community Learning and Development Plan 2018-21 | 67 - 126 |
| | Report by the Acting Corporate Director (Education and Social Care) | |

8	Potential Impact of Brexit	127 - 142
	Report by the Corporate Director (Economic Development, Planning and Infrastructure)	
9	Location Director role refresh	143 - 144
10	Equally Safe Quality Standards and Performance Framework	145 - 146
11	Any Other Competent Business	

Clerk Name: Tracey Sutherland
Clerk Telephone: 01343 563014
Clerk Email: tracey.sutherland@moray.gov.uk

MORAY COMMUNITY PLANNING PARTNERSHIP

MINUTE OF COMMUNITY PLANNING BOARD

19 APRIL 2018

BOARD ROOM, MORAY COLLEGE, ELGIN

PRESENT

Councillor George Alexander (Chair)	Moray Council
Councillor Lorna Creswell	Moray Council
Councillor John Divers	Moray Council
Councillor Shona Morrison	Moray Council
Mr Grant Moir	Cairngorms National Park Authority
Mrs Fiona Rolt	Community Engagement Group
Ms Donna Chisholm	HIE Moray
Mr Joe Bodman	Moray College UHI
Councillor Frank Brown	Moray Integration Joint Board
Chief Superintendent Campbell Thomson	Police Scotland
Mr Ian Findlay, Local Senior Officer	Scottish Fire & Rescue Service
Mr David McCallum (substituting for Mr Anthony Standing)	Skills Development Scotland
Mrs Anne Lindsey (substituting for Mr Don Vass)	tsiMORAY

APOLOGIES

Apologies were intimated on behalf of Councillors Cowe and Allan, Ms Susan Webb (NHS Grampian), Mr Don Vass (tsiMoray), Mr Roddy Burns (Moray Council) and Mr Mike Palmer (Scottish Government).

IN ATTENDANCE

Ms Pam Gowans, Chief Officer, Moray Integration Joint Board, Ms Denise Whitworth, Acting Corporate Director (Corporate Services), Mrs Rhona Gunn, Corporate Director (Economic Development, Planning and Infrastructure), Mrs Bridget Mustard, Corporate Policy Unit Manager and Mrs Tracey Sutherland, Committee Services Officer as Clerk to the Board (all Moray Council).

Mr Gary Templeton, Principal Planning Officer (Moray Council) and Mr Allan Robertson, (NHS Grampian) for Item 1 and 2 only.

**1. MINUTE OF PREVIOUS MEETING OF COMMUNITY PLANNING BOARD
DATED 13 FEBRUARY 2018**

The Minute of the Meeting of the Community Planning Board dated 13 February 2018 was submitted for approval.

Councillor Creswell requested an update on the circulation of the Local Outcome Improvement Plan (LOIP). In response, Mrs Mustard responded that the LOIP will hopefully be published on the internet later today and that a link will be sent to all partners of the Board.

At the previous meeting the Chair had requested figures on the apprenticeships in Moray however the information had not been received. Mr McCallum apologised and responded that he would ensure the information was circulated.

2. MORAY LOCAL DEVELOPMENT PLAN 2020/NEW GATECHECK PROCESS – PRESENTATION

Mr Gary Templeton, Principal Planning Officer, Moray Council and Alan Robertson, NHS Grampian provided the Board with a presentation on the Moray Local Development Plan 2020 and New Gatecheck Process.

Following the presentation Mr Templeton requested that the partner members of the Board review the Main Issues Report and provide feedback on their areas of specialism.

During the presentation Mr Templeton had informed the Board that Moray Council were piloting the new process and the Chair sought clarification on why Moray Council had been chosen. In response, Mr Templeton indicated that he had offered to be first as he felt it was a good opportunity to influence the process.

Mr Moir informed the Board that Moray Council's Local Development Plan does not cover the whole of Moray. A proportion of the area to the south is covered by the Cairngorms National Park Local Development Plan along with 4 other sections of other neighbouring Local Authority areas. Mr Moir also highlighted that Moray stands out with a proposed increase in population compared to other rural authorities in future year.

Councillor Creswell informed the Board that following a visit with other Councillors the previous day to Elgin Fire Station she was encouraged to see the close working relationship with the Ambulance Service.

Mr Templeton confirmed that Mr Robertson is working on the proposed Findrassie development and looking at options for creating joint working in new premises.

Mr Robertson added that new ways of working are also being trialled including the ability to hold a virtual consultation with your GP/consultant. The pilot of the scheme has recently concluded and he further added that work is being carried out to roll the scheme out across the Grampian.

Ms Gowans further added that the 'Attend Anywhere' technology has been used in Australia and proven to be a very useful tool. She emphasised that the issue was not in the rolling out of the system but in changing the practice/culture of medical staff and patients.

Following consideration, the Board agreed to note the presentation.

The Chair thanked Mr Templeton and Mr Robertson, thereafter they left the meeting at this juncture.

3. LOCAL OUTCOME IMPROVEMENT PLAN

(i) Local Outcome Improvement Plan Brexit Research – Oral Update

An oral update was given by Mrs Rhona Gunn, Corporate Director (Economic Development, Planning and Infrastructure), Moray Council.

Contact names have been received from the following partners:

- Highlands and Island's Enterprise
- NHS Grampian
- Police Scotland
- Moray Council

Mrs Gunn urged those partners who had not yet submitted a contact name to Mrs Mustard, to do so before 30 April 2018.

Mrs Gunn informed the Board that the Convention of the Highlands and Islands (COHI) and COSLA are consistently carrying out work on the implications of Brexit. She also said that partners providing information from their organisations would help to develop baseline Moray wide information on the impact of Brexit.

Mr Moir confirmed that Cairngorms National Park (CNP) are carrying out an exercise on the European funding that is currently coming into the area and a paper will be presented to the CNP board in June.

Following consideration, the Board noted the verbal update.

(ii) Locality Plans

A report was submitted by Denise Whitworth, Acting Corporate Director (Corporate Services), Moray Council asking the Community Planning Board to fund a temporary (12 month) full time Community Support Officer post to support local communities in the development and subsequent delivery of locality plans, initially in New Elgin East and Buckie Central East.

Mrs Rolt expressed concern with regards to the post being temporary and asked what measures would be in place when the next tranche of locality plans are delivered.

In response Mrs Whitworth confirmed that part of the remit for this post will be to build a model to use in future areas. There is a concern on how the future locality plans will go forward but this would be something for the Board to review in due course.

Following consideration, the Board agreed to approve funding for a temporary (12 month) full time Community Support Officer.

(iii) Performance Management Framework for Local Outcome Improvement Plan

A report was submitted by Roddy Burns, Chief Executive, Moray Council asking the Community Planning Board to approve the proposed performance management framework, noting that the content will be amended by relevant partnership lead officers over the coming months.

Councillor Alexander sought clarification on how often the performance information would need to be produced.

In response, Mrs Mustard confirmed that it was for the Board to decide however the Board need to produce an annual report.

Chief Superintendent Thomson acknowledged that the paper was a good starting point but further work needs to be carried out on what is to be reported. He further added that it would be prudent to set a timeframe and should lead partners present by exception to the Board. He suggested that a quarterly report on progress would be useful.

Mrs Gunn expressed concerns about quarterly reporting and the available resources within the Council to achieve this.

In addition, Mrs Mustard commented that previously Lead Officers presented the Board once a year on their particular areas. She further added that many of the Performance Indicators can only be reported annually.

Mr Moir suggested that a Lead Officer should present on an exception basis at meetings of the Board, highlighting any issues and the Board would then look for improvements in performance at the end of the year.

It was agreed that a further report would be brought to the Board for the September meeting.

4. POVERTY STRATEGY – UNDERSTANDING POVERTY IN MORAY

A report was submitted by Roddy Burns, Chief Executive, Moray Council asking the Community Planning Board to:-

- (i) note that the Lead Officers for the development of the strategy will be Chris Littlejohn and Kathy Ross who will lead on the development of a poverty strategy through the Fairer Moray Forum. Their work will be reported to CPOG and then to CP Board for approval of the strategy;
- (ii) agree that the information contained within the Poverty Profile provides enough statistical information at this point to inform the development of the strategy;

- (iii) recognise that there will be a two-pronged approach to tackling poverty: one to address universal issues across Moray; and the second to address poverty at a local level through the work undertaken to develop locality plans; and
- (iv) note that the other partnerships associated with the delivery of the LOIP will be asked to consider how their actions link with the poverty strategy.

Ms Whitworth highlighted to the Board that the report identifies the main issues for Moray and also feedback from the Poverty Conference. Appendix II summarises the actions already in place.

Following consideration, the Board agreed to approve the report.

5. FAMILY CENTRE AND HELP HUB – HER MAJESTY’S PRISON AND YOUNG OFFENDERS INSTITUTE GRAMPIAN – FUNDING UPDATE

A report was submitted by Roddy Burns, Chief Executive, Moray Council asking the Community Planning Board to note that, since most prisoners from Moray will be housed in the Inverness facility which is due to get a new facility with a family hub rather than Grampian, it is not appropriate at this time to consider funding for the Grampian hub.

Following consideration, the Board agreed that Mrs Mustard would write to the Centre advising them of the decision to not provide any funding.

6. ANY OTHER COMPETENT BUSINESS

Mrs Rolt advised the Board of the Community Engagement Group’s Development Session on 24 April and encouraged all Board members to attend.

7. GROWTH DEAL

A report was submitted by Rhona Gunn asking the Community Planning Board to:-

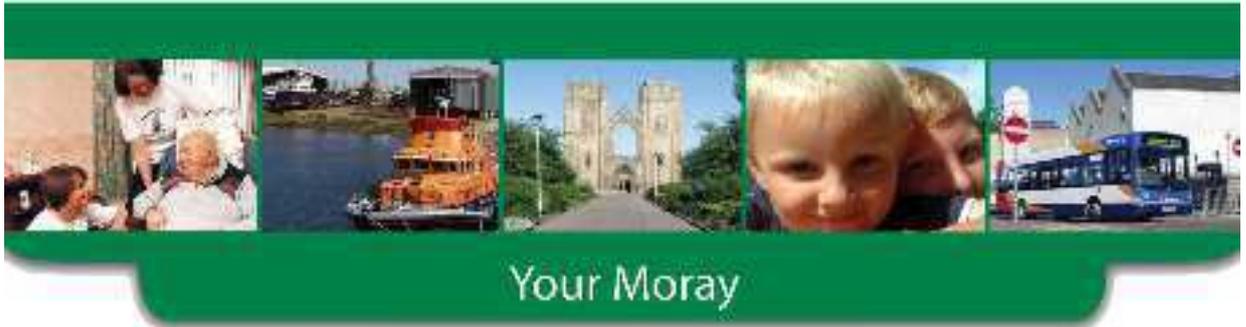
- (i) agree that the projects detailed in the Strategic Outline Programme in Appendix 1 will form the basis for ongoing discussion and negotiation with both governments;
- (ii) to note the progress made on the Moray Growth Deal since September 2017 and that the next stage of the process is the negotiation of Heads of Terms, at this stage projects are approved at a conceptual level only, subject to later submission of satisfactory full business cases and that whilst there is a standing mandate for negotiation at a policy level from the Scottish Government, negotiation cannot begin with the UK Government until a formal mandate to this effect is given by UK Ministers;
- (iii) to note that the June 2018 deadline for Heads of Terms for Moray will meantime be retained but as formal negotiations usually take up to 12 months before Heads of Terms are agreed, the deadline will be adjusted once full formal negotiations have begun;

- (ii) delegate authority to the Chair of the Community Planning Board in liaison with The Moray Growth Deal Board and Council Group Leaders to make such changes to the Strategic Outline Programme and the projects within it as are necessary to enable negotiations on Heads of Terms to progress effectively; and
- (iii) note that a further update report will be submitted before Heads of Terms are finalised.

Following consideration, the Board agreed to approve the Report.

8. DATE OF NEXT MEETING

The date of the next meeting of the Community Planning Board will be on **Thursday, 14 June 2018 at 9.30am in the Conference Room at Moray College, Elgin**



REPORT TO: COMMUNITY PLANNING BOARD 13 SEPTEMBER 2018

SUBJECT: COMMUNITY PLANNING PARTNERSHIP GOVERNANCE

BY: CORPORATE DIRECTOR (CORPORATE SERVICES)

1. REASON FOR REPORT

- 1.1. To ask the Board to consider a number of questions that have arisen with regards to governance in order to provide clarity for the Partnership moving forward.

2. RECOMMENDATION

- 2.1. **It is recommended that the Board note and agree the proposals to provide clarity on community planning governance arrangements moving forward.**

3. BACKGROUND

- 3.1. The Community Empowerment Act 2015 places specific duties on Community Planning Partnerships to produce a local outcomes improvement plan with a particular a focus on actions aligned to addressing the poorest outcomes and to prepare locality plans. This has led to a more focussed agenda than that of the previous Single Outcome Agreement which was a more comprehensive approach to all of the matters that might fall within community planning. As a result a number of questions have arisen in relation to governance of the whole community planning agenda and work that partners are engaged in that require to be clarified.
- 3.2 The governance questions are summarised in **Appendix 1** with proposed solutions set out against each issue. In particular attention is drawn to the proposal to structure the CPB agenda to ensure that there are clear links with other partnership groups and that relevant issues are brought to the attention of the board. The proposal is that there will be a section of the board agenda for reporting of Loip work; a section

for reporting of other community planning items and an information and noting section. Partnership groups would be asked to identify in advance items for interest, influence and noting for example in relation to plans and strategies. This structure has been introduced for the agenda for this meeting and will continue to be developed once Groups are invited to forward plan issues for reporting.

- 3.3 There are a number of other proposals in Appendix A that seek to ensure that there are links between groups where work is inter-related by having a common representative on the groups. Other points are mainly clarification of where responsibilities will rest.
- 3.4 **Appendix 2** illustrates the inter-relationship between the various priorities both national and local that influence community planning work.

4. SUMMARY OF IMPLICATIONS

- 4.1. There are no resourcing or other implications arising directly from this report.

5. CONCLUSION

- 5.1. A number of governance questions arose linked to the narrower focus of the Loip and the need to ensure that the Community Planning Board has oversight of the whole community planning agenda. It is proposed that these are addressed by clarifying responsibilities, having a common representative across appropriate groups and structuring the CPB agenda to enable partnership groups to refer appropriate items to the board.

Author of Report: Denise Whitworth, Corporate Director (Corporate Services)
Background Papers: None
Ref:

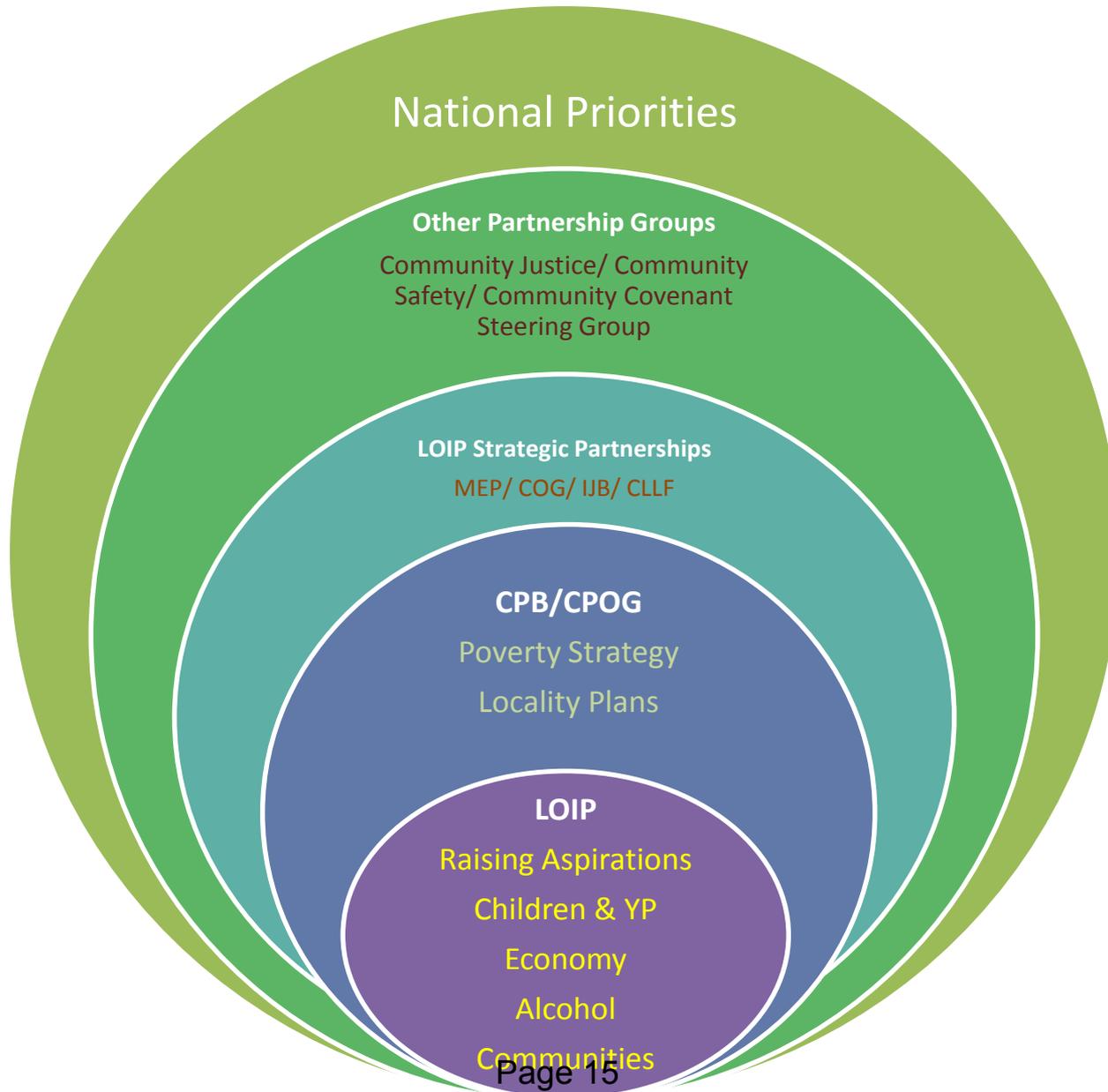
Appendix 1

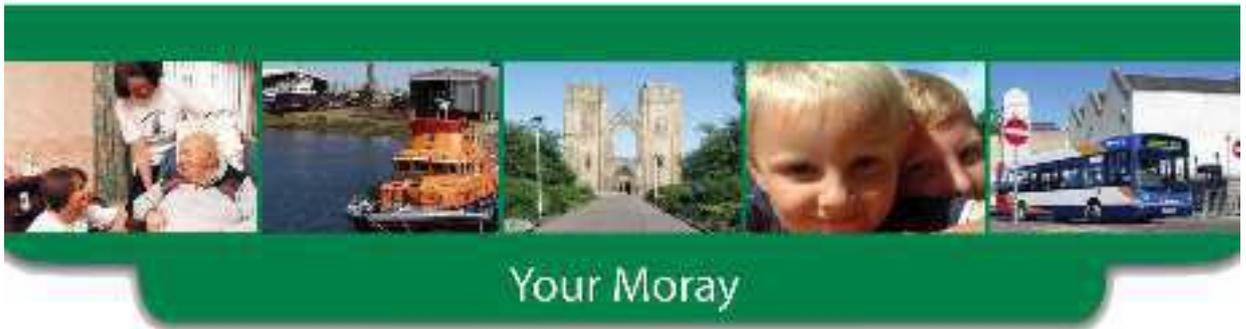
<u>CPP Priorities</u>	<u>Questions</u>	<u>Proposals</u>
<p>LOIP</p>	<p>Responsibility for Empowering Communities</p>	<p>Confirm CLD Group has responsibility</p> <p>Locality plans will make strong contribution to Communities priority and partners are involved in locality work</p>
<p>Identified need to link and have consistency with statutory duties of NHS/TMC regarding Child Poverty Strategy</p> <p>POVERTY</p> <p>With ELG/COG Also link to MEP</p>	<p>Responsibility with CPOG? - confirmed</p> <p>& Fairer Moray Forum (for CPP) as working group</p>	<p>Note: poverty strategy in draft and work being advanced to bring to CPB</p>
<p>LOCALITY PLANS</p>	<p>Governance to be confirmed for implementation and monitoring</p> <p>Area Forums – to be reviewed in future? Link to LMGs/localities?</p>	<p>Consider use of adapted LMGs</p> <p>Need to consider extending beyond Children’s Services and need Community Rep</p> <p>CPOG for whole of Moray monitoring</p>
<p>ALCOHOL & DRUGS</p>	<p>Clarification priority being progressed</p>	<p>Confirm MADP/MIJB</p>
<p>YOUNG PEOPLE PRIORITY</p>	<p>Extensive actions that replicate the Children’s services plan</p>	<p>For next iteration of Loip, consider review LOIP content/actions to focus on flourishing</p>

		community where young people thrive – not the sharper Child Protection actions/services Supporting actions may emerge from locality & CLD work e.g. Youth Work, Education
<u>CPP Groups</u>	<u>Questions</u>	<u>Proposals</u>
 COG - Adult Protection - Domestic Abuse Children's see Pg1.	Permanent responsibility? → to COG MAPC oversee – role? ✓ Violence against women and girls (domestic abuse) – note member rep to join working group	Not in LOIP, therefore, no direct report to CPP Note intention to bring all Public Protection into COG
Child Protection Committee	Links to CPB? Home?	Note reports to COG
Public Protection Partnership	Governance – floating now	All Public Protection issues reported via COG
Community (Criminal) Justice	No formal reporting Independent Partners responsible to each other	Reporting to be via CPB for interest/noting at instigation of community justice group
Community Safety	No formal reporting links	Reporting to be via CPB for interest/noting at instigation of community safety group
Moray Economic Partnership		Confirm

- Employability Moray	Responsible for 'economy' priority Designation & Governance	To become Employability & Skills Group – sub group of MEP Common member of CLD Group & ESG
Links with Public Protection and other related “community planning” groups	Loip focusses agenda in way previous SOA did not which leaves a number of relevant partnership agendas outside immediate CPP governance and CPB agendas	CPB agenda to be structured in 2 parts: i) Loip ii) Other Community Planning items Groups to identify forward plan for strategies & plans in development and progress to form section ii) in the CPB agenda. Items will be for interest, influence & noting) CPOG to take o/v of this Agenda Items to be relevant from Community Planning perspective Satisfied that the current structure diagram appropriately reflects relationships.
<u>Other Groups/Issues</u>	<u>Questions</u>	<u>Proposals</u>
✓ CLD Group	Responsible for empowering communities priority? Governance for group	✓ Confirm Group as lead ✓ GJ as Lead Officer ✓ Report to CPB ✓ To have common member with Employability Skills Group & CEG
		No change

Community Covenant Steering Group	No formal reporting in place	
Civic Military Forum	Groups Separate to CPP	No change





REPORT TO: COMMUNITY PLANNING BOARD 13 SEPTEMBER 2018

SUBJECT: ECONOMIC DEVELOPMENT – UPDATE ON STRATEGIC DEVELOPMENT AT COMMUNITY PLANNING LEVEL

BY: RHONA GUNN, CORPORATE DIRECTOR (ECONOMIC DEVELOPMENT, PLANNING AND INFRASTRUCTURE) and DONNA CHISHOLM, MORAY AREA MANAGER, HIGHLANDS AND ISLANDS ENTERPRISE

1. REASON FOR REPORT

1.1. To provide community planning partners with an overview of strategic developments in economic planning in Moray over the past 12 months.

