How Good is Our Community Learning and Development?

Self-evaluation for quality improvement

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2

Self-evaluation for quality improvement

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Foreword

Community learning and development is learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants.

Working and Learning Together: to build stronger communities (WALT), Scottish Executive, 2004.

This document is designed to support evaluation of the quality of services delivering community learning and development (CLD), including adult literacy and numeracy (ALN), in Scotland.

It outlines an approach to self-evaluation which senior managers, local managers or practitioners working directly with young people, adults and community groups can use. It builds on ongoing work across all sectors on evaluating services and planning for improvement. At the heart of the document is a set of quality indicators and performance measures which will help practitioners identify the strengths in their practice and where further development is required. HM Inspectors will use the same set of quality indicators and performance measures in external evaluation of services thus developing a partnership approach to internal and external evaluation of services.

The structures, systems and local priorities of CLD providers across Scotland vary and are likely to change and evolve over time. These materials can be used flexibly in the context of local situations in a way that ensures that key issues will be addressed. The approach to self-evaluation is generic enough for use in CLD, or can be customised to different situations and across agencies, including voluntary and community organisations.

The quality and performance indicators for CLD have been developed within an overall structure for quality assurance. This overall structure provides coherence to the range of quality models used by different public services in any sector. The structure encourages those providing CLD services to consider the quality of their work in relation to six high-level questions:

1. What key outcomes have we achieved?

2. What impact have we had in meeting the needs of our stakeholders?

3. How good is our delivery of key processes?

4. How good is our operational management?

5. How good is our strategic leadership?

6. What is our capacity for improvement?

Using a common set of quality indicators for self-evaluation and inspection helps to provide a common language and agenda for all involved in the evaluation process and makes the inspection process more transparent. It facilitates an open dialogue about evaluations and promotes consistency across different areas and different evaluators.

I would like to acknowledge the invaluable contributions of a wide range of individuals and agencies to the development of this framework. It is important that the framework is owned by those who seek to use it for self-evaluation leading to quality improvement.

GRAHAM DONALDSON
Her Majesty's Senior Chief Inspector

Introduction

The aim of this publication is to support the continuous improvement of CLD provision by helping us to evaluate the work we do with stakeholders. Self-evaluation helps us to:

- recognise the work we are doing which has a positive impact on the lives of young people, adults, and on the community;

- identify where good quality needs to be maintained, where improvement is needed and where we should be working to achieve excellence;

- identify what we can do to make things better for young people, adults and the wider community; and

- inform stakeholders about the quality of services in the area.

The process of using self-evaluation for improvement requires activity based round three questions.

How good is our community learning and development?

This is the key to knowing if we are doing the right things in our work with young people, adults and the community and that, as a result, we are:

- providing appropriate, responsive, well-promoted, accessible and high-quality services for young people, adults and community groups;

- setting and achieving ambitious targets for participation, retention, outcomes, quality improvement and Best Value; and

- systematically self-evaluating and improving the quality of all the services we provide for young people, adults and the community.

How do we know?

It is essential that we base any judgements in answering the question above on evidence of outcomes and impact. The performance and quality indicators, indicative themes and self-evaluation questions in this document help us to measure and evaluate how we are doing.

What are we going to do now?

The evaluation of the effectiveness of the work we do with young people, adults and the community and the extent to which we meet their needs should help us see what is working well and where we should be taking steps to improve. Plans for development are most effective when based on robust evidence of what works well, from our own self-evaluation and, when appropriate, the good practice of others and from research.

This self-evaluation guide gives advice on finding out the answers to these questions, and links self-evaluation to planning for improvement and reporting on our performance. The diagram overleaf sets out the process for self-evaluation and improvement and places questions about how good our CLD is at the heart of the process.

How good is our community learning and development?

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How do we know?

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EVALUATION

- What key outcomes have we achieved?

- How well do we meet the needs of our stakeholders?

- How good is our delivery of key processes?

- How good is our management?

- How good is our leadership?

- What is our capacity for improvement?

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What are we going to do now?

What is self-evaluation?

The CLD performance and quality indicators are a core component of an overall quality-improvement framework. The framework has been developed to focus on six high-level questions which encompass the key dimensions of CLD:

1. What key outcomes have we achieved?

2. How well do we meet the needs of our stakeholders?

3. How good is our delivery of key processes?

4. How good is our management?

5. How good is our leadership?

6. What is our capacity for improvement?

Self-evaluation, external inspection and review of CLD provision will focus principally on the experiences of young people, adults and the community and the impact CLD provision has on peoples' lives.

Each indicator is organised to help us make a judgement about the strengths and weaknesses in that key area. The themes structure the process of reflecting on and discussing participants' outcomes and our practice with fellow practitioners. Relating practice to the illustrations helps to identify strengths and weaknesses. By identifying and describing the strengths and weaknesses in our area we can focus on what we need to do to make improvements.

How good is our community learning and development?

To answer this overarching question in the context of CLD provision and have a full understanding of the impact of the delivery of a service, we need to gather information. Practitioners have always reflected on the quality of the services they provide. By working together to evaluate the impact of our services, we can come to a shared view of how well we are doing and how we can make things better. To ensure the quality of provision is maintained and improved, we also need to evaluate how effectively services are delivered and managed, and how well we plan for improvement.

Making such evaluations is dependent on a shared understanding within and across service providers and stakeholders of what constitutes high-quality outcomes and processes. The quality and performance indicators in this document set out to support the development of a shared understanding for all those concerned with delivering or evaluating CLD provision. The indicators are organised round the high-level questions above and, taken together, answer the overarching question, *How good is our community learning and development?.* Answering this question requires us to summarise the impact of CLD provision on young people, adults and the community and the quality of outcomes for them. The overarching framework of indicators, measures and themes is given on the following page.

What key outcomes have we achieved?

1. Key performance outcomes

1.1 Improvements in performance

1.2 Fulfilment of statutory duties

What is our capacity for improvement?

10. Capacity for improvement

- Global judgement based on evidence of all key areas, in particular, outcomes, impacts and leadership

How well do we meet the needs of our stakeholders?

2. Impact on service users

2.1 Impact on participants

3. Impact on staff and volunteers

3.1 Impact on paid and voluntary staff

4. Impact on the community

4.1 Impact on the local community

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How good is our delivery of key processes?

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5.4 Facilitating learning/ development

5.5 Participant learning/ development

5.6 Engaging with communities and other stakeholders to identify and plan to meet their own needs

5.7 Developing skills and confidence for community engagement

5.8 Assisting communities to exercise power and influence to achieve outcomes

5.9 Inclusion, equality and fairness

5.10 Improving services

How good is our management?

6. Policy development and planning

6.1 Policy review and development

6.2 Participation of service users and other stakeholders

6.3 Operational planning

7. Management and support of paid and voluntary staff

7.1 Sufficiency, recruitment and retention

7.2 Deployment and teamwork

7.3 Development and support

8. Partnerships and resources

8.1 Partnership working

8.2 Financial management

8.3 Resource and risk management

8.4 Information systems

How good is our leadership?

9. Leadership

9.1 Vision, values and aims

9.2 Leadership and direction

9.3 Developing people and partnerships

9.4 Leadership of change and improvement

Self-evaluation involves:

- **a broad view** of performance across the six high-level questions; and
- **a closer look** at particular aspects of work.