2. RECOMMENDATION

2.1. That the Community Planning Board considers and notes recent developments.

3. BACKGROUND

3.1. Over the past 12-18 months the primary focus of the board has been on the new Moray 10 Year Plan (LOIP). In addition, as the objectives of the LOIP differ from the previous 10 Year Plan – Moray 2026 – the governance arrangements which underpin the partnership have been under review. As a result, strategic developments concerning the economy which would previously have been reported to the board have been reported to Moray Economic Partnership but not onwards to the board.

3.2. The main developments at a strategic level in this area are threefold:

3.2.1. A review of Moray Economic Strategy (MES) and the governance which supports Moray Economic Partnership (MEP)

3.2.2. A review of employability and creation of a Skills Investment Plan (SIP) for Moray

3.2.3. Development of a Moray Growth Deal

4. REVIEW OF MORAY ECONOMIC STRATEGY

- 4.1 The previous MES was completed in 2012, and a revision was required to reflect future ambitions for the economy across the partnership.
- 4.2 From March 2018 a small working group drawn from the Moray Economic Partnership considered current strengths and challenges in the economy, and took a long-term view on the key issues requiring sustained action over a ten year period. There has been a substantial amount of research and public consultation already undertaken for the Moray Growth Deal, which the working group have drawn upon.
- 4.3 Working in tandem with the SIP, the MES particularly focuses on the business environment, on optimising the conditions for new and young companies to flourish, and for established firms to remain highly competitive. The Growth Deal projects are aligned with the key outcomes identified in the draft strategy.
- 4.4 The MES aims to support well paid jobs in Moray, in industry sectors which are attractive to young people, as well as encouraging greater investment in the existing workforce, as the wider Scottish and UK economy shifts.
- 4.5 There will be a period of consultation on the document over the course of September 2018, with the Moray Economic Partnership considering a draft of the strategy at the end of the month. It is proposed to publish the new strategy by the end of 2018 and to align the governance of the Moray Economic Partnership according to the delivery requirements.

5. REVIEW OF EMPLOYABILITY AND MORAY SIP

- 5.1 During 2017, in part as a result of collaboration in developing the Moray Growth Deal, it became clear that the existing Skills Investment Plan developed by the Skills and Training Group (which reported to Employability Moray) required a refresh. Through funding provided by SDS and the Council, EKOS consultants were engaged to prepare a revised Moray SIP that:
 - Meets the current and future skills needs of local employers and delivers a positive pathway for every young person in Moray;
 - Identifies actions to address potential threats and capitalises on opportunities that enable Moray to realise sustained economic growth, while ensuring that young people have a range of opportunities that encourage them to live, learn and work in Moray
- 5.2 The draft SIP was shared with partners in November 2017 and considered by Moray Economic Partnership and Employability Moray. Work then began to create a detailed Action Plan. Completion of this work has taken longer than it should have and is now anticipated for October 2018. The delays were in part due to changes at Director level in the council and in part due to the number of other demands which partners were facing over this period, including work to support the

other developments described in this report. A copy of the report prepared by EKOS is produced as **App 1**.

- 5.3 Despite delays in completion of the final Action Plan, much of the work set out in earlier drafts has meantime been progressed and it is expected that the final SIP Action Plan will be launched before the end of the year as an essential partner piece to Moray Growth Deal and a revised Moray Economic Strategy. If desired, the final Action Plan can be reported for consideration to the board.

6. MORAY GROWTH DEAL

- 6.1 An update report on the Growth Deal was submitted to the meeting of the board in April 2018. Since that date Strategic Outline Business Cases for each project have been submitted to government advisers and a workshop has been held at which each project was discussed. In addition Moray Business Assembly - a commercial sounding board and advocacy group for the deal - has been established and has met twice. A number of Ministers of both the Scottish and UK Government have visited Moray and added their support for the deal. It is hoped that formal negotiations on Heads of Terms will begin shortly.

7. SUMMARY OF IMPLICATIONS

- 7.1 The progress described in the report has required very significant input and commitment from key partners, with minimal financial support. As the partnership moves from strategic planning to implementation of action plans, that commitment will require cross cutting financial commitment to deliver for Moray, particularly as regards the Growth Deal.

8. CONCLUSION

- 8.1. Over the past two years a major overhaul of Moray's strategic approach to achieving sustainable economic growth has been underway. This level of partnership working and alignment required will lead to greater positive impacts for Moray in future. Partners are asked to note the extent of this work, and to support the next stages of action planning and delivery.

Author of Report: Rhona Gunn and Donna Chisholm

Date: 3.9.18

APPENDIX I



Moray Skills Investment Plan

Final Report for Skills Development Scotland
November 2017

Direct enquiries regarding this report should be submitted to:

Nicola Graham, Senior Consultant, EKOS

Email: nicola.graham@ekos.co.uk

Tel: 0141 353 8328

 As part of our green office policy all EKOS reports are printed double sided on 100% sustainable paper

CONTENTS

1. FOREWORD	1
1.1 INTRODUCTION	1
1.2 BACKGROUND AND OBJECTIVES	1
1.3 STUDY METHOD	2
1.4 REPORT STRUCTURE	2
2. POLICY AND PARTNERSHIP LANDSCAPE	3
2.1 INTRODUCTION	3
2.2 POLICY OVERVIEW	3
2.3 MORAY DELIVERY STRUCTURES AND PARTNERSHIPS	4
2.4 CONCLUSIONS	5
3. ECONOMIC AND SKILLS ASSESSMENT	7
3.1 INTRODUCTION	7
3.2 HEADLINE ECONOMIC ASSESSMENT	7
3.3 STRATEGIC ECONOMIC POINTERS	9
3.4 STRATEGIC SKILLS ISSUES AND CHALLENGES	10
4. STAKEHOLDERS AND PARTNERS	12
4.1 INTRODUCTION	12
4.2 KEY ISSUES	12
4.3 CONCLUSIONS	21
5. PRIMARY RESEARCH	22
5.1 INTRODUCTION	22
5.2 YOUNG PEOPLE SUMMARY POINTERS	22
5.3 PARENTS AND GUARDIANS SUMMARY POINTERS	23
5.4 EMPLOYERS SUMMARY POINTERS	23
5.5 CONCLUSIONS	24
6. A MORAY SKILLS INVESTMENT PLAN	25
6.1 INTRODUCTION	25
6.2 BROAD PRINCIPLES AND OBJECTIVES	25
6.3 MORAY SKILLS ACTION PLAN	26
6.4 DELIVERING THE ACTION PLAN	34
6.5 DEVELOPING A DETAILED SKILLS ACTION PLAN	35

1. Foreword

1.1 Introduction

This report presents the findings of a research study to develop a Skills Investment Plan (SIP) for Moray. The research was commissioned by Skills Development Scotland (SDS), and was overseen by a Steering Group that involved representation from SDS, Moray Council, and Moray College UHI¹.

1.2 Background and Objectives

There are already a wide range of relevant policies, strategies and action plans which have been designed to address the economic and skills challenges and opportunities in Moray. It is therefore important to recognise that in developing the Moray SIP, we are not starting with a “clean slate” and we must set it within the wider national, regional and local context.

Within this complex environment, the key challenge for the Moray SIP is to provide a strategic consensus and overview with common shared priorities and clear deliverable actions within an agreed delivery framework.

The research has been commissioned to refresh its existing Skills Action Plan and to prepare a Moray SIP that:

- meets the current and future skills needs of local employers, and delivers a positive pathway for every young person in Moray; and
- identifies actions to address potential threats and capitalise on opportunities that enable Moray to realise sustained economic growth, while ensuring that young people have a range of opportunities that encourage them to live, learn, and work in Moray.

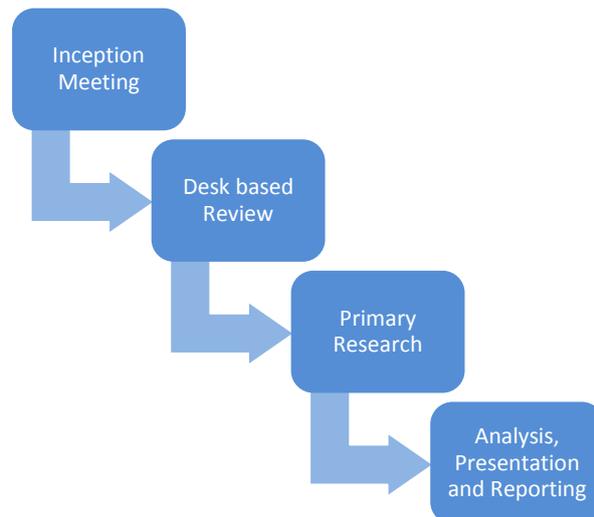
The overall aim of the research was to develop an evidenced-based strategy and action plan that articulates the main skills issues for Moray, along with actions for regional and national partners to work collectively on in response to local challenges and opportunities.

¹ Moray College UHI is part of the University of the Highlands and Islands network.

1.3 Study Method

The research involved four main stages, as illustrated below.

Figure 1.1: Study Method



1.4 Report Structure

The main report presents a summary of the key messages arising from the research:

- **Chapter 2** provides a brief overview of the strategy and policy landscape for skills development, and of the various employability-related structures and partnerships that exist within Moray;
- **Chapter 3** presents the main messages from a desk-based review of information and data undertaken to build up a picture of Moray's economy, employment and skills situation, and identifies the main skills-related issues;
- **Chapter 4** sets out the outputs from the stakeholder consultations;
- **Chapter 5** presents the outputs from existing and primary research with students, parents/guardians, and local employers; and
- **Chapter 6** outlines a proposed Moray SIP and Action Plan

A separate **Evidence Report** provides more technical details referenced in the report, including all detailed write-ups of the primary research.

2. Policy and Partnership Landscape

2.1 Introduction

This Chapter provides an overview of the policy landscape for skills development at a national, regional and local level. It also provides an overview of the relevant delivery structures and partnerships in Moray.

The **Evidence Report** provides more details.

2.2 Policy Overview

Our review of relevant economic and skills strategy and policies identified a wide range of documents and data at a national, regional and local level that highlight a range of economic and skills-related issues and priorities. The main documents are outlined in **Table 2.1** below.

Table 2.1: Economic and Skills Policy and Strategy

National	Regional	Local
<ul style="list-style-type: none"> Scotland’s Economic Strategy. Scotland’s Labour Market Strategy. Developing the Young Workforce - Scotland’s Youth Employment Strategy. Sector Specific Skills Investment Plans. Scotland Employability Framework. 	<ul style="list-style-type: none"> Inverness and Highland-City Regional Deal Heads of Terms Agreement. Highlands & Islands SIP. Highland Economic Recovery and Development Plan. Highlands and Islands Talent Attraction Strategy and Action Plan. 	<ul style="list-style-type: none"> Moray Economic Strategy. Moray Employability Strategy. Moray 2026 – A Plan for the Future. Moray Local Outcome Improvement Plan (LOIP). Moray Skills Pathway. Moray Skills Action Plan. Moray Region Growth Deal - Initial Statement of Intent and Proposed Programme. DYW Moray.

Crucially, within Moray, some of these are still being developed or are at an early stage in delivery, including the Moray LOIP and the proposed Moray Region Growth Deal.

At this stage, we would highlight that while there is a comprehensive and wide reaching strategic framework to guide interventions in Moray, much of this is high level and does not always identify clear priorities and specific measurable actions.

A review of the policy and strategy architecture identifies a number of common high level **thematic priorities** which are summarised below:

- addressing demographic challenges;
- need for more high level/well paid jobs;
- clear linking of skills to local economic opportunity;
- focus on fair work and inclusion;
- addressing equalities issues;
- a prosperous future for young people;
- talent attraction, retention and return;
- engaging employers in the skills system; and
- meeting future skills needs of employers.

2.3 Moray Delivery Structures and Partnerships

There are a number of agencies and organisations that play a role in skills development and employability in Moray. This includes Moray Council, Moray College UHI, SDS, DWY Moray, Jobcentre Plus, to name a few.

Indeed, the Moray Employability Strategy (2013)² noted that:

“Employability is an area that is sometimes perceived as disparate and seemingly unconnected. This can lead to confusion for those people seeking skills and jobs and those who provide services that support and particularly those who provide jobs. It is also an area that is central to the development of economic growth and has often been seen as separate”.

² <http://www.moray.gov.uk/downloads/file88873.pdf>

The key partnership structures (relevant to this study) include:

- Moray Community Planning Partnership;
- Moray Economic Partnership;
- Employability Moray;
- Moray Skills Pathway;
- Moray Skills Investment Group;
- Moray Skills Pipeline;
- Moray DYW; and
- Moray Community and Lifelong Learning.

Within these partnership groups there are different memberships (although mostly the same organisations are represented); different reporting structures and governance; and unclear roles and responsibilities and control protocols.

2.4 Conclusions

Moray has a multifaceted array of strategies/policies and governance structures and partnerships, although we are able to identify some clear high level priorities which do appear to be shared across the various partnerships.

Our initial assessment has highlighted a number of issues which we believe should be addressed and which are detailed below:

- it is not clear exactly what has been delivered through the various (and many) strategies and action plans. We would note that some are still at an early stage but others have been in place for some time;
- need to avoid duplication - focus on any identifying any gaps or new needs or opportunities;
- need to confirm high level priorities and then move on to the specific actions;
- clarify roles and responsibilities of individuals within the partnerships;
- identify resource requirements and how these will be secured;
- need for some metrics - how to define success and measure progress;

- strong focus on the “individual” as opposed to the employers - equal focus required on the end as well as the means; and
- simplify structures and governance protocols - clear remit for each partnership group.

From a skills perspective, we would support the notion that Moray would benefit from a single strategic skills strategy which identifies the main skills challenges and priorities and the specific actions required to address the issues.

We return to this issue later in the report.

3. Economic and Skills Assessment

3.1 Introduction

It is clear that a Moray skills strategy is a means to an end rather than the end in itself and it must be focused on supporting local people, communities and businesses to best address the economic needs and opportunities within Moray.

This Chapter sets out a brief overview of the key economic issues which are impacting on Moray and seeks to identify the main skills issues and implications which flow from that assessment.

Note: It is not our intention to provide yet another detailed baseline as there are already many assessments already completed (see Evidence Report), and we use these to draw out the key pointers and seek to use the analysis to inform the development of the Moray SIP.

We do not therefore reference the following assessment to specific individual reports, but instead have completed an overview and synthesis of the data to identify the key pointers.

3.2 Headline Economic Assessment

The headline assessment provides an overview of Moray in relation to a range of economic factors as set out below.

Note, we have focused more on identifying key messages and trends rather than simply re-reporting the data contained in the referenced reports. The data can be accessed if required through the noted reports.

Key points to note from the data are as follows:

- **Population:**
 - increasing for 20+ years, and currently just under 100,000
 - forecast to fall slightly compared with projected growth in Scotland
 - working age population projected to decline significantly (-16%)
 - more young people leave than are attracted;

- **Productivity:**
 - productivity levels are generally lower
 - big decline between 2013/2014 – almost 40%
 - not clear main drivers of change - now at £36,000 per employee;
- **Employment:**
 - employment levels just under 80% are slightly higher than Scotland
 - major sectors - manufacturing, retail, hospitality and public sector
 - in total accounting for over half of all jobs
 - job losses - public sector/primary with increases in tourism/creative;
- **Future Employment:**
 - employment forecast to decrease slightly from 2016 to 2024
 - construction, professional, scientific and technical expected to grow
 - 1,000 less jobs in the region by 2024
 - replacement demand circa 17,000 - prof/skilled/sales/elementary;
- **Business Base:**
 - number of new businesses is growing, but at a rate below Scotland/UK
 - density slightly higher than Scotland
 - many micro/self-employed - also many large firms
 - under-representation in professional, scientific and technical
 - concentration in agriculture, forestry and fishing business base;
- **Key Sectors:**
 - 11,400 jobs in key growth sectors
 - main growth in food and drink and tourism sectors
 - higher representation in key sectors
 - low representation in life science, energy and creative industries
- **Earnings:**
 - earnings are lower at both resident and employee levels
 - total regional earnings decreased by 9% since 2009;

- **Skills and Qualifications:**
 - 430 SDS-supported Modern Apprenticeship (MA) leavers in 2014/15
 - around 4,000 students at Moray College UHI (FE and HE)
 - much lower proportion hold SCQF qualifications at levels 7-12;
- **Occupations:**
 - big decline in school roll – implication on the number school leavers
 - fewer in Standard Occupational Classification groups 1 to 3
 - around 30% work in higher level occupations - Scotland (42%)
 - fewer professional jobs - more skilled trades/elementary jobs.

The above provides a snapshot picture of Moray and provides a starting point for the development of the Moray SIP.

3.3 Strategic Economic Pointers

Overall, Moray faces broadly similar challenges to many rural economies which will provide a useful source of reference. From the above and the wider research completed for this study, we are able to synthesise a picture of Moray based on the previous research, known factors and current trends, as follows:

- ageing population with fewer young people in the economy and more out-migration than in-migration;
- particular reliance on a few key sectors (notably food and drink) - sometimes with low skills/low paid jobs;
- limited additional or new future job opportunities but which are likely to be for higher skilled/qualified workers;
- a range of replacement job opportunities across all sectors and employers for a wide range of job types;
- the economy has a high(ish) incidence of low skilled/low qualified/low paid jobs - output and value added is low;
- an eclectic mix of self-employment, micro businesses and large firms means that a one size fits all approach to skills would not work;

- a strong representation in some key sectors which are recognised to have a range of skills issues and challenges if they are to survive and grow;
- a public sector under stress to meet the future health and social care needs of an ageing population (and also faces recruitment issues as an employer);
- competition for resources (and people) from the city/regions of Inverness and Aberdeen; and
- while Moray has a wide post-school education infrastructure it is not clear how effective that is in retaining students in the local area or in fully meeting the needs of employers.

However, the above set of scenarios assumes a “policy-off” perspective - it seeks to identify trends on the basis of a current approach. New or future interventions will of course seek to address these issues in a positive manner that will result in progressive change for the local economy.

3.4 Strategic Skills Issues and Challenges

The analysis clearly identifies and confirms the four main skills-related challenges for Moray which can be distilled down as follows:

1. **Demographics and People:** we need more people to live in Moray with a focus on young people/young families in the economy viz - talent attraction, retention and return.
2. **Employment Opportunities:** we need both more absolute jobs as well as the kinds of jobs that will be attractive to a future workforce - higher skilled/ higher paid and with clear pathways and with local people able to fill.
3. **Skills Infrastructure:** we need an appropriate range and diversity of learning and skills development options and opportunities to meet the varied needs of individuals and employers. This would include provision of information and advice and curriculum development.
4. **Employer Engagement:** we need clear linkages between skills provision and employer needs. This would include workforce and skills planning, placement-related activity, skills pathways, workforce development, and upskilling.

We also need to be clear that a skills intervention on its own will not improve the quality or value of local jobs - skills can only ever be seen as part of the “success mix” which will require business development, investment and infrastructure inputs.

In addition, in a wider sense it must be clearly recognised how crucial other “hygiene factors” will be to future success. For example, a range and mix of housing, leisure and retail services, communications infrastructure, etc is a requirement for longer term economic attainment.

Skills must therefore be seen as a factor for future economic success and not in isolation and only from a supply side perspective.

It must have a seat at the “top table” and with clear links and support to wider economic development approaches such as a future Moray Region Growth Deal or key areas of demand.

The issues identified at this point are still very high level but it will be important for a shared understanding of future priorities in order to develop appropriate responses and actions.

4. Stakeholders and Partners

4.1 Introduction

This Chapter provides an overview of the outputs from our interviews with key stakeholders and partners from a wide range of agencies and organisations with a skills remit for Moray.

A total of 17 face-to-face and telephone consultations were undertaken with: Business Gateway; Department for Work and Pensions; Highlands and Islands Enterprise (x2); Moray Chamber of Commerce; Moray College UHI; Moray Council (x5); Skill Development Scotland, including sector team representatives (x5); and Walkers Shortbread (Chair of DYW Moray).

We have synthesised the discussions to set out the key issues that were reported by the various interviewees.

4.2 Key Issues

Rationale for the Moray SIP

From a strategic perspective there is a clear and strong rationale for the development of the Moray SIP.

While there are said to be a number of skills-related strategies at a H&I (and sector-specific) level, and that the high-level skills needs and opportunities outlined will resonate at a Moray level, the application or translation of solutions are, however, likely to differ at a local level (i.e. not a generic response).

Therefore, having a single Moray SIP that deals with all things skills-related is considered to make intuitive sense – with stakeholders emphasising the importance of the Plan having a clear focus, clear priorities, and identification of collective actions (i.e. opportunity driven).

It must not be seen as yet another strategy that simply adds to what is already in place.

Current Skills Landscape

In relation to the current skills landscape in Moray, the main points raised were that:

- work has progressed to make it as easy as possible for people and businesses to access the skills support they need (i.e. entry points) – but there is more to be done on the careers advice and guidance side;
- work has progressed over the past year or so by the Moray CPP to try and streamline structures and partnerships – this has resulted in the relatively recent establishment of, for example, Employability Moray. The general view is that this has been a useful exercise;
- where possible, to further simplify and streamline the skills landscape in Moray and what is already in place would be helpful. However, a challenge is that skills is important to many different organisations (“*don’t need any more groups*”);
- continuing effort is required to ensure that from a delivery perspective there is a more holistic approach to skills, and that it is better connected, co-ordinated and aligned across all of the key delivery agencies; and
- there is a need to view Moray and its skills challenges and opportunities as part of the bigger region.

The general view is that there appears to be lots going on in particular for young people (e.g. Moray Skills Pathway, DYW Moray).

The question for some stakeholders is around the need to also place sufficient efforts on other working age people (e.g. those who have had an extended break from the workforce and are interested in returning to work, those interested in changing careers, upskilling/reskilling the existing workforce, those who face additional barriers to finding employment, etc).

Some stakeholders pointed to RAF personnel in the area, many of whom continue to live in Moray when they stop working – there is considered to be an opportunity here to retrain ex-RAF personnel for other roles. The importance of having appropriate employment opportunities for their spouse/partner (and other family members) was also emphasised.

Skills Issues and Challenges

We tested our thinking regarding the main skills-related challenges facing Moray with stakeholders based on our review of the existing information and data (**Chapter 3** - demographics and people, employment opportunities, skills infrastructure, employer engagement).

Overall, the four skills-related issues rang true with stakeholders, and there are considered to be serious implications if these are not addressed.

Here, stakeholders pointed to the impact on business growth and inward investment (and economic growth) resulting from a declining working age population coupled with a growing ageing population. Moray would not be viewed as an attractive place for businesses to be based if access to a skilled labour pool is limited.

A rebalanced demographic in Moray's population (from ageing to young/working age residents) is therefore crucial.

Talent Attraction, Retention and Return

This is considered vital by stakeholders - Moray needs more young people and young families for the future. However, it is recognised that there is no simple or one dimensional approach, and how you will retain young people may be different to how you will attract new families into the area.

In terms of retention, there are considered to be a number of important areas to be addressed, including:

- ensuring that young people have a better understanding of all of their options (vocational and academic routes), are able to make informed career choices and are equipped with the skills and attributes needed to get a job;
- developing a better understanding of what skills and/or attributes employers are seeking;
- raising awareness of local jobs and career opportunities (i.e. not all are low paid/skilled), including efforts to make particular sectors more attractive and better articulation of career pathways;
- the need for higher level jobs, opportunities for career progression and pathways and employment opportunities;

- building the reputation of Moray College UHI and in particular its university offer - making it more attractive to study locally; and
- more engagement with parents and guardians - key influencers of their child/children's career decisions.

Cutting across all of the skills issues is considered to be a need to place greater emphasis on [changing perceptions and increased promotional/marketing](#) activities to address certain perceptions that exist (e.g. that there are no jobs in Moray, that you need to move away to access FE/HE, that there is a low skills base in Moray, etc).

It should be noted that there is a Highlands and Islands Talent Attraction, Retention and Return Strategy in place which could form the basis of any future intervention.

Engaging the Business Community

A more robust engagement between the public sector and industry is seen as key to a successful future. While the Moray Skills Pathway will make significant in-roads into engaging industry, this is largely focused on schools and young people.

Other aspects for the role of employers will include:

- providing clear information on future skills needs;
- upskilling and workforce development;
- helping design and implement the skills solutions;
- providing placement and internships; and
- engaging with the education and skills system in Moray.

In particular, opportunities should be sought to engage with micro businesses and SMEs as well as the large employers in Moray.

Skills and Training Infrastructure

The Moray skills and training infrastructure includes schools, Moray College UHI, apprenticeship provision, and private training providers.

The availability of an effective and efficient education and training offer is clearly identified as a key success factor for both the retention of young people in the area as well as supporting the development of future skills requirements.

It is not clear that there is a precise match between what employers want/need and what is delivered through the current infrastructure.

We would point out however, that often employers are unable to articulate their needs in a way that the providers are able to respond.

Skills Information

The provision of information to both individuals and employers is often seen as the easiest and most effective solution to their needs.

There was some commentary that it is currently difficult and complex to navigate your way through the various skills information interfaces and this leads to confusion.

We understand that Moray Council has a proposal to establish an integrated training and employability support Hub in Moray. This would seek to enable all the employability services within the Community Planning Partnership to provide one joined up service for clients of all ages, partners and employers.

The proposal is for a digital and face-to-face service which will integrate and align the training providers and employability support services to benefit residents in Moray who are furthest from the labour market.

All employers in Moray will be able to engage with this digital interface and central point of contact.

Non-Skills Related Issues

In delivering a skills strategy, it is important to recognise that there are many non-skills issues which will impact on its success.

Building Moray's profile as an attractive place to live, study and work is considered important within a future skills context and it is recognised that to achieve this a number of non-skills issues must also be addressed.

These wider issues include:

- a range of employment opportunities;
- opportunities for career progression;
- appropriate employment opportunities for spouse/partner;

- a range of housing and tenure options;
- good quality education facilities for children;
- access to mobile and broadband of sufficient speed and coverage;
- access to good transport facilities such as road, rail, sea, and air; and
- social and leisure amenities.

The general view was that [jobs, housing and education](#) were probably the most important factors although all should be in place for maximum success.

Regional Labour Markets

Geographically Moray is located between the cities of Aberdeen and Inverness, and this will act as both a push and pull factor for Moray. Some local labour will work outside Moray and external labour will commute into the area.

In seeking to understand how the Moray labour market works we must account for the push/pull of the cities, as employers are likely to be location-neutral when seeking to recruit future talent.

In this regard the Highlands and Islands SIP has a key role to play.

Brexit Implications

It is clear that Brexit has the potential to have major implications for Moray.

At this time it is not clear the potential detailed consequences or impact of this decision as much is subject to future negotiations. However, recent data shows the potential vulnerability of the UK in some sectors where there are high shares of migrant labour.

Data show that there are some sectors which are particularly reliant on migrant labour most of whom have particular resonance in Moray with food and drink and hospitality at 38% and 28% respectively. Other sectors with high reliance on migrant labour include: energy, construction, health and social care – all crucial for a successful Moray.

Recent announcements have also highlighted the issue for the FE/HE sector in terms of students, teaching staff and research income. We will not know how this will all evolve in the longer term and it is not clear how the Scottish Government intends to respond.

At this stage there is not much the stakeholders are able to do but it would seem appropriate to perhaps better understand the scale and nature of the issue and begin to develop some contingency plans.

Opportunities and Developments

The [Moray Region Growth Deal](#) was consistently referenced by stakeholders as a major opportunity to help drive economic growth in Moray – in particular as it will have a focus on retaining and attracting young people/families to live, study and work in the area, and addressing occupational segregation and gender imbalance issues.

A number of projects, including skills-related propositions are currently being worked up (Outline Strategic Cases) by the end of September for Heads of Terms discussion with UK Government and Scottish Government. This was said to include, for example, Moray College Campus Re-development, STEM Development, and Business School/Support.

In relation to the Moray Region Growth Deal it is considered important that this does not simply create a number of isolated projects, and that appropriate connections and alignment are made with the Inverness and Highland City-Region Deal (e.g. shared initiatives).

A number of wider current and/or planned developments were also raised – developments that will benefit the Moray economy, help attract/retain people to Moray, and/or have implications for the supply of skilled labour.

Some of these developments have longer-term implications for the demand for skilled labour, and stakeholders are of the view that the Moray SIP should have an opportunity driven focus - matching the supply of, and known (anticipated) demand for skills (e.g. construction, etc). Of critical importance is considered to be the need for both a greater understanding and articulation of future demand, and a requirement to focus on both individuals and companies.

Moray Priorities

As part of the interviews, stakeholders were asked to confirm their views on future skills priorities for Moray. A key point raised is that the Moray SIP needs to be flexible and able to identify and respond to emerging opportunities.

Many of the economic and business opportunities identified are closely related to the current/planned developments outlined earlier:

- **Volume Sectors:**
 - sectors of the economy which are both major employers and are key parts of the regional infrastructure
 - health and social/child care, construction, engineering;
- **Growth Opportunities:**
 - existing key sectors (food and drink, tourism, etc)
 - Growth Deal and related projects
 - new investments (e.g. Lossiemouth)
 - developing sectors such as renewable energy/offshore wind, decommissioning
 - key niche skills e.g. teachers or doctors; and
- **Enterprise and Entrepreneurship:**
 - support for new business start-up and micro business development. It could also include support for communities and the third sector.

At this stage the above would appear to be a clear set of future priorities and areas for intervention.

In terms of individuals, the main priorities identified are:

- children and young people - getting it right at an early age, better understanding of all of their options, are able to make informed career choices, and are equipped with the skills and attributes needed to get a job;
- other working age people – upskilling, retraining, supporting those who face barriers to employment, etc;

- gender and equality issues – addressing the gender imbalance and occupational segregation in the workforce in Moray;
- earnings - increasing the provision of well paid jobs; and
- employer engagement – ensuring an integrated and effective approach to employer engagement, and in particular with micro businesses and SMEs;

Resourcing the Moray SIP

In developing the Moray SIP due consideration needs to be given to the resources needed/available to implement and monitor actions.

While it is tempting to develop a SIP with lots of actions and deliverables, the reality is that this will require access to resources (people and budgets) which are in scarce supply.

The Action Plan must therefore be “costed” both in terms of individual responsibilities for delivery and where budgets will be sourced if appropriate. This will be considered later in the report.

Governance and Delivery

Mixed views were provided regarding where the Moray SIP should “sit” from a governance perspective, and suggestions included the Moray Economic Partnership; Employability Moray, or Skills Investment Group. Regardless of the ultimate governance arrangements for the Moray SIP, there needs to be a shared understanding of, and clarity of roles and responsibilities.

The Moray SIP requires to have appropriate and relevant Key Performance Indicators (KPIs) and associated targets to enable partners to routinely monitor, measure, and report on progress against its agreed goals and objectives.

This will help address a point raised by some stakeholders around the need to ensure that the Moray SIP is clear and action-oriented, and that there is clarity regarding what we mean by governance and accountability and transparency of responsibility.

Understanding Current Activity

It was highlighted earlier that we were unable to obtain a detailed understanding of what specific activity is already under way through the various strategies and plans and what progress has been made in delivery.

For example, while there is already in place a Highlands and Islands SIP; National Key Sector SIPs; and a local employability strategy it is not clear what these have actually delivered in Moray or which bits are appropriate.

Without this knowledge it is difficult to clearly identify where the gaps are and it is considered crucial that this is undertaken as a first and early step in the delivery of a Moray SIP - both baseline and monitoring performance.

Defining Success and Monitoring Progress

It was difficult to obtain any clear definition of what success for a Moray SIP would look like - how would we know in looking back if it was successful or not.

While there are some KPIs and targets in some of the strategies and plans this is not comprehensive nor consistent.

In order to monitor and report progress it will be important to devise a suite of KPIs against which all skills strategies/plans will report.

We believe this will be a crucial early action which partners should seek to address.

4.3 Conclusions

The stakeholders raised a wide range of issues which are addressed through the proposed strategic framework as set out in **Chapter 5**.

The above should therefore be seen as informing the key actions for the partners to pursue through the SIP.

5. Primary Research

5.1 Introduction

This Chapter highlights an analysis of a range of inputs from young people and students, parents and guardians, and from the Moray business community. It is based on both new research undertaken by EKOS and an analysis of previous research undertaken by HIE, SDS and Moray Council.

The findings should be reviewed in the context that the primary research is not based on large scale engagement, however, the findings do provide useful insights from the various target groups³. Full details, including study methods from the primary research are presented in the **Evidence Report**.

5.2 Young People Summary Pointers

Key issues to be considered within the Moray SIP include:

- young people will continue to want to leave Moray notwithstanding any future actions - the challenge is to try and at least stem some of the out-migration;
- an alternative to retention is through future return which may require an alumni type approach to students;
- the perceived lack of education opportunities and quality jobs are the main drivers of out-migration;
- provision of robust and accessible information and advice is essential;
- more needs to be done to improve education and employer links and engagement; and
- the current perception and image of the local education infrastructure could be improved.

³ Pupils and college students (31 engaged - Speyside High School, Buckie High School, Keith Grammar School and Moray College UHI), Parents and guardians (63 responses), and Employers (15 responses).

To reiterate, the most important themes for young people in Moray in making the region a more attractive place to live, work and study are: the availability of high quality jobs, opportunities for career progression, good access to FE/HE, as well as good access to housing and affordable transport links.

5.3 Parents and Guardians Summary Pointers

Many of the points outlined above by young people chimed also with our feedback from parents and guardians. Wider points of note include:

- parents/guardians are key influencers of their child's education and career decisions - provision of robust and accessible information and advice is essential to ensure that informed choices are made;
- variable levels of optimism about the types of jobs and careers in a future Moray;
- areas for improvement – careers guidance, addressing teacher shortages, and more opportunities for real-life work opportunities; and
- key to talent attraction and retention – greater variety in, and an increased number of higher quality, better paid jobs across more industry sectors.

5.4 Employers Summary Pointers

Key issues to be considered within the Moray SIP development include:

- attraction and retention of talent across most sectors is a major issue - how to make sectors/jobs more attractive to potential employees;
- improve employer/student linkages - work placements, skills pathways, volunteering, tasters, etc;
- provision of skills and employment opportunities information;
- closer alignment of curriculum/courses with employer needs;
- improve skills engagement with micro/small businesses in the region;
- further development of the different types of apprenticeship models.

It seems clear that employers believe the biggest challenge is how to both attract and retain future talent.

The key question is within a declining young (and working age) population, how do you make your company/job the most attractive.

5.5 Conclusions

In summary, the key issues as reported cover the following areas:

- availability of quality information and advice to both individuals and employers;
- continue to work at improving employer engagement with both individuals and providers in its widest sense;
- improving the post school education offering to provide an opportunity-focused and credible alternative to external study; and
- attracting back previous residents and niche skilled individuals.

The outputs from this research tends to underscore the information and outputs raised through the previous Chapters of the report.

6. A Moray Skills Investment Plan

6.1 Introduction

This Chapter sets out a draft structure for the Moray SIP. It provides a high level suite of objectives and protocols, some specific actions which will address the key employment and skills issues identified through the research, and considers delivery-related issues.

6.2 Broad Principles and Objectives

In developing the action plan there are a number of protocols which are believed will be important in setting the context and tone for the plan. The broad principles of the skills strategy are to:

- de-cluttering the landscape, co-designing solutions and joining-up decision making. A strong and wide partnership with clear roles and responsibilities;
- avoid duplication and focus on priorities which are not already being addressed elsewhere through other strategies and plans;
- improve our understanding of the outcomes of our actions and monitor progress on a regular basis;
- driven by economic opportunities while responding to individual need;
- recognise the reality of the current public sector funding and commit only where there is a realistic chance of success;
- absolute priority and focus on clear areas of opportunity - limit speculation;
- retain and anchor people, skills and businesses to support economic transition and meet future opportunities;
- improve our understanding of the regional labour market from an employer perspective. We need better and ongoing evidence on the skills needs of the regional economy and what is happening to its people; and
- design an open learning approach through building on existing strengths and activities and in learning from and importing from elsewhere - where appropriate.

In addressing the skills challenges, the Moray SIP will prioritise around four key specific and thematic objectives. In addition, the delivery of those priorities is supported by four cross-cutting themes.

Thematic Objectives	Cross-Cutting Themes
<ul style="list-style-type: none"> • Effective information and advice. • Supporting key economic priorities. • A responsive skills infrastructure. • Enhancing employer engagement. 	<ul style="list-style-type: none"> • Governance and delivery structures. • Monitoring and reporting. • Making the case for additional resources. • Addressing non-skills issues

At this stage, the actions are necessarily high level and will of course require further development work and confirmation of resources and funding. This will be set out in the accompanying Skills Action Plan.

6.3 Moray Skills Action Plan

Based on the above a suggested Skills Action plan is presented below.

Summary of Moray Skills Strategy Key Action Areas

Effective Information and Advice	Supporting Key Economic Priorities	A Responsive Skills Infrastructure	Enhancing Employer Engagement
<ul style="list-style-type: none"> • Careers information and advice • Employer skills information • Talent Attraction retention and return 	<ul style="list-style-type: none"> • Volume local sectors • Growth opportunities • Niche Opportunities 	<ul style="list-style-type: none"> • Improving contribution of Moray College UHI • Developing the Apprenticeship Family • Enterprise and entrepreneurship • 	<ul style="list-style-type: none"> • Employer/ education links/SMEs • Workforce development • Supporting Brexit consequences

Cross Cutting Themes

- Monitoring and Reporting
- Governance and delivery structures
- Securing additional resources
- Non skills issues

Thematic Objective 1: Effective Information and Advice

The availability of high quality, current and easily accessible skills information and advice is important for both individuals and businesses in supporting their decision making and ensuring it is based on good quality information and advice.