Forming a broad view

Practitioners within a particular CLD service or in multi-disciplinary groups such as the local CLD partnership or ALN partnership can form a broad view by scanning across all the quality indicators. Using evidence that has been gathered in the normal course of work, they can identify broad strengths and weaknesses. This will give an immediate impression of areas of major strength, or areas where more attention is required.

Taking a closer look

It may not always be helpful or manageable to try to evaluate every aspect of provision in depth at the same time. In order to have a greater understanding of the effectiveness of particular aspects of practice, managers and practitioners can also take **a closer look** at them. The stimulus to take **a closer look** could derive from a range of issues that include:

- the wish of a small group of practitioners to find ways to evaluate and improve what they are doing;
- an issue identified during the broad view;
- an issue arising from a national priority or a local improvement objective;
- an issue arising from a survey of the views of young people or adults in an area;
- an inspection or inquiry; and
- research findings which have implications for the quality of the service.

This means specific groups of practitioners can also carry out self-evaluation by asking themselves such questions as:

- How well are we delivering services for young people in this neighbourhood?
- How effectively is the team of practitioners working together to deliver family learning?
- How are we doing in this community development team or in this generic CLD service?

It could also focus on specific themes by asking such questions as:

- How well do we consult with young people, adults and the wider community and take account of their views in the area covered by this CLD action plan or ALN plan?
- How effectively do practitioners in this area work together to assess risk when working with young people, vulnerable adults and families?

By encouraging practitioners to structure their discussion and reflection on the work they are doing, the quality and performance indicator framework can support improvement by individuals and small teams as well as at operational and managerial levels.

Self-evaluation and planning

In order to plan effectively we need to know how well we are doing. Effective self-evaluation provides a strong basis for good planning.

Planning for CLD strategies and ALN within a framework of Community Planning has encouraged practitioners to work together to identify local objectives to improve CLD provision. Self-evaluation can support these planning processes and ensure that plans are built on robust, evidence-based knowledge of the quality of outcomes, provision and the needs of the community.

How do we gather evidence?

We have a number of sources of evidence which can tell us how well we are meeting the needs of stakeholders and what difference we are making.

There are, essentially, four main sources of evidence from which evaluations can ultimately be made. These are:

- performance data;
- relevant documentation;
- stakeholders views and feedback; and
- direct observations of practice.

These sources of evidence are complementary. No single source can meaningfully provide enough evidence on its own to enable a reliable or robust evaluation to be made. The principle of *triangulation* has been tried and tested over many years by Her Majesty's Inspectorate of Education (HMIE), by other independent external evaluators and by CLD services.

In essence, triangulation involves the scrutiny of one source of evidence, backed up by another and corroborated by a third line of enquiry. An example would be an evaluation based on the examination of a key youth policy document, the implementation of which was then fleshed out in discussion with senior CLD staff and further corroborated in discussion with relevant stakeholders such as young people, youth workers and school staff. Through this process of triangulation, it should then be possible to observe the outcome of putting policy into practice, and, through this, to evaluate the impact of policy in meeting the needs of key stakeholders.

Performance outcomes and relevant documentation

Since 2000, partnerships in all local authority areas in Scotland have developed community learning strategies with a range of performance objectives. This initiative was supported by the publication, *Learning Evaluation and Planning* (LEAP) that encouraged new approaches to planning that were needs-led and outcome-focused. Since 2003, the *Local Government Act* has required local authorities and other key stakeholders to develop Community Plans. Government guidance in February 2004 on the future development of CLD was issued to Community Planning Partnerships. This guidance requires local authorities to lead the development of CLD strategies and articulates three National Priorities for CLD:

- Achievement through learning for adults

- Achievement through learning for young people

- Achievement through building community capacity.

In addition, funding for area regeneration through Social Inclusion Partnerships and the Better Neighbourhood Services Fund was replaced by the Community Regeneration Fund in 2004. Community Planning Partnerships now deliver regeneration programmes on the basis of Regeneration Outcome Agreements. As a result, CLD providers are working to achieve a range of outcomes and targets set out in key planning documents.

Information on the extent to which these outcomes are being achieved can be collated as part of the self-evaluation process and will give a clear indication of the progress being made. Any difficulties in achieving targets set can be followed up by a taking **a closer look** to find out what the barriers to achieving the objectives are.

Other objectives will refer to improving the quality of the provision and will not always lend themselves easily to the collation of performance data. The quality indicators will help us evaluate progress in these areas.

Information gathered from stakeholders

This information is gathered primarily from young people, adults and the community along with any advocates on behalf of vulnerable or excluded members of the community. It may also include information from surveys of the general public or voluntary or community organisations working in the area.

Information can be collected systematically when young people, adults and community organisations are using a service, or when they end their involvement with a service. We may also, from time to time, specifically survey participants or meet groups of participants to find out their views.

Whatever approach we decide to use, gathering information from participants is an essential part of the self-evaluation process. Without it, it is very difficult to understand the impact of our work on young people, adults and the community and to know if we are doing the right things. It is almost impossible to answer the high-level questions with any degree of confidence without including the views of participants.

Stakeholders also include paid and voluntary staff and partners with whom we work. Their views should also be sought.

The six-point scale

The indicators can also be used to help us to form a view on the *level* of effectiveness in a particular aspect of practice. Inspectors from HMIE evaluate using six levels of effectiveness. Practitioners engaged in self-evaluation can use the same six-point scale. Awarding levels is a professional skill rather than a technical process and there are many ways in which provision can merit a particular evaluation.

The following describe key characteristics at each of six levels.

An evaluation of **excellent** will apply to performance which is a model of its type. The outcomes for young people, adults and the wider community along with their experience of provision will be of a very high quality. An evaluation of *excellent* will represent an outstanding standard of performance, which will exemplify very best practice and is worth disseminating beyond the service or area. It will imply these very high levels of performance are sustainable and will be maintained.

An evaluation of **very good** will apply to performance characterised by major strengths. There will be very few areas for improvement and any that do exist will not significantly diminish the experience of young people, adults and the wider community. While an evaluation of *very good* will represent a high standard of performance, it is a standard that should be achievable by all. It will imply that it is fully appropriate to continue the CLD provision without significant adjustment. However, there will be an expectation that CLD practitioners will take opportunities to improve and strive to raise performance to *excellent*.

An evaluation of **good** will apply to performance characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of *good* will represent a standard of performance in which the strengths have a significant positive impact. However, the quality of outcomes and experiences of young people, adults and the community will be diminished in some way by aspects where improvement is required. It will imply that the CLD services should seek to improve further the areas of important strength, but take action to address the areas for improvement.

An evaluation of **adequate** will apply to performance characterised by strengths, which just outweigh weaknesses. An evaluation of *adequate* will indicate that young people, adults and the community have access to a basic level of service. It represents a standard where the strengths have a positive impact on the experiences of young people, adults and the wider community. However, while the weaknesses will not be important enough to have a substantially adverse impact, they will constrain the overall quality of outcomes and experiences. It will imply that CLD practitioners should take action to address areas of weakness while building on strengths.