This priority therefore seeks to provide immediate and focused support to all individuals and businesses in Moray. It is worth noting that the proposed Employability Hub should be able to provide a useful starting point:

- **Careers Information and Advice**
 - to review current approach to ensure that all stakeholders (pupils/students/teachers/parents and guardians) have access to appropriate information on local employment and career opportunities;
- **Employer Skills Information**
 - to provide a central point for employers to obtain information and advice on all issues relating to skills/employment/training/support. This should be “road tested” as suitable for micro/SMEs to access; and
- **Talent Attraction, Retention and Return**
 - development of a formal approach for Moray and partners to pursue. The recent Highlands and Islands plan may provide a useful starter to addressing the issue. As part of this a key requirement is that Moray Council allocate a lead officer to lead

Thematic Objective 2: Supporting Key Economic Priorities

The research has clearly identified the key employer/sector priorities for a skills strategy - we know quite well where the future opportunities and needs will be, we just need to agree how these will be delivered.

For each of these priorities a specific approach will be required based on numbers/levels/type of qualifications/timeframe/delivery channels, etc.

We believe this theme is probably the one which should be addressed with the greatest priority.

This includes a focus on:

- **Volume Sectors:**
 - sectors of the economy which are both major employers and are key parts of the regional infrastructure. These will include health and social/child care, construction, engineering;
- **Growth Opportunities:**
 - these will include existing key sectors (food and drink, tourism, etc); Growth Deal and related projects, new investments (e.g. Lossiemouth), developing sectors such as renewable energy/offshore wind, decommissioning; and
- **Key Niche Skills:**
 - for example teachers or doctors. These represent skills needs which may be small in number but important from a wider perspective.

A specific method will be required to address each of these priorities as the approach may be different for how each one is tackled.

Thematic Objective 3: A Responsive Skills Infrastructure

It is generally believed by stakeholders that the current skills infrastructure has an opportunity to play an even greater role in helping to deliver the economic and skills priorities within Moray:

- **Improving the Contribution of Moray College UHI**
 - HE/FE Research and Teaching: review portfolio footprint in light of agreed economic drivers. Explore opportunity for university town approach;
- **Developing the Moray Apprenticeship Family**
 - establish a coherent portfolio of MAs/FAs/Graduate Level Apprenticeships aligned with employer demand; and
- **Enterprise and Entrepreneurship**
 - develop a range of enterprise related skills offering to increase the level of new start business and SME development.

Thematic Objective 4: Enhancing Employer Engagement

The focus of much of the current Moray skills-related activity is around support for the individual to gain, retain and grow in employment. This theme focuses on enhancing the scale and nature of employer engagement to include: employer/individual, employer/public sector; and employer/education.

- **Employer/ Education Links/SMEs**
 - there has been some recent work to develop good employer/education links through the local DYW. Additional focus on addressing the issue of engaging micro/SMEs to include the development of appropriate employer/ education links to support work placements; internships; employment tasters etc;
- **Workforce Development**
 - a key priority is that the quality (value) of jobs in Moray should increase in the future. This will require both higher level skills and higher value jobs which can only be achieved through a parallel (demand and supply side) approach. This could include harnessing the skills of new people moving into the area on the back of the Lossiemouth developments or supporting employers directly;
- **Supporting Brexit Consequences**
 - we already know that many of the key sectors/companies in Moray could be impacted upon depending on the outcome of the Brexit negotiations. While it may not be possible at this stage to make any specific intervention, contingency plans should be considered by the Convention of the Highland of Islands.

Cross Cutting Themes

In addition to the four main themes there are cross-cutting issues which will be addressed through the strategy:

- **Monitoring and Reporting**
 - it was previously highlighted that we were unable to access any performance data on current skills delivery activity. A key early

requirement will be to review and assess what specifically is being delivered in Moray through national, regional, local strategies/plans;

- **Developing Appropriate Governance and Delivery Structures**
 - the strategy recognises that no single organisation on its own can or should be tasked with delivering the skills strategy. The development of an appropriate governance and delivery framework must be of consideration, particularly if this is not to involve the development of any new partnerships but instead seek to work through existing frameworks. A crucial issue is that the SIP should be supported at an appropriate (named) senior level individual within all partner agencies
- **Making the Case for Additional Resources**
 - in order to deliver the strategy resources will be required – people and money. A key part of the next stage of the development of the strategy is to identify specific resource requirements and seek appropriate support and partners. This will include ensuring appropriate use is made of the Flexible Workforce Development Fund; and
- **Non Skills Issues**
 - the report identified a number of non-skills issues which will impact on the potential success of the skills strategy. While outside the scope of a skills strategy there should at least be an influencing/informing role to ensure that these issues are recognised and are being addressed.
 - More details of the non-skills issues are included within the HIE Talent Attraction Strategy which included inputs from Moray
- **Wider engagement**
 - The Moray SIP has been primarily developed to inform the actions and investments of the main skills partners and stakeholders. However, it is also recognised that it provides the basis for engaging with industry on an ongoing basis. A key early action should therefore be to develop an agreed approach to industry engagement setting out how the various partners will engage and communicate with industry and employers.

Moray Skills Action Plan

Theme	Action Area	Headline Actions	Outputs	Lead	Support	Timeline
1 Effective Information and Advice	1.1 Careers information and advice	Review how/ what career information is being provided to determine what further information could be provided/ review delivery channels	Review completed with agreed actions	Moray Council	SDS HIE DYW Moray Moray College UHI DWP	March 2018
	1.2 Employer Skills Information	Moray Council in process to secure resources to establish new information hub	Training and Employment Support Hub established			
	1.3 Talent attraction, retention and return	Highlands and Islands wide strategy/ action plan already in place. Partners to endorse plan and allocate any required resources	Action Plan being delivered			
2 Supporting Key Economic Priorities	2.1 Volume sectors	Determine specific and detailed skills need of health and social care, construction and engineering in Moray based on local needs and delivery of Sector SIP	<ul style="list-style-type: none"> Undertake local research to identify appropriate responses based on employer feedback on future skills needs/ requirements across agreed sectors. Strategic skills plan as part of growth deal to follow on from above Specific approach for niche sectors developed/ approved and resourced 	SDS	Moray Council HIE NHS Grampian	Priorities to be determined Moray Region Growth Deal timescales requires this to be completed by June 2018
	2.2 Growth opportunities	1 Morayfication of SDS sector skills strategy and action plans 2 Develop overarching skills project as part of Moray Region Growth Deal 3 Review opportunities in future sectors of opportunity				
	2.3 Key niche skills	Determine niche skills requirements and develop specific approach for identified needs such as teachers or doctors				

Theme	Action Area	Headline Actions	Outputs	Lead	Support	Timeline
3 A Responsive Skills Infrastructure	3.1 Developing Moray College/ UHI contribution	Review current college provision in light of developing economic and skills priorities Determine how Moray College UHI will support Action Areas 2.1 and 2.2	Completed review and plan of change with actions agreed with all partners	Moray College/UHI	Moray Council SDS HIE	End 2018
	3.2 Developing a Moray apprenticeship family	Develop new foundation/ modern and graduate level apprenticeships in light of outcomes from Theme 2	Apprenticeship offering on Moray aligned to future demand/ opportunities			
	3.3 Enterprise and entrepreneurship	Develop range of enterprise skills offering for Moray Review option of new enterprise unit at Moray College UHI Review option of university town approach	<ul style="list-style-type: none"> Agreed plan for enterprise skills development Enterprise Unit appraisal completed University town project feasibility completed 			
4 Enhancing Employer Engagement	4.1 Employer education links	Work to develop education/ industry links to continue with focus on micro/ SMEs	<ul style="list-style-type: none"> Increase numbers of employers <u>actively</u> engaged with skills system Specific targets to be agreed 	Moray Council	SDS DYW HIE Moray College UHI DWP Business representative bodies Social Enterprises	Summer 2018
	4.2 Workforce Development	In a similar way that young people have been prioritised, an approach is required to support employers increase the skills of workforce Consideration of Apprenticeship levy	Moray workforce development approach developed, agreed by partners and resourced			
	4.3 Understanding Brexit	Partners to agree approach to monitor position. Determine if need for specific early action or assessment - Moray vulnerability	Partners agreed approach			

Theme	Action Area	Headline Actions	Outputs	Lead	Support	Timeline
5 Cross Cutting Issues	5.1 Monitoring and reporting	Develop a monitoring and reporting framework to help manage delivery of Skills action plan To include appropriate KPIs	Framework completed and agreed Allocation of resources and lead	Moray Council	All Community Planning Partners All partners previous mentioned	March 2018
	5.2 Structures and governance	Agreement required around governance and where the plan sits within the wider framework. Requirement for early partnership meeting	Governance structure agreed and in place Allocation of roles and responsibilities across all partners			End 2017
	5.3 Additional resources	1 Commitment required from all partners for specific resources to deliver plan including <u>senior</u> nominated individual as main contact point. 2 Consideration of new sources of funding for skills including Moray Region Growth Deal, flexible workforce development fund	<ul style="list-style-type: none"> Agreed funding approach to be developed Paper to be completed and agreed by Partners MC to develop suggested approach 			Summer 2018
	5.4 Non Skills issues	Although out-with the scope of a skills plan it is recognised that issues such as housing, education, transport etc have a direct impact on labour markets. Consideration of how Skills Strategy should seek to influence infrastructure provision - passive or active?	<ul style="list-style-type: none"> Skills partners to agree their role in influencing infrastructure Focus on delivery of Highlands and Islands Talent Strategy 			Summer 2018

6.4 Delivering the Action Plan

While developing and agreeing the Skills Investment Plan is a key first stage, the actual delivery of the individual actions will require to be prioritised and a formal approach agreed by all partners.

The plan MUST be seen as part of each Partner's day job and individual commitment is required by all organisations.

The delivery of the plan should seek to address the following points.

- partners to nominate a senior named member of staff to act as overall lead for their organisation and be the main point of contact into the wider structure;
- these individuals will form a *Delivery Steering Group* and be responsible for ensuring the delivery of the individual and collective actions and for reporting within the wider governance structure;
- an early task for the *Delivery Steering Group* will be to develop a communications plan/ launch of the SIP and to determine and agree prioritisation of all actions;
- the *Thematic Leads* will be responsible for undertaking the development and delivery of the individual actions and for securing the required support and resources from individual partners;
- the *Delivery Steering Group* will meet once a quarter to review progress, agree any changes/ updates and support securing required resources. It should also be the forum for partners to hold each other to account in terms of delivering their commitments;
- on an annual basis the *Delivery Steering Group* will conduct a detailed strategic review of progress and report to their appropriate management structures.

It cannot be stressed enough how crucial it will be to achieve success to have robust delivery protocols and a detailed and shared delivery plan.

6.5 Developing a Detailed Skills Action Plan

The Skills Strategy is necessarily a high level strategic document recognising the key issues to be addressed and identifying the high level actions required to be delivered.

The next stage will be for the partners to develop these high level actions into a more specific and detailed Action Plan to follow on from the high level plan which should address and confirm the following aspects:

- description – overview of individual project/programme;
- objectives – what is the action seeking to achieve in the longer term;
- actions – what will we use the allocated resources to “purchase” + over time;
- resources – required funding and people + over time;
- delivery – who/how/lead + roles and responsibilities for all partners;
- output targets – short term – year 1;
- outcome targets – longer term changes;
- monitoring – what/who/how/when will progress be reported; and
- review and evaluation – approach/time/who, etc.

It is important to note that each of the “actions” will be at a different stage and will therefore require different levels of development to complete the Plan.

It is also the case that it would not be possible to try and undertake immediate responses to all action areas and as such a time and resource plan will be required.



REPORT TO: COMMUNITY PLANNING BOARD ON 13 SEPTEMBER 2018

SUBJECT: PROGRESS REVIEW OF SERVICES FOR CHILDREN AND YOUNG PEOPLE IN MORAY BY CARE INSPECTORATE

BY: ACTING CORPORATE DIRECTOR, (EDUCATION AND CHILDREN'S SERVICES), MORAY COUNCIL

1. REASON FOR REPORT

1.1. To inform the Board of the forthcoming progress review for Children and Young People services in Moray due to commence in November 2018.

2. RECOMMENDATION

2.1 It is recommended that the Community Planning Board consider and note:

- i) the scope and timing of the forthcoming progress review; and**
- ii) actions being taken to prepare for the review.**

3. BACKGROUND

3.1. An initial Joint Inspection of Children's Services undertaken by the Care Inspectorate, was reported on 16 March 2017 (item 2 of the Minute refers). The report can be accessed at [Care Inspectorate Report](#) February 2017.

3.2. The initial inspection highlighted six key areas of improvement :

- Improve standards of operational practice
- Improve initial risk assessment of, and response to vulnerable children and young people at risk of, or experiencing neglectful parenting or cumulative harm
- Strengthen collective vision and collaborative leadership

- Strengthen the approach to corporate parenting , participation and children’s rights to deliver improvements at a pace
 - Implement a framework of joint self-evaluation, ensuring a clear focus on improved outcomes for children and families
 - Improve governance, leadership and accountability of child protection committee
- 3.3 An initial progress review was undertaken in September 2017 to assess partners’ commitment to making improvements and their effectiveness in doing so at an appropriate pace. The report, published in December 2017, can be accessed at [Care Inspectorate Report December 2017](#).
- 3.4 The initial progress review reported:-
- Confidence that partners were taking the findings of the inspection seriously and are working hard to deliver change and improvement.
 - The need to maintain current momentum and build capacity at all levels to do this.
 - With strengthened strategic planning and quality assurance arrangements in place, the need to now evidence real improvements in operational practice and demonstrably better outcomes for children and families
 - The need to prioritise the development of a more strategic approach to children’s rights and participation
- 3.5 Moray Community Planning Partnership published its Moray Children’s Services Plan [Annual Report](#) 2017/18.
- 3.6 The Care Inspectorate have notified the Community Planning Board that they will be returning on 5th November to undertake a more in-depth progress review.
- 3.7 The aim of this report is to outline the scope of this progress review and preparations undertaken to date.
- 3.8 Key Matters Relevant to Recommendation

Scope of Progress Review

- Training of staff identified from across the partnership to co-deliver progress review with care Inspectorate.
- Submission of position statements and associated evidence. The Partnership are required to outline and evidence their current position in relation to the 6 areas of improvement highlighted in the initial inspection.
- Staff survey

To gauge staff views on progress to date in relation to the 6 areas for improvement.

- Multi agency audit of children and young people's files
- Focus groups made up of front line practitioners
- Network of support meetings
This will include meetings with the team around the child and meetings with children and families.
- Meetings with Leaders, including Chief Officers and Senior Managers

3.8 Timing

The team of Inspectors will be on site for 2 weeks; week commencing 5 November and 3 December 2018.

3.9 Preparation

A multi- agency Inspection Planning Group has been established to coordinate the inspection process on behalf of the partnership. It has been operational since 23rd July 2018 and is led by Pam Gowans, Chief Officer, Health & Social Care Moray and Graham Jarvis, Acting Corporate Director of Education and Children's Services, who also co-chair Executive Leadership Group (ELG).

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)) and Moray Integration Joint Board Strategic Commissioning Plan 2016 – 2019

This report links to the priority of "Ambitious and Confident Children and Young People" as referred to in the Moray Integration Joint Board Strategic Commissioning Plan and the emerging Integrated Children's Services Plan.

(b) Policy and Legal

The Children and Young People (Scotland) Act 2014 requires Moray Council and NHS Grampian to produce a Joint children's services plan. Public Bodies (Joint Working) (Scotland) Act 2014.

(c) Financial Implications

Given the capacity issues on all partner organisations and the inspection activity required there may be additional resources required to facilitate the inspection. Every effort will be made to deploy staff from existing core hours.

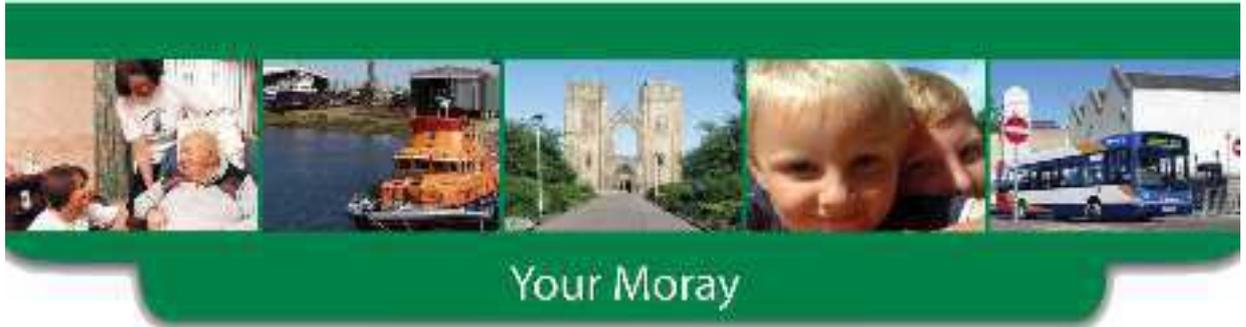
- (d) **Risk Implications and Mitigation**
The Partnership have been working on an improvement agenda however the inspectors may identify priorities for immediate attention and this will be facilitated by staff.
- (e) **Staffing Implications**
Whilst staff are already working at capacity, permissions have been given to prioritise this inspection. Current workload allocations will be reviewed to ensure there is sufficient capacity to allow the council, as a partner, to deliver the required improvements. This will be achieved through the use of staff who are not delivering frontline services wherever possible. Flexibility of working hours will be extended during the period of the preparation and inspection.
- (f) **Property**
The Chief Executive has given authority for specific rooms to be allocated for the use of the Inspection team.
- (g) **Equalities/Socio Economic Impact**
None directly associated with this report.
- (h) **Consultations**
Consultation on this report has taken place with the following staff who are in agreement with the content in relation to their area of responsibility:-

Legal Services Manager (Litigation and Licencing), Chief Financial Officer, Moray Council, Committee Services Officer

5. **CONCLUSION**

- 5.1 **This report recommends the Community Planning Board note the scope and timing of the forthcoming progress review and the preparatory actions that are currently being undertaken.**

Author of Report: Graham Jarvis, Acting Corporate Director
Background Papers:
Ref:



REPORT TO: COMMUNITY PLANNING BOARD 13 SEPTEMBER 2018

SUBJECT: MORAY INTEGRATION JOINT BOARD – HEALTH AND SOCIAL CARE MORAY ANNUAL REPORT

BY: PAM GOWANS, CHIEF OFFICER, MORAY INTEGRATION JOINT BOARD

1. REASON FOR REPORT

- 1.1. To provide community planning partners with an overview of strategic developments in health and social care over the last year.

2. RECOMMENDATION

- 2.1. **That the Community Planning Board notes recent developments.**

3. BACKGROUND

- 3.1. The Public Bodies (Joint Working) (Scotland) Act 2014 sets out the legislative framework put in place for the delivery of health and social care integration. The Moray Integration Joint Board (MIJB) was set up and went live on the 1st April 2016 as a new public corporate body with the responsibility for strategic commissioning and the redesign of services in line with public service reform and the need for changing models of health and care.
- 3.2. The case for change was set out the Christie Commission Report in 2011, this report describes the set of circumstances that provided the back drop to Scotland's requirement for urgent and sustained reform to meet the unprecedented challenges facing the public sector.
- 3.3. Clear messages in terms of the financial challenge, the need to embrace a radical, new, collaborative culture throughout our public services as continuing with the current ways of working would lead to both budgets and provision of service buckling under the strain.

- 3.4. The commission emphasised the need to tackle inequalities and to focus on prevention as key to success.
- 3.5. The MIJB has 9 national health and wellbeing outcomes by which success will be measured and 23 indicators established to monitor this. The monitoring of performance occurs through the Audit, Performance and Risk Committee of the MIJB. Quality of Care is monitored through the Clinical and Care Governance Committee of the MIJB.
- 3.6. The Moray Integration Joint Board has an overarching strategy with 5 key strategic objectives:
- More people will live well in their communities – the population will be responsible for their own health and wellbeing – the community will response to individual outcomes
 - Carers can continue their caring role whilst maintaining their own health and wellbeing
 - Relationships will be transformed to be honest, fair and equal
 - Investment in a seamless workforce to ensure that skills, competencies and confidence match the needs to enable people to maintain their wellbeing
 - Technology enabled care will be considered at every intervention
- 3.7 The MIJB is currently reviewing and refreshing this strategy for 2019 onwards with the aim of developing a sustainability and transformation plan for the next 3-5 years. This plan will set out the key changes across the health and care system including Dr Grays where change and transformation is critical.

4. MORAY INTEGRATION JOINT BOARD ANNUAL REPORT

- 4.1 The MIJB is required to publish an annual report. This report was published electronically at the end of August 2019. <https://hscmoray.co.uk/performance.html>
- 4.2 This reports highlights the performance of Health and Social Care Moray alongside key partners across Moray, noting some key successes as well as areas for improvement.
- 4.3 The partnership has had some significant success in approaches to community capacity building and self-management, the work has been acknowledge nationally and has received awards from a number of different organisations. The most recent shortlisting has related to Alliance Scotland Self Management awards 2018 where the team have been shortlisted for the Boogie in the Bar initiative.
- 4.4 It is important to note that our financial position is extremely challenging and the team are working hard to understand the

implications of this on service delivery. In the coming months through budget setting the priorities, the current state of play and the risks associated with decisions that require to be taken will be examined by the MIJB and partners.

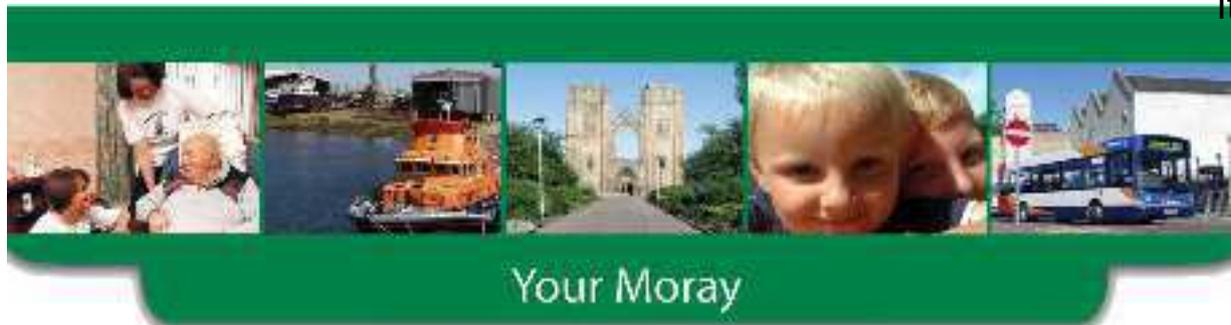
5. SUMMARY OF IMPLICATIONS

- 5.1 The progress described in the report has required very significant input and commitment from key partners and demonstrates the impact of integration and collaborative working. The challenges continue in health and social care; the confidence and the move towards transforming the health and care system is gaining pace and as such more modern and innovative approaches to health and social care are starting to emerge.
- 5.2 This time of change and modernisation is still however challenging for professionals and people to adjust to and as such there are instances of implementing change where there is contention and we have tried to work through this with the people affected at the centre.

6. CONCLUSION

- 6.1. This has been another busy year for the MIJB and the Health and Social Care Partnership. There are many exciting developments alongside the need for ongoing exploration as to how we can work differently to be able to support the profile of increasing demand and reduced capacity of services, the very challenges the MIJB was set up to address.

Author of Report: Pam Gowans
Date: 3.9.18



REPORT TO: COMMUNITY PLANNING BOARD ON 13 SEPTEMBER 2018

**SUBJECT: COMMUNITY LEARNING AND DEVELOPMENT PLAN (CLD)
2018-2021**

**BY: ACTING CORPORATE DIRECTOR EDUCATION AND SOCIAL
CARE**

1. REASON FOR REPORT

- 1.1. Compliance with the CLD (Scotland) Regulations 2013 to publish a CLD Plan under the leadership and direction of the Moray Community Planning Board.

2. RECOMMENDATION

2.1. It is recommended that the Community Planning Board:-

- i) considers and approves the 2018-2021 CLD Plan;**
- ii) notes the improvement priorities; and**
- iii) supports the governance measures as detailed in section 4.2 of the report.**

3. BACKGROUND

- 3.1. In June 2012 Scottish Government published “Strategic Guidance for Community Planning Partnerships: Community Learning and Development” and subsequently the CLD (Scotland) Regulations came in to force in September 2013 requiring local authorities to develop, in conjunction with learners, communities, learning providers and partners, a community learning and development plan.
- 3.2. The first CLD Plan was delivered in 2015 by tsiMORAY. It became clear that there was limited buy in from partners in achieving the goals in the plan and that the expectation that there would be locality learning partnerships was not feasible with the infrastructure change at that time. Since then there have been a number of senior staff changes across the partnership and in June 2018 the CLD Partnership reformed and refocussed with a specific remit for CLD. Terms of Reference have been agreed and specific CLD targets over the 3 years of the new plan have been mapped. The Acting Corporate Director who is the chair of the partnership has been designated as the reporting officer to the Board and the structure for reporting agreed.

- 3.3. The new CLD Plan 2018-2021 has built on evaluation events linked to partnership work, family learning, introductory CLD sessions, training evaluation feedback, CLD Network and learner feedback. Sessions were delivered at tsiMORAY's "Join the Dots", the Community Engagement Group and the Federation of Village Halls and Associations. Organisations working with equality groups were met with and improvement issues noted.
- 3.4. This plan has been written mindful of the resource challenges across the partnership and the desire not to build expectations that could not be realistically met. The strategic targets represent the "added value" that working in partnership can bring. Behind these targets partners have their own priorities relating to CLD provision. It is recognised that the "unmet need" will change as opportunities become available and people and communities develop.
- 3.5. The draft CLD Plan 2018-2021 is found in **Appendix 1**.
- 3.6. The Health Inequalities and Fairer Scotland Duty Impact Check/Assessment can be read in **Appendix 2**.
- 3.7. The practitioner targets can be read in **Appendix 3**. This is changing based on resource decisions, plus the governance arrangements as outlined in the CLD Plan.

4. SUMMARY OF IMPLICATIONS

- 4.1. The CLD Plan and targets therein will be a living working document. Once a new chair of the Community Planning Board is appointed the introduction will be replaced and published on Your moray and the new tsiMORAY website.
- 4.2. In order to comply with governance arrangements the Community Planning Board will receive annual performance reports and be invited to events in CLD Celebration month. Board members are encouraged to make every CLD opportunity count.

5. CONCLUSION

- 5.1. This report recommends that the Community Planning Board approves the CLD Plan 2018-2021

Author of Report: Karen J. Delaney
Background Papers:
Ref:

COMMUNITY LEARNING & DEVELOPMENT *in action*

Our plan for 2018-2021



**Moray
Community Planning
Partnership**

Contents

Section 1

Welcome	Page 3
-------------------------------	--------

Section 2

CLD Activities	Page 4
--------------------------------------	--------

What is Community Learning & Development?	Page 5
---	--------

Policy Goals within CLD Regulations	Page 6
---	--------

Section 3

CLD Governance	Page 7
--------------------------------------	--------

Staff, Networks & Communities	Page 7
---	--------

Looking Back	Page 7
------------------------------------	--------

Moving Forward	Page 8
--------------------------------------	--------

Getting It Right For CLD in Moray	Page 9
---	--------

Section 4

Resource Context	Page 10
--	---------

Section 5

Moray Local Outcomes Improvements Plan Priorities	Page 11
---	---------

Section 6

Unmet Needs	Page 12
-----------------------------------	---------

Section 7

Partnership Strategic Targets	Page 13
---	---------

Appendices

1 – Membership	Page 19
--------------------------------------	---------

2 - Glossary of Terms	Page 20
---	---------

3 – CLD Outcomes	Page 22
--	---------

This draft plan is available on the Your Moray and **tsiMORAY** websites this week to evidence the **Requirement for CLD (Scotland) Regulations 2013**.

Moray Council has recently had a change of administration and therefore representation on various committees has also altered.

The draft CLD Plan having been presented and discussed at the Community Engagement Group and Community Planning Officers Group will be tabled at the Community Planning Board this month, where a new chairperson will be duly elected.



Subsequently the plan will be updated with an introduction from the new chairperson in October 2018.

Regards

A handwritten signature in black ink that reads "Karen J. Delaney".

Karen J. Delaney
CLD Support Officer



Youth Work

Children's Clubs Brownies

Boys Brigade Scouts Dance Groups

Essential Skills LEAD Scotland Village Halls

Play Schemes Community Councils Charitable Trust

Library Sports groups **Youth Councils** Men's Sheds Playgroups

Nurseries Outdoor Learning Gala Events Action Groups Lunch Clubs

Tutoring **Community Learning & Development** ATC

Singing Groups Enterprise Groups Foodbanks Mobile Information Groups

Group Work Accredited Learning Inclusion Groups Social Groups

Cubs Volunteering Working Groups Training Delivery

Breakfast Clubs One to One Groups Be Active Lifelong Groups

Drop in Groups Church Groups D of E Adult Guidance

Scottish Youth Parliament Heritage Groups tsiMORAY Community Planning Groups

Groups Community Advice Groups Community Safety Groups

Careers Guidance Third Sector Forums

Community Associations Community Engagement Groups

Health & Wellbeing Groups Credit Unions

Environmental Groups Community Based Adult Learning

Participatory Budgeting **Community Centres**

Social Justice Groups COMMUNITY COUNCILS



Duke of Edinburgh Expedition at Lochnagar – 2017

So what is Community Learning & Development and why do we need a plan?

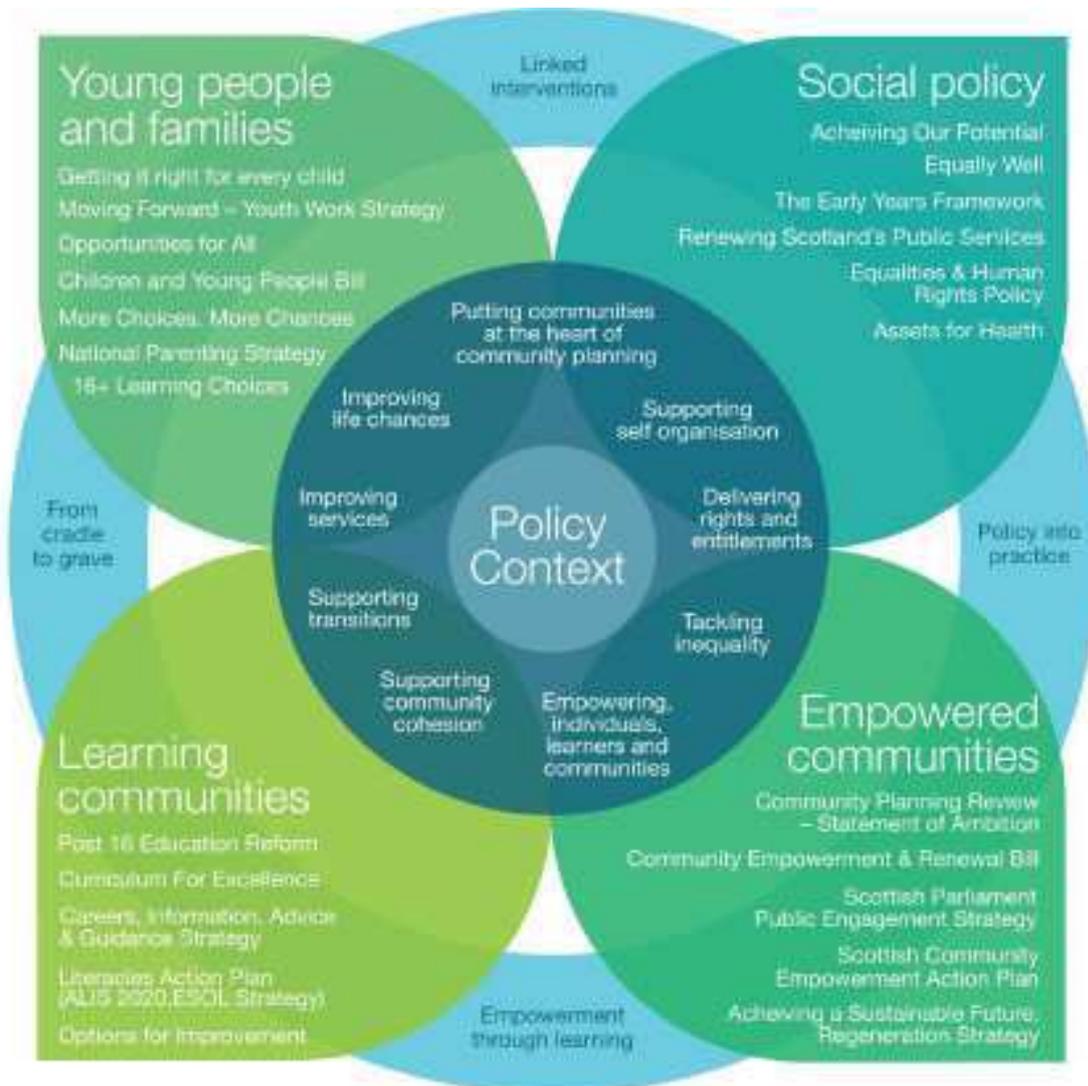
Community Learning and Development (CLD) is delivered in diverse settings across Moray by a wide range of organisations and services including the Third Sector. Whilst some community groups may not appreciate that what they are actually engaged in falls under the heading of CLD activity, larger organisations and services should recognise that the work links to a set of distinct values, attitudes and competences:

<http://cldstandardscouncil.org.uk/resources/the-competences/>

The Scottish Government's aspiration is that **“CLD should empower people, individually and collectively, to make positive changes in their lives and their communities through learning.”**

Guidance was issued to Community Planning Partners in 2012 to oversee developments; however it was down to the local authorities to **“provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of CLD partners in the reform of public services.”**

The requirements for Community Learning and Development (Scotland) Regulations 2013 place a legal requirement on local authorities to take this role forward and require the publication of a plan every 3 years. This direction sits amongst significant legislation and policy expectations which all impact on service providers and communities. We now also have the Fairer Scotland Duty 2018 to comply with:



Acknowledgement: Education Scotland

The following policy goals are within the CLD Regulations:

- To ensure communities across Scotland, particularly those that are disadvantaged have access to the CLD support they need
- To strengthen co-ordination between the full range of CLD providers, ensuring that Community Planning Partnerships, Local Authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance
- To reinforce the role of communities and learners in the assessment, planning and evaluation process, enabling them to shape CLD provision
- To make the role and contribution of CLD more visible



"Every Volunteering Opportunity begins with...

A Cup of Tea"

Glasgow School of Art Partnership Project 2017 - tsi MORAY

Community Learning & Development Governance

This plan builds on the learning from the previous 3 years but core to this was the need to revise the governance arrangements to comply with legislative requirements.

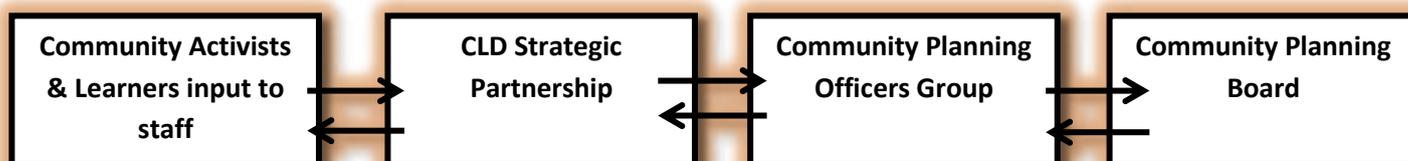
In January 2018 Education Scotland inspectors visited Moray for a strategic and place-based inspection in the Buckie ASG area and delivered a report with the following improvement targets:

- **Improve leadership, governance and planning for change at all levels in line with legislative requirements**
- **Improve approaches to the management of risks and meeting CLD standards**
- **Improve the systematic gathering, analysis and sharing of performance information across partners**

Strategically Moray was evaluated as WEAK. The CLD Strategic Partnership had already started work to address the issues and the report confirmed what was known. The Partnership agreed that they would adopt the national CLD priorities as their focus:

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

The proposed Governance Structure will be discussed in September 2018 with a named officer strategically with reporting responsibility:



Staff teams, Networks & Communities

A new Terms of Reference was agreed by partners in July 2018 to take forward our CLD Strategic Partnership including business accountability which has been shared with the Community Planning Officers Group and Education Scotland staff. Information will in future be accessible through the new **tsiMORAY** website and the **Your Moray Community Planning** website so there will be transparency.

Looking Back...

In the first CLD Plan 2015-2018 the intention was to develop locality plans and learning partnerships in each associated schools group area but it was quickly evident that this was not sustainable because of restructuring and the prioritisation of resources to early intervention. There is not a CLD Service in this authority to progress actions, so Moray is reliant on good partnership working to take forward a community learning and development approach to deliver services. Consequently the CLD outcomes as detailed in Appendix 3 may be interpreted differently depending on who delivers the provision and their motives of engagement. The original CLD Plan was not owned by the partnership therefore the need to start afresh, albeit with significant work achieved by different partners, was recognised. A CLD Strategic Partnership final review of the first plan will take place in October 2018. In the interim the Education Scotland inspection of the Buckie area in 2018 affirmed key strengths:

- Strong partnership between Buckie High School, youth workers and other partners that is enriching the learning offer for young people; and a

- Strong culture of volunteering and effective community groups contributing to a strong sense of place

The provision was evaluated as Good. As a partnership we need to ensure that the learning offers are well signposted and consistent in each associated schools group, that between school and community all learners feel included and have a range of accessible opportunities and experiences to enable them to aspire.

Moving Forward...

This new plan focusses on reinvigorating the strategic group, their terms of reference and partnership work plus 5 themed improvement areas developed with local people:



People: Improving the learning offer across communities



Place: Making the most of assets and opportunities in communities



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



Publicity: Improving understanding of CLD through better publicity, networking and information sharing



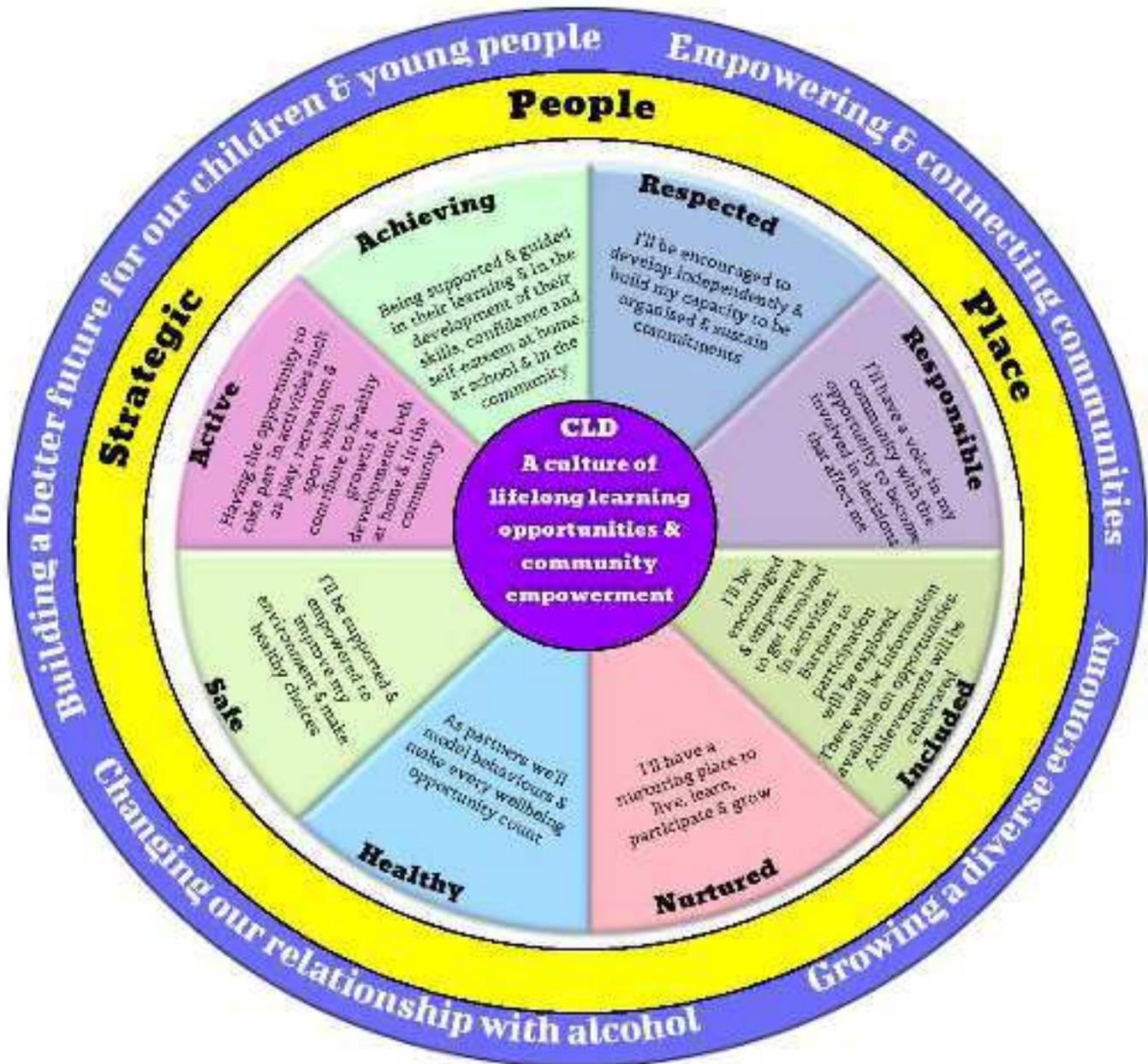
Strategic: Ensuring robust scrutiny and accountability through transparent reporting processes



“CLD - A Road to Travel”

15th May 2018

LOIP Themes
Local People's CLD Themes
GIRFEC Themes



Adapted from Scottish Government GIRFEC

Resource Context

Whilst the legislative base for CLD has never been stronger, plus the need for individuals and communities to have access to community learning and development support, partners and communities are operating in extremely challenging circumstances.