An evaluation of **weak** will apply to performance which has some strengths but where there will be important weaknesses. In general, an evaluation of *weak* may be arrived at in a number of circumstances. While there may be some strengths, the important weaknesses, either individually or collectively, are sufficient to diminish the experiences of young people, adults and the community in substantial ways. It may imply that some young people or adults may not have their needs met or be left at risk unless action is taken. It will imply the need for structured and planned action on the part of the CLD service and partners.

An evaluation of **unsatisfactory** will apply when there are major weaknesses in performance in critical aspects requiring immediate remedial action. The outcomes and experiences of young people, adults and the community will be unsatisfactory in significant respects. In almost all cases, practitioners responsible for provision evaluated as *unsatisfactory* will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies. Urgent action will be required to ensure the young people, adults and the community have their needs met.

Each quality indicator in this document contains a set of illustrations at the levels of *very good* and *weak*. Illustrations are intended to provide examples, not to be fully comprehensive. Outcomes and practice not described in the illustrations will still contribute to the evaluation.

What are we going to do now?

At whatever level within the service we are using the quality indicators to look at our practice and answer the question, *How good is our community learning and development?* we should now be in a position to plan for improvement and report on how well we are doing. It is important when undertaking any form of self-evaluation to keep focused on the end purpose, which is making things better for young people, adults and the community. The answer to, *What are we going to do now?* must therefore always be a plan for action, which will make a positive difference in the lives of people who use our services.

Reporting on self-evaluation

Whether and how the outcomes of self-evaluation are reported depends on the purpose and the level of the work done. The purpose of reporting is primarily to help decision-making about how to make improvements, and to inform stakeholders, such as young people, adults, the wider community, the CLD partnership, the ALN partnership, the public, elected members of councils, voluntary and community organisations, and police and health boards.

The following examples of different types of reports may both be the outcomes of self-evaluation activity.

- A team of youth workers in a CLD service decides to evaluate the effectiveness of its support to young people identified by their local school as being vulnerable. As a result of this exercise, they may not need to write an extensive report. The important activity would be sharing their practice through collating evidence against the selected indicators. Through discussion, they would identify some aspects of their work, which they either wanted to take a closer look at, perhaps involving other practitioners, or identify a small number of points for action. They may wish to share the points of action they have identified with practitioners in other disciplines and their managers. In this case writing an extensive report on the self-evaluation exercise would not be appropriate.

- The ALN partnership in an area wishes to take a broad look at how well literacy and numeracy provision is delivered by all services in their area. Each of the key providers in the area, the CLD service, the local further education college, key voluntary organisations, social work, education and the local enterprise company undertake to do a broad-brush evaluation against all the quality indicators in their own services. The senior managers who have led the self-evaluation exercises have a day together to share the results across the providers. As a result they produce a detailed written report for the ALN partnership and the senior managers in each service, which highlights the strengths and weaknesses of literacy and numeracy provision and identifies priorities for development. The priorities identified are then fed into the literacies action plan.

The report should:

- recognise key strengths; and

- identify development needs and priorities and set measurable targets for improvement.

Improving services

Meeting the needs of our stakeholders involves a number of professional groups. Developments to make things better for young people, adults and the community can involve a wide range of practitioners in a number of organisations, including voluntary or community organisations. It is important therefore that the outcomes of self-evaluation and plans for improvement feed into the appropriate planning structures and are shared across services and providers. Depending on the work undertaken, the outcomes may result in priorities being included in a number of planning structures. The following list gives some examples.

- A community plan. This is the vehicle for improving all services in an area. CLD strategies detail the CLD contribution to achieving the outcomes of the community plan.

- A local community plan or CLD action plan which sets out how local providers will meet the needs of people within geographic areas or communities of interest.

- A Regeneration Outcome Agreement.

- A school development plan, if an individual school has evaluated its processes for working with vulnerable young people outside of school hours.

- A children's services plan where the youth work contribution articulates with the work of other providers to meet the objectives for improving services for children and young people.

- A local health improvement plan, if specific priorities identified relate to how health professionals carry out their work in partnership, or on health promotion.

- An education improvement plan, where an issue across all education establishments has been identified, for example, the need to ensure all children and young people have the opportunity to develop personal safety skills.

- A Council of Voluntary Service (CVS) plan, where specific priorities for aspects of CLD provision have been identified.

- A policing business plan, when a specific priority (e.g. relating to young people and drugs) has been identified for practice across the local force area.

- A community safety plan.

Whatever the planning structure(s) for taking forward improvement, it will help if we select a manageable number of priorities for which we can identify specific, achievable, measurable and time-bound targets. Even where we can see how improvements can be made across a number of aspects, we may wish to focus on those of greatest concern. It will make more impact on services if a manageable number of priorities are taken forward, with a notable impact on the outcomes and experiences of young people, adults and the community. In some cases small changes in practice identified by a group of practitioners in an area can have a significant positive impact. It is not always necessary for self-evaluation to result in major changes or reviews of practice.

Links between self-evaluation, inspection and review

It is always useful to have an external measure of how we are doing. HMIE carry out inspections and reviews to evaluate the quality of CLD provision. Information from inspections can form part of the evidence for local self-evaluation. HMIE has a responsibility to evaluate how well CLD provision meets the needs of young people, adults and the community across all areas of Scotland. Inspection by HMIE covers much of the same ground as local self-evaluation. Inspectors will gather evidence, make professional evaluations using the quality and performance indicators and answer at least some of the six high-level questions outlined above. They will write a report which will address the questions outlined, based on evaluations of the evidence gathered and summarise the key strengths and areas requiring further development in an area. Any self-evaluation which has recently been carried out locally will contribute to the inspection process. HMIE is also commissioned by Scottish Executive departments to undertake reviews of national voluntary sector organisations engaged in CLD delivery. These reviews operate in a similar way to CLD inspections.

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The framework for self–evaluation explained

The framework for self-evaluation described in the following pages provides a systematic approach for CLD partnerships and providers to use when evaluating the effectiveness with which they deliver their services. The framework does not assume a particular organisational structure for CLD within a local authority. It can be applied whether responsibility for all CLD functions is located within a single department or is distributed across a number of different council services or partner agencies.

The framework has been developed in accordance with the principles of the Excellence Model of the European Foundation of Quality Management (EFQM) and can be used in conjunction with other quality models, for example, Investors in People (IiP), Charter Mark and ISO 9000. Evidence produced through the use of other models can contribute to overall evaluations. The diagram in Appendix 1 shows how these models relate to the framework for self-evaluation.

The framework is based on six high-level questions which can be answered by evaluating the quality of CLD provision systematically across ten Key Areas.

- **What key outcomes have we achieved?**

    Key Area 1.   Key performance outcomes

- **How well do we meet the needs of our stakeholders?**

    Key Area 2.   Impact on service users

    Key Area 3.   Impact on staff and volunteers

    Key Area 4.   Impact on the local and wider community

- **How good is our delivery of key processes?**

    Key Area 5.   Processes and delivery

- **How good is our management?**

    Key Area 6.   Policy development and planning

    Key Area 7.   Management and support of staff

    Key Area 8.   Partnerships and resources

- **How good is our leadership?**

    Key Area 9.   Leadership

- **What is our capacity for improvement?**

    Key Area 10.   Capacity for improvement

The inputs and processes outlined in Key Areas 5-9 contribute to the outcomes and impacts identified in Key Areas 1-4.