Moray Council is required to make £15 million savings by the end of 2018-2019 and a public consultation will take place in October 2018. The current forecast indicates that, if no action is taken to operate within our income, all reserves will be used up by March 2019 to prop up services and the Council will face a recurring annual shortfall of £23 million. There is a minimum 15 % service savings target forecast in July 2018.

The Third Sector has to create more funding bids for less reward as the market is increasingly competitive. Funding from the local authority has diminished and the expectations of in-kind support to networks although willing, cannot be realised due to their own sourced funding restrictions.

Staff in the NHS and Health and Social Care, have funding streams which work in collaboration with partners to identify and address needs. This capacity to co-produce and deliver capacity building in partnership will be significantly reduced with the predicted savings.

With this backdrop to services a pragmatic approach to consultation was required to develop the CLD Plan to ensure that unrealistic expectations were not raised. Inputs and sessions were delivered to a range of organisations from the Federation of Village Halls to the Community Engagement Group, the CLD network meetings, and a workshop delivered at the annual tsiMORAY “Join the Dots” conference for activists to “CLD: the road to travel” workshops targeting local people. 14 specific equalities groups were met with to listen to their needs and aspirations plus improvement ideas for provision. A survey monkey targeting the secondary school pupils had a poor yield.

All of the improvement suggestions that were raised were listened to and almost all have informed the targets and ongoing discussion in the strategy group.



“Join The Dots”

tsiMORAY Event - 25th March 2018

Moray Local Outcomes Improvements Plan Priorities

The vision of the Community Planning Partnership for Moray is **raising aspirations through expanded choices, improved livelihoods and wellbeing**. In seeking to achieve this four main priorities have been identified to drive the work through consultation with partners:

- 1. Growing, a diverse and sustainable economy;**
- 2. Building a better future for our children and young people in Moray;**
- 3. Empowering and connecting communities;**
- 4. Changing our relationship with alcohol.**

Analysis of the extensive data confirms the main issues for the Community Planning Partnership include:

- Above average percentages of older people, particularly in the more rural and coastal areas which creates challenges in relation to service delivery and access and social isolation
- Low wage economy and reliance on a small number of industries impacting on our economic diversity
- Influence of the MOD on population dynamics and reliance upon it for jobs increasing our reliance on this industry for our economic sustainability
- And outward migration of young people leaving school for higher education and a poor rate of return in later years
- Variation in outcome for young people in relation to attainment and post-school destination impacting on their choices for the future
- Variation in outcome for smaller communities within Moray-particularly prominent in Elgin but also evident in other areas and a town/rural divide seems to emerge
- Our geography/rurality and subsequent access to services and social isolation
- The impact of Public Sector constraints.

Further work was done looking at the variation in communities and their outcomes and seven communities were identified to engage with local people and offer focussed partnership support. As it is a learning curve for everyone involved two different approaches will be taken by the Partnership to see what works best for local people and communities. In New Elgin East the proposal is to “develop an environment of increased aspiration that will lead to increased attainment, better health and wellbeing and increased involvement in their community.” In Buckie Central East the proposal is to have “an increase in attainment, increased employability and a greater voice in community affairs.” Central to this will be to build the outcome measures with the community so they own and drive the change. As knowledge and understanding grows, new prioritised communities and their themes will be progressed.

An information mapping exercise has been completed to identify local services and support for the Family Information Service http://morinfo.moray.gov.uk/show_details.php?org=1

Unmet Need

It is part of the regulations that Partnerships must highlight the areas that they are unlikely to be able to address over the plans cycle. Opportunities to discuss the gaps and potential solutions will be part of the strategic work and it is recognised that these will change with emerging opportunities. The following issues have been highlighted from meetings with community groups, practitioners and equality groups:

PEOPLE

The lack of free crèche provision or respite care supporting classes and initiatives is a barrier for parents/carers to access learning opportunities. Local delivery of provision is generally preferred however numbers to sustain provision and limited rural transport to be able to attend opportunities is lacking.

Consistent universal youth work opportunities are not available in each community and may not be covered by Third Sector partners leading to limited achievement for young people. A consequence of the timetable change to the 33 period week means that some of the lunchtime opportunities are not sustainable, and rural young people in particular will miss out.

Learning provision for non-accredited activities, below national 4 awards are limited and may not be picked up through future leisure class provision.

There is a lack of capacity to support fully the transitions from child to adult services, plus life and work transitions. Demand for support via volunteers is high but the infrastructure to sustain and support the volunteers is very limited.

As there are no CLD Service practitioners at a local level and Third Sector short-term contracts are the norm, this limits flexibility to respond promptly to community need and build relationships in local communities through a CLD “presence.” The CLD Strategic Partnership will endeavour to cover this but it is realistic to say that rural communities in particular will miss out.

PLACE

For a number of community groups the current let charges for hall amenities prevents them from accessing and initiating provision. Already press coverage from some of the newly transferred community asset transfers have highlighted hall committee intentions to reduce the tariffs, but whether this can be sustained once all the overheads are accounted for will be challenging.

As the culture changes from statutory led to community led projects and provision, there will be a need to support initiatives when the community is ready to take them on. Funding to support and sustain this, at the time of need, may not be available.

PUBLICITY

There will be a growing reliance on voluntary groups and third sector organisation to cascade information on top of their core business. The lack of core administrative infrastructure means that some individuals and groups will miss out. It also assumes that all groups have a digital footprint.

PROSPECTS

As organisations find it harder to fund training and release staff we need to find new ways of offering and cascading learning. Practitioners cannot attend the networks and meet as they previously did which impacts on their knowledge and partnership working, leading to isolation. The digital solution does not meet all learning styles. There is a lack of opportunity to embed succession planning for staff with fewer opportunities to shadow experienced workers. The opportunity to go outside Moray to see, experience and learn about other provision has also reduced.

Strategic Partnership Targets

Partners completed the targets for their own service over the lifetime of this plan, which was the first time that this had been mapped and information shared. Monitoring of these targets, which include the post inspection improvement plan, will populate annual CLD reports and publicity. From this process partners then focussed on what the added value was of the partnership to channel the focus and delivery. This was supported by the Education Scotland post inspection support sessions in August 2018. Whilst we are starting a process of fuller accountability and understanding it is early days in the grounding of CLD practice and performance management which the partnership are committed to deliver.



“Evaluation Tool”

December 2017



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

Target	
	People
	Place
	Prospects
	Publicity
	Strategic

LOIP themes: 1,2,3,4			Outcomes			Performance	
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd Year	Measure	Lead
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	All staff are using the language of “learning offer” and encouraging networks to do so	“Learning offer” is routinely used and practitioners are comfortable with this language	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
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	Gaps identified & information shared to wider networks to find solutions	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
Improve the use 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	Improved understanding of how we work with volunteers as a partnership	Volunteers invited to lead recruitment opportunities and describe CLD	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



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

Target
People
Place
Prospects
Publicity
Strategic

LOIP theme: L3			Outcomes			Performance	
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd Year	Measure	LEAD
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	Partners and services prioritise budget to local peoples identified needs/solutions	Partners respond to capacity building needs of Localities to build sustainability	Number of local people and partners engaged; Locality Plan in place; Evaluation reports on pilots	CSU
	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	CAT members have the training and skills to progress formal ownership of the assets; Applications for transfer submitted to Moray Council	Increase in confidence that communities can manage assets; Issues identified that require more input	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
	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	Community groups will have insight into the process of how to contribute and progress the transformation of Council services with the target of 1% of the resource budget.	Evidence of co-design of Moray Council services and development of new delivery methods	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



Partnership Strategic Targets: Prospects

LOIP priority		Target
L1	Growing a diverse economy	People
L2	Building a better future for our children & young people in Moray	Place
L3	Empowering & connecting communities	Prospects
L4	Changing our relationship with alcohol	Publicity
		Strategy

LOIP theme: L1,2,3,			Outcomes			Performance	
The Need	Baseline Data 2017-2018:	Input	1 st Year	2 nd Year	3 rd Year	Measure	Lead
Ensure the CLD workforce is skilled with access to opportunities and accreditation	300 participants attended Community Training Calendar sessions; 4xHow good is our focussed themed sessions delivered with 202 participants; 19 Moray practitioners at (free)North Alliance Conference 2018; 170 people attended "Join the Dots"; 19 members of the CLD Standards Council; 3 CLD network meetings; No CLD work-based route students and PG Cert Students	Create a CLD workforce strategy; Deliver a community training calendar; Education Scotland support sessions post inspection; North Alliance 6 audio meetings; current secretarial role; 2 themed events linked to Regional Improvement Collaborative themes; 3 CLD network meetings per year;	Increased awareness of progression steps for learners	Increased co-delivery of training opportunities and CLD signposting	Positive CLD testimonies collected from key partners highlighting a range of applicable destinations	Workforce strategy completed and monitored; 20 testimonies collated per annum. Annual calendar produced with 10 courses; 2 quality indicator focussed sessions delivered; Core sessions delivered; partners progressed within networks and needs identified. Family Learning & Evaluative writing sessions delivered Increased number of community groups represented at annual tsiMORAY event 10% Increase in membership of CLD Standards Council; Network meetings reported annually; 1 student supported on Higher Education	SDS/CLDSO CLD Support Officer CLD Support Officer CLD Support Officer tsiMORAY ALL Partners CLD Support Officer Budget Holders



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

Target
People
Place
Prospects
Publicity
Strategy

LOIP themes:L1,2,3,4			Outcomes			Performance	
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd Year	Measure	Lead
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 ;	Practitioners and Leaders see and recognise CLD activity and capture impact	An increase in understanding, ownership and contribution in the creation of the third CLD Plan by community groups.	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



Partnership Strategic Targets: Strategic

LOIP priority		Target
L1	Growing a diverse economy	People
L2	Building a better future for our children & young people in Moray	Place
L3	Empowering & connecting communities	Prospects
L4	Changing our relationship with alcohol	Publicity
		Strategy

LOIP theme: L3			Outcomes			Performance	
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd Year	Measure	Lead
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	Partners can identify and explain or question trends. Improved partnership understanding of others services.	Trends can be acted on and improvement measures devised from a position of shared understanding. Contributing to improved scoring of Quality indicator 1.1	Quarterly reports completed and submitted by all members; Annual performance report submitted to Community Planning Board	Chair CLDSO & Research Information Officer
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	Impact on service delivery as a result of learners experience	Consistent learners' voice gathered and acted on. Some learners and community groups will be engaged in gathering case-studies/experiences	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 Opportunities for All Officer

Appendix 1 - Membership

The CLD Strategic Partnership is made up of the following representatives:

- tsiMORAY <http://www.tsimoray.org.uk>
- LEAD Scotland <http://www.Lead.org.uk>
- NHS Grampian <http://www.nhsgrampian.org>
- Skills Development Scotland <http://www.skillsdevelopmentscotland.co.uk>
- Moray College UHI <http://www.moray.uhi.ac.uk>
- Moray Council <http://www.moray.gov.uk>
- Community Engagement Group http://www.yourmoray.org.uk/ym_standard/Page_104947.html



“How Good Is Our Family Learning?”

18th January 2018

Appendix 2 – Glossary of terms

ASG: the educational groups i.e. nurseries, primaries that feed into a secondary school catchment area

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

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

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

CLD Standards Council: The registration body for everyone involved in CLD in Scotland.

CLD Workforce: Paid or unpaid CLD practitioners

Communities of interest: Groups of people who share a common identity (e.g. Men's Sheds) or common experience (e.g. teenagers).

CSU: Community Support Unit: local authority staff within the Chief Executives department who support community capacity building and consultations.

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

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

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

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

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

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

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

Opportunities for All: Every young person who is leaving compulsory education and moving on to further learning, training or employment should receive an offer of post-16 learning. The Scottish Government made this commitment to improve young people's participation in learning or training (and, ultimately, employment) between the ages of 16 and 20 and beyond.

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

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

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

North Alliance: a partnership of third sector and local authority CLD practitioners who strive to share practice and skills in the 7 northern authorities to build the capacity of the workforce and reduce professional isolation.

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

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

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



“How Good Is Our Family Learning?”

18th January 2018

Appendix 3 – CLD Outcomes created from the national Youth Work sector, CLD Managers and Third Sector partnerships

Youth Work	Adult Learning	Community Development
<ul style="list-style-type: none"> Young people are confident, resilient and optimistic for the future 	<ul style="list-style-type: none"> Adult learners are confident, resilient and optimistic for the future 	<ul style="list-style-type: none"> Communities are confident, resilient and optimistic for the future
<ul style="list-style-type: none"> Young people manage personal, social and formal relationships 	<ul style="list-style-type: none"> Adult learners develop positive networks and social connections 	<ul style="list-style-type: none"> Communities manage links within communities and to other communities and networks
<ul style="list-style-type: none"> Young people create, describe and apply their learning and skills 	<ul style="list-style-type: none"> Adult learners apply their skills, knowledge and understanding across the four areas of life 	<ul style="list-style-type: none"> Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs
<ul style="list-style-type: none"> Young people participate safely and effectively in groups 	<ul style="list-style-type: none"> Adult learners participate equally, inclusively and effectively 	<ul style="list-style-type: none"> Community members form and participate equally, inclusively and effectively in accountable groups
<ul style="list-style-type: none"> Young people consider risk, make reasoned decisions and take control 	<ul style="list-style-type: none"> Adult learners are equipped to meet key challenges and transitions in their lives 	<ul style="list-style-type: none"> Communities consider risk, make reasoned decisions and take control of agendas
<ul style="list-style-type: none"> Young people express their voice and demonstrate social commitment 	<ul style="list-style-type: none"> Adult learners express their voices, co design their learning and influence local and national policy 	<ul style="list-style-type: none"> Communities express their voice and demonstrate commitment to social justice and action to achieve it
<ul style="list-style-type: none"> Young people’s perspectives are broadened through new experiences and thinking 	<ul style="list-style-type: none"> Adult learners critically reflect on their experiences and make positive changes for themselves and their communities 	<ul style="list-style-type: none"> Community members’ perspectives are broadened through new and diverse experiences and connections

**Thank you for taking the time to read our plan.
If you have any questions please do not hesitate to contact:**

CLD Support Officer, Moray Council Tel 01343 56 3989



This simple tool will help you to screen your proposal, plan or programme to address health inequalities *and* support you in addressing the Fairer Scotland Duty. The tool is a local modification of the Scottish Health Inequalities Impact Screening Network (SHIAN) checklist.

Record of decision in fulfilment of the Fairer Scotland Duty

Programme/plan/proposal Community Learning and Development Plan

Is this proposal/decision/plan* **strategically important?**

YES

- ✓ Record the decision here
- ✓ Begin the Fairer Scotland assessment process as part of the development of the programme/plan/proposal.
- ✓ Use Health Inequalities and FSD Impact Check/Assessment - or similar - to support this.

NO

- ✓ Record clearly below the rationale for your decision.

This plan sets out the strategic direction and actions for Community Learning and Development in Moray in response to the CLD (Scotland) regulations 2013. This plan will inform/ determine the need for learning opportunities, reporting and performance measures; including the impact on Moray Communities.

***Examples** of strategic decisions include producing major investment plans, developing new strategic frameworks, developing significant new policies or proposals, preparing an annual budget, major procurement exercises, decisions about the shape, size and location of the estate, preparing locality plans, or corporate plans, or commissioning of services

Appropriate senior officer – post and signature



Acting Corporate Director, Education & Social Care, Moray Council

Chair, CLD Strategic Partnership

Date: 04 September 2018

This form will be published on NHSG website. Please send it to Public Health, via Andrea Thomson, Andreathomson1@nhs.net

Linda Leighton-Beck
Head of Social Inclusion
Public Health
5/18

Health Inequalities and FSD Impact Checklist

Community Learning and Development Plan

Populations	Could these groups be affected differentially by the proposal?
Older people, children and young people	<p>This plan has specific focus on communities, including;</p> <p>Children & young people, including those from disadvantaged backgrounds particularly in the locality plan priority areas.</p> <p>Older people; including those with specific requirements (SET groups)</p> <p>Young People; with an emphasis on employability and accreditation.</p>
Women, men and transgender people	<p>Community learning opportunities are open to all.</p> <p>Diversity training is available to support communities and staff secure a greater understanding of transgender needs.</p> <p>Gender neutral toilets/facilities are not widely available or promoted.</p>
People who are pregnant and using maternity services	<p>This plan proposes to recognise and promote learning opportunities are sited; particular for vulnerable pregnant women (Baby Steps & Healthy Start).</p> <p>Step by step provides support and opportunities for families.</p>
Disabled people	<p>Consider formats for sensory impaired learners; large print; brail, sensory impaired by utilising existing services such as North East Sensory Service and third sector groups.</p> <p>LEAD Scotland are active partners/advisors on the CLD Strategic Partnership. Other Third Sector groups and providers themselves or through volunteers may act as advocates to support disabled people.</p> <p>It is recognised that there may be factors impacting on people with disabilities accessing community learning and development opportunities.</p> <p>Actions to minimise would be to carry out risk assessments and make contact with Health and Social Care's "Hands up to Volunteering" for example.</p>
Minority ethnic people	<ul style="list-style-type: none"> • Non-native speaking residents of Moray are substantially disadvantaged with respect to education and community

	<p>opportunities.</p> <ul style="list-style-type: none"> • Interpreters and language support – greater support for those, whose first language is not English. Approximately 36 countries are involved in current ESOL classes, with learners ranging in age from 18 – 79. • Over 5% of Scottish residents speak another language apart from English at home. • Reference to Adult Literacy’s in Scotland 2020 • Sustained engagement is difficult as emails and texts often go unanswered.
Refugees and asylum seekers	<p>Non-native speaking residents of Moray are substantially disadvantaged with respect to education and community opportunities.</p> <p>Current LA officer has retired; awaiting guidance.</p>
People with different religions or beliefs	Information if shared is respected and supported where possible.
Lesbian, gay, bisexual and heterosexual people	Inclusion is at the core of all provision.
People who are unmarried, married or in a civil partnership	Inclusion is at the core of all provision
People living in poverty/people of low income (FSD)	<p>Locality plans will target areas where there are poorer outcomes.</p> <p>Strategically a Strategy is being developed and there are initiatives in Moray supporting specific issues that have arisen as a result of poverty.</p>
People who are homeless	Sustained learning is challenging due to lack of sustainability; access to community venues is reduced and chaotic lifestyle impact on sustained commitment.
People involved in the criminal justice system	Inclusion is at the core of all provision; once risk assessment completed. Community Justice/Family’s outside support and promote learning opportunities.
People with mental health illness	Mental Health and wellbeing services have supported and contributed to the CLD plan and promote learning opportunities. Resource support can impact on learning opportunities.
People with low literacy/numeracy	Essential skills is a universal, inclusive service catering for people post school. A part-time youth literacy worker supports the transition phase.
People in remote, rural and/or	Limited transport public transport opportunities limits access

island locations	to provision and access to community venues and activities is reduced. Broadband access can be limited in rural areas.
Carers	Lack of respite care; timings and duration of sessions/activities could potentially impact on access to learning opportunities.
Staff	Organisations have challenges releasing staff to attend opportunities; exploring new ways of cascading learning. Infrastructure to sustain and support volunteers is very limited.
Health Determinants	
What impact will the proposal have on health-related behaviour?	As partners we will model healthy behaviours and make every wellbeing opportunity count. Regular reporting on inputs will identify future needs; which will impact and inform future strategic delivery.
What impact will the proposal have on the social environment?	A culture of the values and ethics of CLD within the partnership and associated delivery should develop a culture of lifelong learning opportunities and empowerment.
What impact will the proposal have on the physical environment?	Legislative requirements mitigate any impact on physical environments, but it is recognised that community asset transfer of venues may impact on the experience of the provision by participants e.g hearing impaired (no loop system).
How will the proposal impact on access to and quality of services?	Governance measures will be via the CLD strategic partnership. Quality measures such as How Good is our Third Sector; How Good is the learning in our community and Quality Improvement Methodology will be in place.
What impact will the proposal have on equality?	The CLD plan promotes inclusion and equality of opportunity. Reporting via the strategic partnership will identify any unmet need that the partnership will consider and find solutions to.
Supporting Evidence on socio-economic disadvantage and inequalities of outcome (FSD)	Targeted locality plans are support by data and community engagement to improve outcomes.