Key Areas 1-9 contain indicators and measures, each with themes which focus on specific aspects of the area being evaluated.

Key Area 10 provides guidance which can be used to evaluate the degree of confidence reached by those carrying out the evaluation that the council and its partners have the capacity to continue to improve the quality of CLD provision. The evaluation will take into account their track record in making improvements to date and significant aspects of their internal and external contexts.

Using the framework in self-evaluation

CLD services and partner agencies can use the framework to provide a systematic structure for evaluation. They may choose to address each Key Area in turn or to group Key Areas for evaluation according to their established cycle, whether that is organised at the level of individual services/ departments or corporately across the council.

CLD providers can also use the framework as a diagnostic tool. By looking first at the outcomes and impact of the learning experiences they provide (Key Areas 1-4), they can identify key issues for further exploration, observation and analysis using the tools provided within Key Areas 5-9.

Finally, CLD providers are encouraged to arrive at an evaluation of their overall capacity for improvement, using the guidance in Key Area 10.

Individual organisations can also use the framework for self-evaluation. It is possible to interpret the framework to suit your organisation's context. For example, you could adapt the indicative theme in 6.3 which reads 'articulation of operational plans with the community plan and CLD strategy' to best suit the planning arrangements of your organisation.

Using the framework in inspection

When engaging in inspection and reporting activities, HMIE will focus on specific Key Areas and indicators selected from the overall framework. Some of these Key Areas and indicators may be used across all or most CLD providers, while others may be used only in particular contexts, depending on decisions taken during scoping activities. In some cases, HMIE may also choose to focus on those specific themes from individual indicators which provide the most appropriate tools for use in the context of a particular CLD service. It will be the responsibility of the CLD providers being inspected to provide evidence to support the level of performance indicated within their self-evaluations.

HMIE will use the advice in Key Area 10 to arrive at an evaluation of CLD providers' overall capacity for improvement.

Answering the high-level questions

What key outcomes have we achieved?

Key Area 1 focuses on the overall performance of CLD provision. It provides a structure for councils to use when considering their success as organisations in delivering national priorities for CLD as set out in guidance and programmes for development, as well as strategic priorities relating to their distinctive vision, values and aims. Key Area 1 also focuses on the extent to

which councils fulfil their statutory duties and are financially secure, both of which are key aspects of overall performance. This Key Area takes a broad, long-term perspective which focuses on a council's successes in improving the quality of CLD, both overall and in comparison with other providers. Individual organisations can also use this indicator to look at their overall performance.

How well do we meet the needs of our stakeholders?

Key Areas 2, 3 and 4 focus on the impact of CLD Provision on key groups of stakeholders. In other words, these areas look at the benefits which stakeholders derive from the services delivered by CLD partners. Evaluation in these Key Areas will take into account stakeholders' views, together with evidence from direct observation and quantitative data, in order to arrive at overall judgements of the CLD services' impact on its key stakeholders. Where evidence from these sources is conflicting or indicates significant weaknesses, CLD providers should follow audit trails to identify and address the possible causes, using indicators from other Key Areas in the quality framework. This investigation and analysis could focus on a number of issues, for example, the quality of the council's CLD provision, its processes for communicating with, and involving stakeholders, and/or its management of information. The focus will be on evaluating the impact on specific groups of participants, and arriving at holistic evaluations of the *overall* impact on their experiences.

How good is our delivery of key processes?

Key Area 5 focuses on the work of the provider in relation to its CLD functions. It articulates clearly with the competences required of professionally qualified staff in Scotland and is consistent with the National Occupational Standards that have been developed for specific aspects of CLD. In other words, it builds upon the processes that effective practitioners employ to achieve maximum impact in their work.

How good is our management?

Key Areas 6, 7 and 8 focus on the operational activities necessary to ensure effective and efficient delivery and Best Value. These activities include the provider's processes for developing and updating policies, for involving its stakeholders, for operational planning, for managing staff, finance and resources and for developing productive partnerships. Strengths and weaknesses in these areas will affect the quality of the processes delivered within Key Area 5, their impact on stakeholders as described in Key Areas 2, 3 and 4 and the performance of the providers as a whole in relation to CLD provision in Key Area 1.

How good is our leadership?

Key Area 9 focuses on the strategic direction of the council and its partners in relation to CLD. It looks at their corporate purpose and the expression and delivery of their aspirations by means of strategic planning with partner agencies and the community. It considers the quality of leadership at strategic level, and within teams and organisational units. Individual organisations can also use this indicator to consider the effectiveness of their leadership.

What is our capacity for improvement?

Judgement of an organisation's ability for improvement takes into account the evaluations arrived at in Key Areas 1-9, with particular reference to the quality of the leadership and management of the CLD provider and overall impact and outcomes. The CLD provider's focus on improvement and its track record in bringing about improvement are particularly important, as is the accuracy of its self-evaluation, which is used as the basis for planned improvements. The judgement also takes into account any significant aspects of the CLD provider or partnership's internal or external context, for example, impending retirements of senior staff, plans to restructure or significant changes in funding. The judgement reviews the past, and looks forward to the future.

Judgements of a CLD provider's capacity for improvement could be expressed in terms of **a degree of confidence** that it has the capacity to continue to improve. The judgement may be that the evaluators are *confident that the provider or partnership has the capacity to continue to improve.* This judgement would be made when highly effective leadership and management have brought about major improvements to outcomes and impact on participants and other stakeholders. Evidence at the time would indicate that these improvements were sustainable and that improvement would continue. No significant changes in the internal or external context of the organisation would be apparent or predicted at the time the judgement was made.

When there are reservations about one or more of these aspects, the use of other terminology would be more appropriate. For example, those carrying out the evaluation might have only 'limited confidence', or indeed, 'no confidence', that the provider or partnership has the capacity to continue to improve. It would be important for evaluators to note the nature of their reservations, for example, by pointing to specific aspects of the work or its current or future context.

Key Area 1. Key performance outcomes

No.	Performance Indicator	Measures
WHAT KEY OUTCOMES HAVE WE ACHIEVED?		
1.1	Improvements in performance	• Performance data and measures showing trends over time • Quality of learning/development activities provided by individual centres, projects and programmes • Performance against aims, objectives and targets
1.2	Fulfilment of statutory duties	• Financial performance • Compliance with legislation and responsiveness to guidance and codes of practice

Key Area 2. Impact on service users

No.	Quality Indicator	Indicative Themes
HOW WELL DO WE MEET THE NEEDS OF OUR STAKEHOLDERS?		
2.1	Impact on participants	• Qualitative and quantitative data that demonstrate the extent to which learners are: – included and participating – achieving and attaining – progressing. • Extent to which participants report that their learning experiences enable them to become: – successful learners, confident individuals, responsible citizens and effective contributors – safe, nurtured, healthy, achieving, active, respected and responsible and included.

Key Area 3. Impact on staff and volunteers

No.	Quality Indicator	Indicative Themes
HOW WELL DO WE MEET THE NEEDS OF OUR STAKEHOLDERS?		
3.1	Impact on paid and voluntary staff	• Quantitative and qualitative data, together with reports from voluntary and paid staff that demonstrate the extent to which they: – feel motivated, confident and valued – improve their practice through training and development activities – have positive experiences of the quality of central services and the work of partner agencies – work in teams effectively.

Key Area 4. Impact on the community

No.	Quality Indicator	Indicative Themes
HOW WELL DO WE MEET THE NEEDS OF OUR STAKEHOLDERS?		
4.1	Impact on the local community	• Quantitative and qualitative data, together with reports from community groups, that demonstrates the extent to which community groups have: – confident, skilled and active community members – active and influential roles in local and wider decision making – developed local services, where appropriate, in response to priority needs – effective planning, management and evaluation arrangements – ensured that they are inclusive and value social and cultural diversity – productive networks and relationships with other agencies and organisations.
4.2	Impact on the wider community	• Evaluations of quantitative and qualitative data that demonstrate the extent to which CLD provide: – encourage and support creativity and innovation – learn from and adopt leading-edge practice – influence wider policy or practice – anticipate and respond rapidly and flexibly to change.

Key Area 5. Processes and delivery

No.	Quality Indicator	Indicative Themes
HOW GOOD IS OUR DELIVERY OF KEY PROCESSES?		
5.1	Opportunities for people in the community	• Range and coherence of opportunities and programmes • Responsiveness to participants' needs and aspirations • Promotion of learning and development opportunities for all participants • Arrangements for participant progression
5.2	Context for learning/ development	• Guiding prospective participants • Relationships with participants that support learning/development • Environment for learning/development • Celebrating success
5.3	Planning for learning/ development	• Recognising prior learning • Identifying individual and group learning/development needs and aspirations • Planning sessions and learning activities • Recording achievement and progression
5.4	Facilitating learning/ development	• Range and appropriateness of methods used by staff • Range, appropriateness and use of resources by staff • Level of challenge, pace and balance of activities • Assessment as part of learning/development • Promoting independence in learning/development
5.5	Participant learning/ development	• Motivation and engagement • Use of resources by participants • Learner contribution to learning and assessment • Participant reflection on their own learning/development
5.6	Engaging with communities and other stakeholders to identify and plan to meet their own needs	• Arrangements for identifying community needs and aspirations, including literacies needs • Knowledge and understanding of community needs • Plans informed by community needs and aspirations • Assessment and recording of progress and achievement
5.7	Developing skills and confidence for community engagement	• Support for community members and volunteers • Building effective relationships with participants • Training and development for community members and volunteers • Feedback on progress • Progression of community members and volunteers
5.8	Assisting communities to exercise power and influence to achieve outcomes	• Supporting community organisations in managing change • Networking within the community • Community influence and representation • Community engagement in community planning in line with community engagement standards • Assisting communities to provide and manage services • Celebrating success
5.9	Inclusion, equality and fairness	• Inclusion of excluded communities, groups and individuals • Addressing barriers to participation • Access to specialist services to meet specific needs • Promoting inclusion, equality, fairness and positive attitudes to social and cultural diversity • Compliance with equalities legislation
5.10	Improving services	• Evaluating information from participants and other stakeholders • Evaluating outcomes and impact • Arrangements for reflective practice and self-evaluation • Planning for improvement and monitoring progress • Reporting progress to stakeholders

Key Area 6. Policy development and planning

No.	Quality Indicator	Indicative Themes
HOW GOOD IS OUR MANAGEMENT?		
6.1	Policy review and development	• Range and appropriateness of policies • Coherence with corporate policy • Links to strategic vision, values and aims • Managing, evaluating and updating policies
6.2	Participation of service users and other stakeholders	• Involvement in policy development • Communication and consultation about aims, provision and performance • Active participation in the work of CLD providers
6.3	Operational planning	• Developing, implementing and evaluating plans • Articulation of operational plans with the community plan and CLD strategy • Use of performance information • Staff and partner engagement in planning and evaluation • Planning for sustainability

Key Area 7. Management and support of paid and voluntary staff

No.	Quality Indicator	Indicative Themes
HOW GOOD IS OUR MANAGEMENT?		
7.1	Sufficiency, recruitment and retention	• Identifying and meeting human resource needs • Recruitment, appointment and induction procedures • Care and welfare • Equality and fairness in recruitment and promotion • Recognition
7.2	Deployment and teamwork	• Appropriateness and clarity of remits • Deployment to achieve planned priorities • Teamworking • Communication and involvement in decision-making
7.3	Development and support	• Processes for staff review, support and supervision • Training and development • Joint training with staff from partner agencies

Key Area 8. Partnerships and resources

No.	Quality Indicator	Indicative Themes
HOW GOOD IS OUR MANAGEMENT?		
8.1	Partnership working	• Clarity of purposes and aims • Service level agreements, roles and remits • Working across agencies and disciplines • Staff roles in partnerships
8.2	Financial management	• Setting budgets and enterprise in securing funding • Range and implementation of financial procedures and controls • Processes for collecting, evaluating and communicating financial information • Providing Best Value
8.3	Resource and risk management	• Accommodation • Resources and equipment • Health and safety • Arrangements for ensuring the protection and welfare of children, young people and vulnerable adults
8.4	Information systems	• Data collection, storage and retrieval • Linkages between, and sharing of, information • Processes for analysing, evaluating and using information

Key Area 9. Leadership

No.	Quality Indicator	Indicative Themes
HOW GOOD IS OUR LEADERSHIP?		
9.1	Vision, values and aims	• Appropriateness and coherence with corporate and community vision, values and aims • Sharing and sustaining the vision • Promotion of positive attitudes to social and cultural diversity
9.2	Leadership and direction	• Strategic planning and communication • Strategic deployment of resources • Evaluation of risk
9.3	Developing people and partnerships	• Developing leadership capacity • Building and sustaining relationships • Teamwork and partnerships
9.4	Leadership of change and improvement	• Support and challenge • Creativity, innovation and step change • Continuous improvement

Key Area 10. Capacity for improvement

WHAT IS OUR CAPACITY FOR IMPROVEMENT?

This last of the high-level questions requires a global judgement based on evidence and evaluations of all Key Areas. In answering this question CLD providers should also take into account contextual issues such as, impending retirements of senior staff, plans to restructure and significant changes in funding. They should also consider their ability to respond quickly to change and to be creative and innovative in the pursuit of excellence.

The council CLD service and partners should be able to make a statement with the following components:

"The Council is confident/not confident that the evidence and evaluation to date indicates that:

• overall improvements have been made to key outcomes and impacts on stakeholders;

• leadership and management are effective; and

• quality improvement arrangements are effective and the council CLD service has the capacity to continue improving."

The levels of confidence expressed for each component may be different and may include some reservations or caveats, but should lead to an overall statement of confidence in the council's capacity to improve in relation to CLD. For example, the statement could say,
"The council is confident that the evidence and evaluation to date indicates that:

• overall improvements have been made to achieving key outcomes and to meeting the needs of service users but the achievements of young people through youth work requires improvement;

• leadership and management are currently effective but key posts will become vacant in the near future; and

• quality improvement arrangements are effective in all areas except adult literacies and the council has demonstrated the capacity to continue improving."