Summary/recommendations for publication in fulfilment of FSD Duty*

CLD Strategic Plan
Date of screening: 13:08:18
Assessment and Improvement
Completing this impact checklist at this stage in the process has been a very useful exercise; it

has reassured us that the strategic plan is focussed on addressing inequality and that many issues requiring to be addressed have already been considered. However the dynamic resource context highlights the potential unmet need that as a partnership we need to regularly reconsider.

Decisions/ Recommendations: To support the delivery of the CLD Plan a detailed action plan has been produced in collaboration with partners and has set out the CLD actions for delivery over the 3 year period between 2018 and 2021.

The Education Scotland Inspection of the Buckie Coast area resulted in a CLD improvement plan. The actions contained in this have been incorporated into the CLD plan 2018-2021, any partner resource decisions should be taken in light of the CLD statutory regulations; training sessions will be delivered by Education Scotland in August 2018 on the requirement.

Name, signature and e-mail of appropriate senior officer

Susan Thom

Area Public Health Co-ordinator

Laura Sutherland

Acting Health & Wellbeing Lead, Health & Social Care

Karen Delaney

CLD Support Officer, Moray Council

NHSG is required to publish all assessments in connection with the Fairer Scotland Duty. Please send copy of this *summary*, for publication, to Andrea.Thomson1@nhs.net

Dr Linda Leighton-Beck
Head of Social Inclusion
Public Health 5/18



Practitioner Targets

People: this section focusses on learning opportunities

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 - People			Outcomes			Performance	
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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	1 st Year	2 nd Year	3 rd 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	1 st Year	2 nd Year	3 rd 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	1 st Year	2 nd Year	3 rd 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	1 st Year	2 nd Year	3 rd 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 L2
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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 L2
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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 Numbers of conversations/DIY MOT self-checks recorded 2017 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 Number of DIY MOT's completed	Health Improvement Team L2,3,4

	& Evaluation of service 2017	opportunities & the delivery of DIY MOT's 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 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 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 3 rd CLD plan.	Project Development Tool Annual reports	Engagement Team L2,3

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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 3 rd CLD Plan	Publicity evidence of engagement MALF re-established Learners priorities implemented	MCUHI Highland & Islands Student Association L2,3

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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 L2

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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	1 st Year	2 nd Year	3 rd 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

	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. Contributions from partners.	accreditation. 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.		
The Need	Baseline Data	Input	1st Year	2nd Year	3rd Year	Measure	Lead
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. Strategic guidance in the <i>Adult Literacies in Scotland 2020</i> notes "the importance of ESOL literacy and language skills" 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. 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. Aim to have		In line with the ESOL Strategy for Scotland which identifies 5 Principles of Provision: <ul style="list-style-type: none"> - Inclusion - Diversity - Quality - Achievement - Progression We will ensure that substantial advertisement is provided in the local area for the provision of classes. We will measure: The origin of students attending classes; No of students enrolled; No of students obtaining an SQA qualification;	ESOL Project Coordinator L1,3

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	1 st Year	2 nd Year	3 rd 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. <ul style="list-style-type: none"> • Sustained learning • Increased confidence • Increased knowledge • Increased ability to communicate skills • Improved digital skills 	<ul style="list-style-type: none"> • Decreased social isolation • Improved health and wellbeing • Increased family support • Reduced stress 	<ul style="list-style-type: none"> • Increased community confidence • Increased ability to influence change • Increased community cohesion 	<ul style="list-style-type: none"> • 10% of participants take up a place on a course of FE or HE study. • 70% of participants engaged in one or more of the four areas of community contribution. • 85% of participants are engaged in new, informal learning activities or have identified the activities they will undertake in the next 6 months. • 75% of participants show improved confidence in communicating their existing and new skills. • 85% of learners exit into positive destinations. • 40% of participants identify previously unrecognised skills resulting in unexpected 	Lead Scotland L1,3

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	<ul style="list-style-type: none"> • Reduced reliance of people with disabilities on family/third party support in accessing services 	<ul style="list-style-type: none"> • More transitions to FE/HE/+ve destinations • Improved life potential • Increased community engagement • Increased digital skills. 		

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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	<p>Family learning is an approach to engaging families in learning outcomes that have an impact on the whole family –<i>Education Scotland</i>.</p> <p>Family learning is a powerful method of engagement and learning which can foster positive attitudes towards</p>	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;	<p>Improved participation in learning programmes that support wider family</p> <p>Learners are able to demonstrate the basic skills gained</p> <p>Parents are able to</p>	<p>Reduced provision based on budget outcomes leading to reduced output or inconsistent provision across Morays communities.</p> <p>Staff are confident in</p>	<p>Reduced provision based on budget outcomes leading to reduced output or inconsistent provision across Morays communities.</p> <p>Staff are confident in learning offer and provision further refined.</p>	<p>Feedback from learners</p> <p>Evaluation by learners and tutors/staff</p> <p>Statistical trends</p> <p>Progression of these learners to other opportunities/learning providers</p> <p>Feedback and evaluation from partners</p>	<p>Principal Librarian</p> <p>L1,2,3</p>

	<p>lifelong learning, promote socio-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 & Opportunity: A Strategy for Public Libraries in Scotland 2015-2020 – Strategic Aim 2: Libraries Promoting Social Wellbeing.</p> <p>Inconsistent provision based on resources available and parental engagement.</p>	<p>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</p>	<p>confirm and demonstrate increased confidence in supporting their children</p> <p>Celebration of achievement where learners and tutors talk about achievement. Staff are confident in learning offer delivered</p>	<p>learning offer and provision further refined.</p>			
The Need	Baseline Data	Input	1st Year	2nd Year	3rd Year	Measure	Lead
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 Evaluation of work experience by the	Principal Librarian

<p>to improve their confidence and enhance their skills and employability</p>	<p>2015-2020 – Strategic Aim 3: Libraries Promoting Economic Wellbeing.</p> <p>Corporate Plan Outcome – “an increase in 16-29 year olds living and working in Moray” and “increased attainment”</p> <p>Information not previously collated.</p>	<p>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</p>	<p>through the identification of potential learning outcomes and development of skills and knowledge</p> <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</p>	<p>and how provision can best support their need.</p>	<p>support their need.</p>	<p>young people</p> <p>Trends in uptake of work experience; target and support 10 young people per annum.</p> <p>Progression of these young people to other learning opportunities/learning providers</p> <p>Feedback and evaluation from partner agencies/schools</p>	<p>L1,2,3,4</p>
---	---	--	--	---	----------------------------	--	-----------------

			knowledge gained				
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd Year	Measure	Lead
To support the development of skills for life, work and employability through the delivery of ICT support and learning	<p>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.</p> <p>Corporate Plan Outcome – Economic Development and employability/ increased skills</p> <p>Information not previously collated.</p>	<p>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;</p>	<p>Improved participation in job clubs</p> <p>Improved participation in 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</p>			<p>Feedback from learners</p> <p>Evaluation by learners and tutors/staff and volunteers</p> <p>Statistical trends</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>Principal Librarian</p> <p>L1,2,3,4</p>

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

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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 <i>An increase in attainment, increased employability and a greater voice in community affairs</i>	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	1 st Year	2 nd Year	3 rd 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

<p>themselves complementing sustainable economic growth at a community-based level that will lead to employability opportunities in 7 vibrant communities</p>	<p>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</p>	<p>transfer is concluded.</p>	<p>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.</p>	<p>of the asset that they have leased. Application for transfer of asset submitted to Moray Council.</p>			
The Need	Baseline Data	Input	1st Year	2nd Year	3rd Year	Measure	Lead
<p>Deliver Youth Work activities as per locality plans.</p>	<p>Mapping of current provision per locality</p>	<p>Engagement team & independent youth work providers deliver universal & targeted provision so resources best utilised</p>	<p>Clarity on learning offer delivered by each partner in localities</p>	<p>Reporting and target setting for youth work provision</p>	<p>Reporting and target setting for youth work provision</p>	<p>Report demonstrating an increase in youth work activity</p>	<p>Engagement Team & Youth work providers L2</p>

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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	1 st Year	2 nd Year	3 rd 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	1 st Year	2 nd Year	3 rd 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		
------------	--	---	---	--	---------------------------------------	--	--



Prospects – This section focuses on workforce strategy & training opportunities

LOIP priority		Target
L1	Growing a diverse economy	People
L2	Building a better future for our children & young people in Moray	Place
L3	Empowering & connecting communities	Prospects
L4	Changing our relationship with alcohol	Publicity
		Strategy

CLD Plan Focus - Prospects			Outcomes			Performance	
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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
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
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	1 st Year	2 nd Year	3 rd 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 Increased examples of collaborative working Quality Indicator 8.1 (partnership working)	tsiMORAY L3
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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. <ul style="list-style-type: none"> Increased understanding of accessibility issues Increased confidence in dealing with digital access enquiries from disabled people. 	<ul style="list-style-type: none"> Increased organisational confidence Increased opportunities for people with lived experience to influence organisational online offers 	<ul style="list-style-type: none"> Reduced reliance by disabled people on family/third parties for support in accessing services. 	60% of enquiring organisations undertake the course resulting in 60 practitioners improving their digital skills. 90% of participants report improved ability in supporting their disabled service users to access online services.	Lead Scotland L1,3

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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. Learners will be clear about what’s available. Training to be embedded in induction for all partnership staff	Improved confidence in articulating the CLD learning offer Positive evaluations about provision Increase in confidence in the language used	CLD language will be embedded in conversations	100% of partnership staff have undertaken this training opportunity; No of training sessions cascaded Learning provision positively evaluated in third sector context	CLD Strategic Partnership leads L1,2,3



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

LOIP priority		Target
L1	Growing a diverse economy	People
L2	Building a better future for our children & young people in Moray	Place
L3	Empowering & connecting communities	Prospects
L4	Changing our relationship with alcohol	Publicity
		Strategy

CLD Plan Focus - Publicity			Outcomes			Performance	
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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	1 st Year	2 nd Year	3 rd 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	1 st Year	2 nd Year	3 rd 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 Increase in partners participating in awards Wider achievement annual report	Engagement Team L2
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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 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	Increased participation people in the production, publication and consumption of news	Enhanced perception of Moray as a thriving place to live, work and play	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 L3
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd Year	Measure	Lead
To raise awareness of and celebrate range of organisations and opportunities 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	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 Number of participants Evaluation feedback	CLD Partnership L3

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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 Need to comply with CLD legislation	Work with College Events Management students/lecturers to facilitate events and activities to celebrate CLD Review pilots	Cohort of students informed about CLD Pilot events across Moray Awareness raised in communities	Build on success Increased awareness raised in communities of CLD	CLD month is established as an annual celebration of CLD	Increase in numbers of participating Increase in locality based events	Moray College & CLD Partnership Locality Networks L2,3
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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 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		Target
L1	Growing a diverse economy	People
L2	Building a better future for our children & young people in Moray	Place
L3	Empowering & connecting communities	Prospects
L4	Changing our relationship with alcohol	Publicity
		Strategy

CLD Plan Focus - Strategic			Outcomes			Performance	
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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 3 rd CLD Plan	MALP in place Voice of providers included at strategic CLD meetings.	Moray college UHI & Highland & Islands Student Association L3
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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 activities in Moray supporting improved understanding of third sector activity	Outcome: more accurate, up to date, analysable information about third sector activities and its activities 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 L3

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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. 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 L3

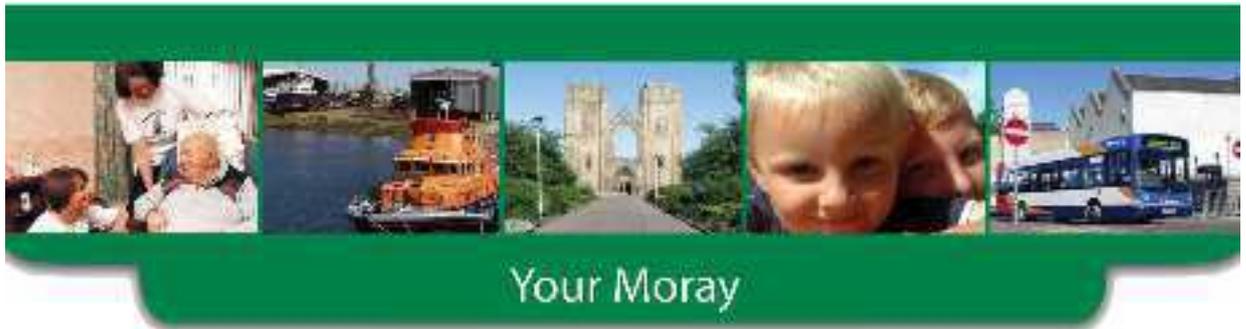
The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd Year	Measure	Lead
Identify a CLD presence in each ASG	Currently no easy to access information about CLD presence in each ASG	Partnership indentify core places in communitis to target information. Identify type of presence	CLD presence will be identified 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 L3

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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. 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	Partners will be contributing information on a regular basis. 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 No of partners submitting information Evidence of partners using the shared information	Chair of CLD SP L3

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd Year	Measure	Lead
Work with the Fairer Moray Forum to identify any specific CLD action	New organisation collating the picture of poverty in Moray	A regular link with Fairer Moray identified 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 Number of referrals/projects created Case studies produced	CLD Partnership L3

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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 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 Actions implemented Increase in documented wider achievement reported	QIO/LWO Youth L2

The Need	Baseline Data	Input	1 st Year	2 nd Year	3 rd 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 Contributions from partners Improved statistical information re participation, uptake of training opportunities and outcomes	CLDSO L2,3



REPORT TO: COMMUNITY PLANNING BOARD 13 SEPTEMBER 2018

SUBJECT: LOCAL OUTCOME IMPROVEMENT PLAN - POTENTIAL IMPACT OF BREXIT IN MORAY

BY: CORPORATE DIRECTOR (ECONOMIC DEVELOPMENT, PLANNING AND INFRASTRUCTURE), MORAY COUNCIL

1. REASON FOR REPORT

- 1.1. At the Community Planning Partnership Board meeting in February 2018 it was decided that a composite report from partners on the potential impact of Brexit in Moray should be presented at a future meeting. This was followed up by a verbal update in April 2018.

2. RECOMMENDATION

- 2.1. **It is recommended that the Board considers and notes the report.**

3. BACKGROUND

- 3.1. Considerable amount of research on the potential impact of Brexit has been undertaken on a UK and Scottish wide level across sectors.

On a regional level, the Highlands and Islands European Partnership (HIEP), which comprises of 7 Local Authorities (Argyll and Bute Council, Comhairle nan Eilean Siar, Highland Council, Moray Council, North Ayrshire Council, Orkney Islands Council, Shetland Islands Council), Highlands and Islands Enterprise (HIE) and the University of the Highlands and Islands (UHI) has produced an in-house report providing research and background information on the implications of the UK's withdrawal from the EU for the Highlands and Islands region, as discussed at the Community planning Board April meeting. A shorter version with key messages centring on Regional Policy is attached as **APPENDIX I**, which has been widely circulated to MSP's, MP's, Scotland's MEP's, Scotland Europa, the Convenors of three Scottish Parliamentary Committees (Culture, Tourism, Europe and External

Relations Committee, the Economy, Jobs and Fair Work Committee and the Rural Economy and Connectivity Committee), the Scottish Office etc.

- 3.2. In addition, the Highlands and Islands Local Authorities Leaders' Group decided to prepare papers on Agriculture, Migration and Access to EU Markets in May 2018, with the latter two being based on the original HIEP document. The Agricultural paper was based on a separate report commissioned by the Highlands and Islands Agricultural Support Group. The Highlands and Islands Local Authorities Leaders will meet at the end of September to consider the papers and it is anticipated that they will be available for distribution in due course.
- 3.3. On a local level, the Community Planning partners who supplied a contact person for their organisation and from those who did not respond, it has become apparent that there is very little or no information gathered at local level.

4. **SUMMARY OF BREXIT IMPACTS**

- 4.1. The potential impact of Brexit in Moray in relationship to the priorities of the Local Outcome Improvement Plan will affect in particular the 'Growing, diverse and sustainable economy' and 'Empowering and connecting communities' in terms of following the key highlighted areas set out below.
- 4.2. **Policy** – The EU Cohesion Policy allowed the region to attract substantial amount of EU funding for a range of infrastructure investment, transport and business development to social inclusion programmes.
- 4.3. Moray greatly benefited from the last European Funding programme 2007 – 2013 and details are enclosed in **APPENDIX II**. It excludes transnational projects.
- 4.4. For the European Structural Investment Fund (ESIF) 2014 – 2020 programme the allocation to the Highland and Islands area is in the region of €192 million with final allocations of funds to be completed before Brexit date.
- 4.5. Post Brexit, the UK Government is planning a UK Shared Prosperity Fund (UKSF) as EU replacement fund with consultations expected to be during autumn 2018. For the Highland and Islands it is important that a regional policy framework is in place with any replacement fund recognizing the geographic, demographic and economic challenges of the region.
- 4.6. **Economy** – Studies carried out including by the University of Strathclyde and Fraser of Allander Institute for the Scottish Parliament predicts Brexit will have a negative impact on the Scottish economy,

including significant implications for tariffs, free movement, future investment plans, administrative burdens, competitiveness, supply chains, loss of skills, funding and access to research and innovation. All the scenarios modelled show a reduction in total exports.

The London School of Economics has produced a paper that provides predictions on the impact of Brexit across Local Authorities in two different scenarios; namely soft and hard Brexit. For the Moray Council area, the percentage change in Gross Value Added is minus 0.7% under a soft Brexit and minus 1.3% under a hard Brexit.

These predictions are based on the fact that areas which have a high reliance on European trade will be worst affected, as will those with higher wages, and that Moray's key sectors are less reliant on European supports than those in other areas. For example Moray's key sectors are agriculture, fishing and forestry (positive impact predicted despite potential impact on workforce, available funding to support these industries etc.), construction (low negative impact), professional, scientific and technical (not shown), retail (low negative impact) and accommodation and food (minor negative and positive impact predicted respectively).

The full report is available here: <http://cep.lse.ac.uk/pubs/download/brexit10.pdf>. However, recently published figures by the UK Government, estimates suggest that Britain would lose 8% of GDP over the next 15 years, while the EU would lose 1.5%.

- 4.7. There are over 90 inward investor businesses in the Highlands and Islands that benefit from Foreign Direct Investment including energy, food and drink and financial and business services. In those areas where access to EU markets is a key driver, this investment may be impacted.
- 4.8. All key sectors in the Highland and Islands region stand to be affected by Brexit; those expected to be most significantly impacted are Agriculture and Fisheries, Food and Drink, Tourism, Energy and Further and Higher Education.
- 4.9. The food and drink sector is the largest of the Highlands and Islands growth sectors in employment terms. In 2013, there were over 32,000 individuals in employment in the sector, accounting for 14% of total employment in the Highlands and Islands and 28% of the national food and drink workforce. The Food and Drink sector in Moray presents an estimated 14.6% of employment. (Business Register and Employment Survey May 2016, excludes Agriculture and self-employment)
- 4.10. The UK top 10 Food and Drink exports, first half of 2017 features Whisky and Salmon as first rankings.