Individual CLD providers can also use this indicator to form a global judgement on their capacity for improvement.

2

What key outcomes have we achieved?

(KEY AREA 1: KEY PERFORMANCE OUTCOMES)

PI 1.1 Improvements in performance

Measures

- Performance data and measures showing trends over time

- Quality of learning/development activities provided by individual centres, projects and programmes.

- Performance against aims, objectives and targets

Evidence of standards of and trends in performance will normally include comparative data measured against appropriate benchmarks. Examples of performance data and measures might include:

- measures relating to ALN;

- improvements in citizenship, enterprise and other important skills as measured by, for example, Award Scheme Development and Accreditation Network (ASDAN) accredited programmes and The Duke of Edinburgh's Award;

- trends in attainments, for example, in Scottish Qualifications Authority (SQA) awards achieved by CLD participants;

- destinations of participants in CLD activities;

- measures relating to health improvements resulting from community health promotion activities;

- measures relating to crime and community safety; and

- measurable outcomes from strategic and operational plans.

Performance will also be measured against objectives within the CLD strategy and action plans or equivalent and aspects of social and health targets which are appropriate to the CLD functions. Evidence will be published in progress reports and public performance reports. Examples could include:

- achievement of targets for the provision of cultural experiences, residential experiences and outdoor education;

- achievement of targets for learners' achievements;

- improvements following service reviews relating to Best Value; and

- awards from the Society of Local Authority Chief Executives (SOLACE), the Convention of Scottish Local Authorities (COSLA) and other national bodies.

Level 5 illustrations – continued

- Performance information clearly demonstrates continuous and sustained improvement against national priorities and local objectives.

- The numbers of young people and adults in CLD programmes exceeds the challenging targets set.

- The retention of young people and adults in CLD programmes exceeds the challenging targets set.

- The attainment and achievement of young people and adults in CLD programmes exceeds the challenging targets set.

- The numbers of young people and adults progressing to further learning, volunteering or paid employment as a result of CLD programmes exceeds the challenging targets set.

- The numbers of CLD participants from minority ethnic and disability groups shows sustained increases and exceed the proportions in the general population.

- Almost all the outcomes achieved by CLD providers are as good as, and most are better than, those achieved by CLD partnerships in comparator authorities.

Level 2 illustrations

- Performance information demonstrates little improvement based on trends in local performance and benchmarked against national trends.

- The number of young people and adults participating in CLD programmes is not increasing sufficiently.

- The retention of young people and adults in CLD programmes is static or improving only slowly.

- The attainment and achievement of young people and adults in CLD programmes is not improving sufficiently well.

- The numbers of CLD participants from minority ethnic and disability groups is hardly increasing and participants from these groups are under-represented.

- The outcomes achieved by CLD provision are not as good as those achieved by CLD partnerships in comparator authorities.

What key outcomes have we achieved?

(KEY AREA 1: KEY PERFORMANCE OUTCOMES)

PI 1.2 Fulfilment of statutory duties

Measures

- Financial performance
- Compliance with legislation and responsiveness to guidance and codes of practice

Evaluation of financial performance will be based on financial data and measures derived from local Best Value reviews and audits carried out by Audit Scotland. Comparative data on CLD expenditure, including expenditure on the national literacies programme will also be used.

Compliance with statutory requirements relates to legislation and guidance such as the *Race Relations Amendment Act,* the *Disability Discrimination Act* and the *Local Government Scotland Act*.

How well do we meet the needs of our stakeholders?

(KEY AREA 2: IMPACT ON SERVICE USERS)

QI 2.1 Impact on participants

Themes:

- Qualitative and quantitative data that demonstrates the extent to which learners are:
  - included and participating
  - achieving and attaining
  - progressing.

- Extent to which participants report that their learning experiences enable them to become:
  - successful learners, confident individuals, responsible citizens and effective contributors
  - safe, nurtured, healthy, achieving, active, respected and responsible, and included.

This indicator relates to the impact of CLD providers on learners of all ages and focuses particularly on their current experiences. Taken together, the range of evidence should demonstrate that the work of CLD providers is having a positive effect on learners' all-round development and life chances.

The first theme draws on quantitative data and evidence from direct observation, documentation and discussions with other stakeholders. Examples may include:

- levels of participation, retention, achievement and progression;

- analysis of incidents of violence, bullying and racially-motivated or sectarian behaviour;

- rates of participation in sporting, cultural and citizenship activities;

- rates of participation in peer learning activities, mentoring schemes and community involvement;

- the extent to which the needs of all learners are met, including those of the lowest-performing learners, looked after children and learners from ethnic minorities;

- achievement of customer service awards such as Charter Mark;

- correspondence, including complaints and compliments;

- access to services, including innovative approaches to encouraging involvement; and

- evidence from HMIE inspection reports relating to specific aspects such as quality of learning experiences, support for learning and achievement.

The second theme deals with participants' views as reported in responses to questionnaires, surveys, focus groups and unsolicited comments. These responses provide evidence of the extent of their satisfaction with the CLD services and may cover aspects such as:

- attitudes to learning;

- engagement in informal and formal learning which enables learners to achieve their full potential, keep themselves safe and healthy and keep others safe;

- opportunities to learn effectively as individuals, in groups and with staff;

- the extent to which they feel valued and supported in their learning; and

- opportunities to express their views, shape CLD and other services, set personal objectives and influence planning for their future.

Evaluation should take into account both themes and result in a considered view of the overall impact on learners.

Level 5 illustrations

- Almost all participants in CLD provision are:

  – becoming more successful learners;

  – becoming more confident individuals;

  – respecting themselves and others more;

  – becoming more actively involved in their community; and

  – improving their employability or gaining employment.

- Almost all participants in CLD provision are improving their core skills of *communication, number, information and communication technology (ICT), working with others* and *problem solving*.

- Almost all participants in CLD provision are feeling:

  – safer in their communities;

  – supported better by other people;

  – healthier;

  – more achieving;

  – more active;

  – more respected and responsible; and

  – more included in their communities.

Level 2 illustrations

- A minority of participants in CLD provision are:

  – becoming more successful learners;

  – becoming more confident individuals;

  – respecting themselves and others more;

  – becoming more involved in their community; and

  – improving employability or gaining employment.

- A minority of participants in CLD provision are improving their core skills of *communication, number, ICT, working with others* and *problem solving.*

- A minority of participants in CLD provision are feeling:

  – safer in their communities;

  – supported better by other people;

  – healthier;

  – more achieving;

  – more active;

  – more respected and responsible; and

  – more included in their communities.

How well do we meet the needs of our stakeholders?

(KEY AREA 3: IMPACT ON STAFF AND VOLUNTEERS)

QI 2.2 Impact on paid and voluntary staff

Theme

- Quantitative and qualitative data, together with reports from voluntary and paid staff that demonstrate the extent to which they:

  - feel motivated, confident and valued

  - improve their practice through training and development activities

  - have positive experiences of the quality of central services and the work of partner agencies

  - work in teams effectively.

This indicator focuses on the extent to which paid and voluntary staff are supported and empowered to contribute positively to effective service delivery. It deals with the motivation of paid and voluntary staff, the impact of opportunities for them to learn and improve, peer and line management relationships and management of change. These measures draw on responses to questionnaires, surveys, focus groups and interviews. It also takes account of evidence such as levels of absence, staff turnover and the uptake of training and development opportunities.

Level 5 illustrations

- Almost all paid and voluntary staff report high levels of confidence, motivation, commitment to and satisfaction with their work.

- Training and development activities result in improved practice for almost all paid and voluntary staff.

- Paid and voluntary staff are very well supported in their work by central services.

- Almost all paid and voluntary staff have very effective working relationships with staff of partner agencies.

- Paid and voluntary staff work effectively in teams.

- Staff turnover and levels of absence are decreasing over time.

- Almost all paid and voluntary staff engaged in relevant training and development activities in the last year.

Level 2 illustrations

- A minority of paid and voluntary staff report high levels of confidence, motivation, commitment to and satisfaction with their work.

- Training and development activities result in improved practice for a minority of paid and voluntary staff.

- A minority of paid and voluntary staff are well supported in their work by central services.

- A minority of paid and voluntary staff have effective working relationships with staff of partner agencies.

- A minority of paid and voluntary staff work effectively in teams.

- Staff turnover and levels of absence are remaining unacceptably high over time.

- A minority of paid and voluntary staff engaged in training and development activities in the last year.

How well do we meet the needs of our stakeholders?

(KEY AREA 4: IMPACT ON THE COMMUNITY)

QI 4.1 Impact on the local community

Theme

- Quantitative and qualitative data, together with reports from community groups that demonstrates the extent to which community groups have:

  – confident, skilled and active community members

  – active and influential roles in local and wider decision making

  – developed local services, where appropriate, in response to priority needs

  – effective planning, management and evaluation arrangements

  – ensured that they are inclusive and value social and cultural diversity

  – productive networks and relationships with other agencies and organisations.

This indicator focuses on the impact of CLD providers on community groups and organisations. It deals with the CLD contribution to aspects such as participation, learning and opportunities for community members to be involved in developments. It takes account of information such as participation rates, levels of responses to consultations and documentation and attendance at activities and meetings. It also draws on responses to questionnaires, focus groups, interviews and formal complaints processes.

Level 5 illustrations

- Active community members receive very effective support and training to develop their skills and confidence. They report growth in their confidence, skills and abilities. This has resulted in improvements in their personal, family, work and community lives. They are confident in their ability to influence and shape local and wider decision making about priorities for their community.

- Members of community groups are fully informed about changes that affect their communities and are able to influence and shape the local impact of these changes. They are able to engage as equal partners with public agencies in relevant consultation and planning arrangements. They experience a sense of ownership of changes and improvements in local services and facilities.

- Almost all community groups, where appropriate, deliver high-quality services and activities that respond to priority needs in their community. They have been very well supported to identify and research local priorities and to develop their capacity to address these priorities.

Level 5 illustrations – continued

- Community groups are very effectively managed. They have been very well supported to develop skills in planning, managing and evaluating their organisations. This results in groups that are confident about the impact they are having in improving their community. It also contributes to public agencies having confidence in them as partners in community development.

- Community groups are open and inclusive in their membership. They have been very well supported to promote their activities effectively and to welcome participation from a wide cross-section of their community. They value social and cultural diversity and promote respect for difference within their activities and programmes.

- Almost all community groups and other agencies work well together. They have been very well supported to learn from each other to improve community cohesion and social capital. They are very well aware of the work of other groups and agencies and ensure that they do not duplicate one another. They ensure that individuals are quickly and appropriately referred to other groups and agencies to meet their needs.

Level 2 illustrations

- A minority of active community members are satisfied with the support and training they receive to develop their skills and confidence. Most report little growth in their confidence, skills and abilities. Their work in the community has resulted in few improvements in their personal, family, work and community lives. They are not confident in their ability to influence and shape local and wider decision making about priorities for their community.

- A minority of members of community groups are well informed about changes that affect their communities and few are able to influence and shape the local impact of these changes. Most are unable to engage as equal partners with public agencies in relevant consultation and planning arrangements. They experience a sense of powerlessness in relation to changes in local services and facilities.

- A minority of community groups, where appropriate, deliver high quality services and activities that respond to priority needs in their community. Most have not been adequately supported to identify and research local priorities and to develop their capacity to address these priorities.

- A minority of community groups are managed effectively. Most have not been adequately supported to develop skills in planning, managing and evaluating their organisations. This results in groups that are unconfident about the impact they are having in improving their community. It also contributes to public agencies having insufficient confidence in them as effective partners in community development.

Level 2 illustrations – continued

- A minority of community groups are open and inclusive in their membership. Most have not been adequately supported to promote their activities well and to welcome participation from a wide cross-section of their community. They do not value sufficiently, social and cultural diversity and do not promote respect for difference within their activities and programmes.

- A minority of community groups and other agencies work well together. Most have not been adequately supported to learn from each other and other agencies to improve community cohesion and social capital. They are insufficiently aware of the work of other groups and agencies and this results in duplication of effort and missed opportunities to improve services. They do not ensure that individuals are quickly and appropriately referred to other groups and agencies to meet their needs.

How well do we meet the needs of our stakeholders?

(KEY AREA 4: IMPACT ON THE COMMUNITY)

QI 4.2 Impact on the wider community

Theme

- Evaluations of quantitative and qualitative data that demonstrate the extent to which CLD providers:

  – encourage and support creativity and innovation

  – learn from and adopt leading-edge practice

  – influence wider policy or practice

  – anticipate and respond rapidly and flexibly to change.

This indicator focuses on the impact the CLD partnership has on the wider community. It deals with the culture of the organisation in encouraging and supporting staff to be creative, innovative, open to new ideas and proactive. It is about being a learning organisation that deals well with change. It also refers to the influence and impact of the authority on wider developments across Scotland, the UK or internationally.

Individual organisations can use this indicator to look at similar indicative themes in order to consider their impact on the wider community.

The theme draws on quantitative and qualitative data from direct observation, documentation and discussions with stakeholders. Examples may include:

- a range of innovative strategies and programmes that impact beyond the services delivered by the CLD partners;

- programmes that have their origins in national or international best practice;

- staff who have made major influential contributions to national developments; and

- pre-empting demographic, economic or social changes and responding with the re-allocation of resources and services.

Level 5 illustrations

- The CLD partnership has initiated a range of innovative programmes, many in partnership with other public, charitable and commercial organisations. These are leading to major improvements in services for residents. Staff are actively encouraged to innovate and any associated risks are managed well.

- There are many examples of leading-edge practice from other councils and countries being adopted and adapted within the authority.

- Managers at all levels serve on a range of national advisory groups and committees. Some of these are having a major impact on national policy and practice.

- CLD managers and managers of partner agencies place great emphasis on forecasting change, assessing probable impacts and responding swiftly to provide appropriate services to meet changing needs. This ability to respond rapidly and creatively is keeping the CLD partnership close to the leading edge of national and international developments, and ensuring that children, young people, adult learners and community groups receive consistently good services.

Level 2 illustrations

- The CLD partnership provides services that broadly meet the needs of residents but is seldom innovative and rarely learns from good practice in other councils or from abroad.

- Creativity within CLD is not encouraged and change tends to be evolutionary.