- 4.11. There are 93 active distilleries in the Highland and Islands region with the largest share based in Moray. The Scotch Whisky Association (SWA), in conjunction with other wines and spirit organisations across Europe, have produced a position paper that looks for a gold standard agreement between the EU and UK that preserves fair competition and maintains consumers' confidence in their products. The SWA is lobbying for an agreement that avoids border tariffs, processing delay and related administration costs.
- 4.12. The Access to EU Markets Position Paper highlights that the Highlands and Islands recognise the importance and value of access to EU markets and seeks future access post Brexit that:
- preserves fair competition and maintains consumers' confidence in their products including through Geographical Indicators
 - avoids border tariffs
 - avoids processing delay and related administration costs
 - is as seamless as possible.
- 4.13. Other key employers in Moray that contribute to the scale of the sector and that are important in employment terms currently include the headquarters of Baxters Food Group in Fochabers, where the company's main manufacturing factory produces canned soup and preserves. Walkers Shortbread, currently Scotland's largest food exporter, has a bakery and research facility in Aberlour and a production facility in Elgin. According to Jim Walker in a recent article in the Guardian, *"Foreign nationals are critical to our workforce in the Highlands. In the busy season, we employ around 1,700 workers, 500 of whom are mainly EU nationals, and that allows us to make up the numbers that we can't find locally when it is seasonal work."* The effect of the Brexit vote on these employees has been subtle but significant: *"They don't feel quite so welcome and I can see a gradual drift of them returning home, especially as the exchange rate makes work here less appealing."*
- 4.14. The Highlands and Islands Local Authorities Leaders' Group paper on migration highlights that in recent years, most of the population increase in the Highlands and Islands has been due to net in-migration and indeed natural change (births minus deaths) would have led to a decrease in population in almost all areas of the Highlands and Islands. National Insurance registrations can be used to show the origin of overseas migrants and for 2016 these showed that 86% of those in Highland were from EU countries demonstrating their disproportionate importance to the Highlands and Islands (the equivalent for Scotland as a whole is 74%). If these previous trends were to continue - i.e. there were no Brexit related effects - net migration is projected to remain positive, whereas natural change is projected to be negative. Any changes to migration policy that reduced inward migration in future would therefore be expected to lead to a decline in the population of the Highlands and Islands. Migration helps to address demographic

imbalances seen across the Highlands and Islands. Mid-2017 population estimates for Scotland show all Highlands and Islands local authority areas having a greater proportion of over 65s than the Scottish average. In addition, all Highlands and Islands Local Authority areas are projected to see decreases in their working age populations in the next 20 years.

- 4.15. Although on average EU migrants tend to be better qualified than UK nationals and some do work in high skilled jobs including public sector roles such as doctors and nurses, many others fill otherwise difficult to fill lower skilled positions. Particular sectors where this is the case are tourism (the area's most significant industry) and the food and drink sector including fish harvesting and processing and food processing. Not only are these sectors key to the local economy their products are major UK exports that contribute wider economic and financial benefits to the whole of the UK, for example through excise duty.
- 4.16. Migrant workers are also critical to small businesses which make up the majority of Highlands and Islands businesses. A recent survey undertaken by the Federation of Small Businesses also illustrated the disproportionate importance of migrant workers to Highland businesses. Across the UK, 20% of businesses employed 1 or more migrants from the EU; in Scotland the proportion was 25% while in Highland it was 41%.
- 4.17. If the number of EU migrants is restricted and migrants from elsewhere have to fit set criteria there is a concern that our area may be unable to recruit the workforce it requires. Of particular concern is the fact that earnings thresholds are commonly used as part of the approval criteria for migrants to be allowed to live and work in the UK. This disadvantages areas such as the Highlands and Islands which generally have lower wage rates than other parts of the UK - median earnings in the Highlands and Islands lag behind both Scottish and UK averages. Future migration policy needs to avoid a "one size fits all" approach but instead should recognise and respond to regional disparity.
- 4.18. Regarding the Highlands and Islands Local Authorities Leaders Agriculture Crofting and Land Management paper, Brexit poses a threat to farming and wider rural development on a number of fronts:
 - Uncertainty about the scale of the agriculture and rural development budget post Brexit
 - The extent of autonomy the Scottish Government will have over all aspects of future agriculture policy
 - The nature of future trade deals with the EU and others.

5. CONCLUSION

- 5.1. The impact of Brexit is highly speculative, in particular as No 10 has recently begun release of 70 'technical papers' on preparing for a disorderly Brexit to be published in two batches in mid-August and early September.
- 5.2. Many studies so far undertaken have concluded that Brexit will have adverse effects on certain aspects of life in the UK and a growing movement is calling for a further referendum.
- 5.3. In the absence of local statistics it is very difficult to access the precise impact of Brexit on Moray; however any further information will be circulated when it becomes available.

Report Author: Rhona Gunn, Corporate Director (Economic Development, Planning and Infrastructure)
Background Papers: Held by author
Ref:

Highlands and Islands European Partnership



**Highlands & Islands of Scotland
European Partnership**



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean



Highlands and Islands Enterprise
Iomairt na Gàidhealtachd 's nan Eilean



The Highland
Council
Comhairle na
Gàidhealtachd



Council of the Isles of Orkney



Summary

After exiting the EU, UK regions will no longer be able to access EU structural funds. A new Regional Policy is therefore required for the UK as a replacement and to help maximise the economic potential of our regions. The Highlands and Islands European Partnership (HIEP) recognises the importance and value of effective Regional Policy and seeks a future Regional Policy that is:

- Nationally aligned and regionally responsive, focusing on regional competitiveness and socio-economic inclusion
- Long term and strategic in nature, with resources commensurate with the scale of challenge and opportunity
- Regionally flexible, driven by the involvement of local partners in development, delivery and evaluation
- Aligned with wider delivery mechanisms and, in particular, UK / Scottish Rural Policy

Introduction

by Councillor Jimmy Gray,
Chair of the Highlands and Islands European Partnership*

In the past three decades, EU Regional Policy has transformed our economic and social well-being. It has enabled investment in transport and broadband connectivity, business growth, community development, research capacity and skills, helping to develop the region's first university. It has addressed low and sparse population, peripherality, insularity and complex geography — delivering population growth and business success, encouraging vibrant communities and enabling the Highlands and Islands to make its contribution to wider prosperity in Scotland and the UK. As we look to the future, new opportunities are emerging, but familiar challenges remain. A new regional policy, nationally aligned but regionally responsive, is essential if we are to enjoy prosperity and well-being across all of the region and fulfil the region's potential in contributing to Scotland's success.

* HIEP members:

Argyll & Bute Council
Comhairle nan Eilean Siar
The Highland Council
Highlands and Islands Enterprise
Moray Council
North Ayrshire Council
Orkney Islands Council
Shetland Islands Council
University of the Highlands and Islands

The Highlands and Islands a region with ambition

The Highlands and Islands of Scotland is a region with ambition – innovative businesses and growth sectors, thriving and resilient communities and resourceful people. However, it is also a region of contrasts, characterised by remote rural mainland and over 90 inhabited islands, sparsity of population, challenging geography, social and economic fragility and peripherality. It is a region of outstanding scenery, with a rich natural environment and diverse cultural heritage which makes it unique. While the Highlands and Islands covers half the landmass of Scotland, its 478,000 inhabitants represent under 8% of the national population. Although the population of the region has increased over recent years, some areas are still challenged by depopulation, ageing population and youth out-migration, which impacts on communities and the local economy. Future projections in many of these areas are not promising and our response is likely to be hampered by the impact of Brexit on migration and investment.

Our environment and natural resources are assets that can contribute significantly to regional and national prosperity. The region is among the best in the world for marine energy potential. With a coastline longer than that of France, the opportunities in the wider marine economy – fisheries and aquaculture, marine biotechnology, marine tourism – are extensive. Driving these opportunities is the research excellence in institutions such as the Scottish Association for Marine Science (SAMS) UHI and NAFC Marine Centre UHI in Shetland, both part of the University of the Highlands and Islands, and the European Marine Energy Test Centre (EMEC) in Orkney. Each has benefitted from EU regional funding to develop infrastructure and research expertise.

Established industries such as whisky and aquaculture are ranked first and second in the UK's food and drink exports. Over half of all Scotland's distilleries are based in the Highlands and Islands, and the area is the third largest salmon producer in the world.

Our diverse rural economy is also home to globally competitive businesses in life sciences, business services, and has unique assets in the creative and cultural industries.



The Highlands and Islands of Scotland

- *half the land mass of Scotland*
- *less than 8% of Scotland's population*
- *over 90 inhabited islands*



What does future Regional Policy need to deliver for the Highlands and Islands?

The Highlands and Islands is unique within the UK, with its mix of economic, social and cultural assets presenting opportunities and challenges. It will require concerted and co-ordinated effort from a wide range of stakeholders to catalyse development across the whole of the region. The region is an exemplar, attracting interest from across Europe for its success in building a diverse rural economy and vibrant communities where increasing numbers of people live, work, study and invest.

Our successes have been delivered with local stakeholder involvement in development, delivery and evaluation, ensuring that Regional Policy opportunities are responsive to regional challenges and focus on regional opportunities to bring about a shared prosperity.

Future Regional Policy needs to empower the region to contribute to UK and Scottish economic growth, while recognising permanent and long term challenges. Undoubtedly, EU Regional Policy and funding have had a major impact in terms of reducing social and economic disparities, leveraging in substantial levels of funding. Looking forward, however, there are new opportunities for greater autonomy in determining the region's priorities, whether through investment from the Shared Prosperity Fund or any other domestic regional policy measures and mechanisms.



Characteristics of Future Regional Policy

This an exciting time for the region and its communities. Future Regional Policy, with development and delivery led by devolved administrations and regional stakeholders, can bring a long term strategic focus, maximising regional economic potential that is sustainable and inclusive. Our view is that key characteristics of future policy should be:

- Improved regional competitiveness and inclusion, recognising and responding to regional disparity
- Focussed on regions with the greatest challenges – not all regions will benefit to the same degree. Clear and objective criteria are required, considering spatial scale and definition of selected regions
- The opportunity to consider more sophisticated selection criteria, beyond GDP per capita, (for example, population sparsity, employment / participation rates, average wage levels, skill levels, economic concentration, “remoteness”, “fragility”)
- Delivered with funding that is available over the long term at a level commensurate with the scale of challenge and opportunity, rather than short term, one-off allocations of funding
- Adopting a more flexible approach, with a high degree of input from regional stakeholders, to address the specific regional challenges and opportunities in the region
- Through simple, streamlined and, as far as possible, aligned with wider delivery structures
- Ensuring that UK / Scottish Regional Policy is closely aligned with UK / Scottish Agriculture and Rural Policy (also replacing existing EU policy), bringing together the two most significant place-based development policies

It is important that lessons learned from our collective experience of EU programmes are captured and inform the development and delivery of successor domestic programmes.

Some of our key opportunities for further investment and development, supporting a distinctive “place-based” approach include:

- Enhancing the region’s physical and digital connectivity
- Investment in sectors / clusters where the region has competitive advantage, such as marine energy and life sciences – regional Smart Specialisation
- Investment in new technologies, particularly those that enhance our competitive strengths and respond to our regional challenges, for example the “Local Energy Economy”
- Talent attraction and retention, recognising that this is multi-faceted, including employment, education, housing, connectivity and transport
- Investment in education and skills infrastructure and provision to match the future needs of the regional economy
- Investment in community capacity building and resilience, leading to strong, vibrant communities
- Growing as a world class tourism destination

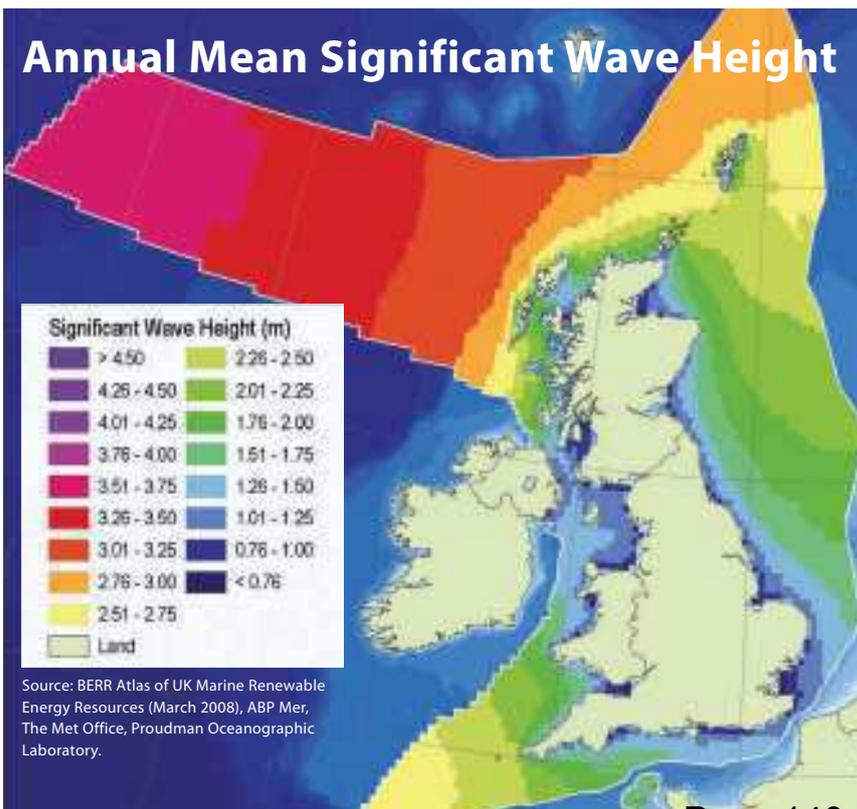
Time, however, is running out. The current structural funds programmes end in 2020 and now is the time to develop future regional policy to avoid a damaging hiatus in Regional Policy and support.



The Highlands and Islands of Scotland is indeed a special corner of the country, with an abundance of natural resources, a diverse business base, world renowned environment and vibrant, confident communities.

An effective regional policy will enable the region to make a full contribution post Brexit towards economic and social growth. That's good for the Highlands and Islands. It's also good for Scotland and the UK.

Annual Mean Significant Wave Height



Source: BERR Atlas of UK Marine Renewable Energy Resources (March 2008), ABP Mer, The Met Office, Proudman Oceanographic Laboratory.

This document was prepared by the Highlands and Islands of Scotland European Partnership.

For further information please contact:

Angus MacLeod
angus.macleod3@highland.gov.uk

June 2018

APPENDIX II

Moray - European Funding awards, 2007- 2013 programme

ERDF & ESF Project Lead	Total Cost	EU award	Match Funding
Moray Council – Youth Employment Moray project, Knockando Woolmill, Rural Action Plan for Moray I & II, Dufftown & Rothes Learning Centres, Glenlivet Mountain Bike Trails, West Moray Rural Action Plan, *LEADER Programme, European Fisheries Fund Axis 4, European Fisheries Fund Axis 5	£15,906,253	£6,115,369	£9,790,884
Moray College – Scottish Funding Council ESF LUPS funds for additional places 2011/12 & 12/13, West Moray - Addressing Employability, Within Your Reach - Online Office Skills, RAFT - West Moray Area, e-Hospitality, Life Science Building - E-Health Education and Training Unit for Moray	£7,419,054	£3,133,340	£4,285,624
HIE (SDB) – Forres Enterprise Park Unit 5 – Construction, Units 7 & 8 – Design, Unit 9 – Design & Construction, Unit 6 – Construction	£8,090,426	£2,538,542	£5,551,884
Sub- Total	£31,415,733	£11,787,251	£19,628,392
EFF * Axis 4 under TMC			
Axis I - Fishing Modernisation 23 projects secured funding under fleet resilience and vessels modernisation	£1,950,000	£850,000	£1,100,000
Axis II - Aquaculture, Processing & Marketing schemes 3 projects have been supported under processing and marketing	£3,215,000	£715,000	£2,500,000
Sub- Total	£5,165,000	£1,565,000	£3,600,000
SRDP * LEADER under TMC	Estimated average		Estimated average
Skills Development Programme	£117,800	£58,900	£58,900
Rural Priorities	£21,416,294	£11,416,294	£10,000,000
Legacy Agri-environment	£2,532,560	£2,532,560	£0
Legacy Farm Woodlands	£997,473	£997,473	£0
Less Favoured Area Support Scheme	£2,700,000	£2,700,000	£0
Food Processing Marketing Cooperation	£2,811,942	£1,811,942	£1,000,000
Sub- Total	£30,576,069	£19,517,169	£11,058,900
Total	£67,156,802	£32,869,420	£34,287,292



Community Planning Chair
Local Authority Chief Executive

cc Scottish Government Location Directors
Community Planning Leads

Our ref: Location Director role refresh
22 May 2018

Dear Colleague,

From time to time the Scottish Government updates the focus of the Location Director role to reflect developments in the environment they work within. In recent months SG officials have looked closely at how this role can be most valuable to Scottish Government, to local partners and to Location Directors personally in the next few years within an evolving reform landscape. We've benefitted from the input of several Location Directors and other colleagues within SG, and also a cross-section of local public sector and third sector partners.

The Location Director and their team will continue to provide a bridge between local partners and SG, encourage local reform and improvement activity and act as a critical friend. However, we are now re-balancing the focus of this role in a number of subtle but important ways.

We are shifting the emphasis of the Location Directors role away from how well community planning is operating locally; there is now a clear statutory duty on several public sector organisations to make that happen. We are asking Location Directors and their teams to take a close interest in why and how public services work together and with communities to improve outcomes and tackle inequalities in places across Scotland. This is something a number of Location Directors are already doing. Community and locality planning will continue to be at the heart of this, but we are also interested in how partners work together to make a difference at regional level, for instance to support economic growth.

In keeping with this focus on collective impact, the Location Director and their team can from time to time act as a change agent: facilitating conditions for ambitious shifts in working by local and regional partners, for instance by providing a bridge to colleagues within Scottish Government who can provide assistance. In particular, the Local Governance Review provides an ideal opportunity to test new approaches to working within places to empower communities and support inclusive growth. The Location Director and their teams will also want to understand and share examples of forward thinking practice to shape the way public services work around the needs of the communities they serve; as well as genuine obstacles they encounter.

We expect that Location Directors and their teams will be keen to nurture strong and trusted personal relationships with key local partners at the heart of this approach. They will do this in ways that suit their own circumstances and those of their local partners. However, in many cases it is likely to result in a shift in focus away from attendance at formal CPP meetings; and away from the personal contribution of the Location Director towards a greater emphasis on the role of a Location Director team for a local area.

I am copying this letter to your Location Director, who can discuss with their local partners what this re-balancing might mean for the area they cover. I am also copying it to your CPP manager, and would be grateful if they can ensure it is shared with CPP partners in your area.

David Milne
Community Planning Team Leader



Scottish Government
Riaghaltas na h-Alba
gov.scot



Cabinet Secretary for Communities, Social Security
and Equalities
Angela Constance MSP

Community Wellbeing Spokesperson
Cllr Elena Whitham

9 May 2018

EQUALLY SAFE QUALITY STANDARDS AND PERFORMANCE FRAMEWORK

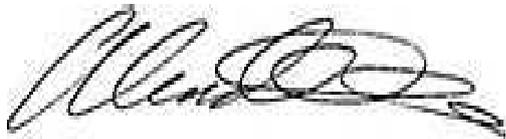
We are writing to you as co-chairs of the Joint Strategic Board overseeing the implementation of Equally Safe, Scotland's strategy for preventing and eradicating violence against women and girls, to advise you of the publication of [Equally Safe Quality Standards and Performance Framework](#) and to seek your assistance in ensuring that this is implemented locally.

Violence against women and girls, in any form, has no place in our vision for a safe, strong, successful Scotland. It damages health and wellbeing, limits freedom and potential, and is a violation of the most fundamental human rights. No single partner alone has the resource, skills or reach to tackle this issue. For that reason, the Scottish Government and COSLA have previously published [guidance](#) outlining our expectation that all local authority areas will have a local Violence Against Women (VAW) Partnership or equivalent in place, as a key component of that collective response to preventing and eradicating violence against women and girls.

The Quality Standards and Performance Framework is a resource to support VAW Partnerships to demonstrate the progress being made to implement Equally Safe at a local level and identify any areas for improvement. It has been developed by the Scottish Government, COSLA and the Improvement Service, in close collaboration with the National VAW Network and other stakeholders. The Quality Standards aim to raise awareness of the types of services, policies and processes that are most effective in tackling VAWG and capture data on the extent to which they are currently being delivered across Scotland. The Performance Framework aims to measure the impact that these services, policies and processes are having on the lives of people and communities affected by VAWG. Collectively, the two resources aim to support VAW Partnerships to capture key performance data and facilitate a consistent approach to measuring and reporting on the progress being made to achieve the ambitions set out in Equally Safe at a local level.

As noted in the resource, we recognise that some VAW Partnerships may not initially have mechanisms in place to gather all of the data required. Therefore, an aim of the resource in the short-term is to help local authorities to identify gaps and work with the Improvement Service to address these.

Whilst each local partnership will have its own specific challenges and priorities, the data collected through these reporting processes will be invaluable helping to ensure that Equally Safe delivers real change for women and children in Scotland, , and should be used as an opportunity to reflect on where any improvements can be made to the arrangements in place locally and nationally. It is only through this kind of partnership working that we will successfully achieve the vision and aims of *Equally Safe*.



ANGELA CONSTANCE
Cabinet Secretary for Communities,
Social Security and Equalities
Scottish Government



ELENA WHITHAM
Community Wellbeing Spokesperson
COSLA