- Few managers serve on national committees or advisory groups. Consequently, the CLD partnership makes little impact beyond its own locality.

- The CLD partnership responds slowly to change. It does not attempt to predict major changes or respond proactively to the changing needs or aspirations of children, young people, their families and community groups.

How good is our delivery of key processes?

(KEY AREA 5: PROCESSES AND DELIVERY)

QI 5.1 Opportunities for people in the community

Themes

- Range and coherence of opportunities and programmes

- Responsiveness to participants' needs and aspirations

- Promotion of learning and development opportunities for all participants

- Arrangements for participant progression

This indicator is concerned with the range, appropriateness and promotion of informal learning opportunities for young people and adults in the community. It is also concerned with how participants are supported to progress to further learning, training, volunteering or employment opportunities.

Level 5 illustrations

- Young people and adults in the community have easy access to a very appropriate and coherent range of learning and development opportunities, including opportunities for volunteering. The range of learning opportunities offered by members of the literacies partnership complement each other very well. Almost all literacies learners have access to group tuition and shared learning opportunities, with a choice of learning modes on entry and as their capabilities develop.

- CLD providers deliver programmes of learning and development that are soundly based on clear priorities and systematically assessed needs and aspirations. Literacies learners can access flexible, intensive, integrated, long and short-term provision to suit their circumstances, changing needs and motivation.

- Clear and attractive information on learning and development opportunities delivered by CLD partners is readily available to priority groups and communities.

- Participants are very well supported to progress to further learning, training, volunteering or employment opportunities.

Level 2 illustrations

- Only a minority of people in the community have access to an appropriate range of learning and development opportunities, including opportunities for volunteering. The learning opportunities offered by members of the literacies partnership do not complement each other well. Only a few learners have access to group tuition and a choice of learning modes on entry and as their capabilities develop.

- CLD providers deliver programmes of learning and development that are insufficiently based on clear priorities and assessed needs and aspirations. There were few opportunities for literacies learners to access flexible, integrated, intensive, long and short-term provision to meet changes in their circumstances, changing needs and motivation.

- Promotion of learning opportunities is ineffective and does not focus sufficiently on priority individuals, groups and communities.

- Participants are not well supported and have few opportunities to progress to further learning and development opportunities.

How good is our delivery of key processes?

(KEY AREA 5: PROCESSES AND DELIVERY)

QI 5.2 Context for learning/development

Themes

- Guiding prospective participants

- Relationships with participants that support learning/development

- Environment for learning/development

- Celebrating success

This indicator is concerned with the effectiveness of CLD providers in setting a context for participants' learning and development. It focuses on the quality of guidance available in local areas to prospective participants. It addresses the appropriateness of the accommodation or other facilities used for CLD delivery. It is also concerned with how well staff support participants to engage with learning and to celebrate their successes.

Level 5 illustrations

- Staff support almost all participants very well to make informed decisions on learning and development opportunities appropriate to them. Staff engage new literacies learners in effective initial assessment, guidance and induction processes to identify their literacies learning needs, preferred learning styles and mode of attendance.

- Staff build and sustain supportive relationships with almost all participants that encourage effective learning and development.

- Almost all the venues, used for CLD activities, support learning and development very well.

- Opportunities for celebrating success are planned and integral to the learning process.

Level 2 illustrations

- Only a few participants receive appropriate guidance to enable them to take well-informed decisions about their learning and development. A few staff engage literacies learners in effective initial assessment, guidance and induction processes to identify their literacies learning needs, preferred learning styles and mode of attendance.

- Staff relationships with a majority of participants do not support learning and development well.

- Only a few venues used for CLD activities, support learning and development well.

- There are few opportunities for participants to celebrate their success.

How good is our delivery of key processes?

(KEY AREA 5: PROCESSES AND DELIVERY)

QI 5.3 Planning for learning/development

Themes

- Recognising prior learning
- Identifying individual and group learning/development needs and aspirations
- Planning sessions and learning activities
- Recording achievement and progression

This indicator focuses on the way staff ensure that prior learning is recognised and taken into account when planning programmes. It addresses the extent to which learning is rooted in the needs and aspirations of participants. It is also concerned with the way staff plan and deliver learning sessions and with how they record achievement and progression.

Level 5 illustrations

- Participants' prior learning and achievements are used very effectively to ensure that learning programmes are relevant and at an appropriate level.
- Staff use appropriate and effective methods to identify the individual and group needs and aspirations of almost all participants.
- Staff plan sessions and learning activities very well to secure outcomes that are relevant to the needs of participants. Literacies staff develop effective session and activity plans for use in dedicated and integrated provision. They support learners effectively to negotiate individual and/or group learning plans.
- Achievement and progression are recorded systematically in ways useful to almost all participants.

Level 2 illustrations

- Participants' prior learning and achievements are not used effectively to ensure that learning programmes are relevant and at an appropriate level.
- Staff had not systematically identified the needs and aspirations of a majority of participants.
- Staff do not plan sessions and learning activities systematically to secure outcomes that are relevant to the needs of participants. A few literacies staff develop effective session and activity plans for use in dedicated and integrated settings and support learners effectively in negotiating individual and/or group learning plans.
- Staff rarely record achievement and progression, and do not take account of their potential usefulness to participants.

How good is our delivery of key processes?

(KEY AREA 5: PROCESSES AND DELIVERY)

QI 5.4 Facilitating learning/development

Themes

- Range and appropriateness of methods used by staff

- Range, appropriateness and use of resources by staff

- Level of challenge, pace and balance of activities

- Assessment as part of learning/development

- Promoting independence in learning/development

This indicator is concerned with the key processes used by staff to facilitate the learning and development of participants.

Level 5 illustrations

- Almost all staff use a varied and effective range of methods that engage and motivate participants. Literacies staff use learning and teaching approaches consistent with those in the ALN national curriculum framework.

- Almost all staff use an appropriate range of resources effectively, including, where appropriate, ICT.

- The challenge, pace and balance of learning activities are well matched to the needs and ability of participants. Almost all literacies staff build learning programmes and activities from thorough analysis of individual or group learning plans.

- Almost all staff use ongoing assessment well to provide participants with good feedback on their progress and to plan further learning. Staff encourage learners to reflect on the application of their literacies learning to relevant life situations.

- Almost all staff use methods and approaches that successfully support participants to develop independent learning skills.

Level 2 illustrations

- A minority of staff engage and motivate learners well through using an appropriate range of methods. However, the range of methods used by the majority of staff is too narrow and insufficiently learner-centred. A minority of literacies staff use teaching approaches consistent with those in the ALN national curriculum framework.

- A minority of staff use an appropriate range of resources effectively but a majority have insufficient access to or make insufficient use of materials and equipment, including ICT.

- The degree of challenge, pace and balance of learning activities is often poorly matched to the needs and ability of a majority of participants. A minority of literacies staff are effective in building learning programmes and activities from analysis of individual or group learning plans.

- Staff seldom use ongoing assessment. Consequently, participants are uncertain of their progress or future direction. A few staff encourage learners to reflect on the application of their literacies learning to relevant life situations.

- Only a few staff used appropriate and effective methods to encourage the development of participants' independent learning skills.

How good is our delivery of key processes?

(KEY AREA 5: PROCESSES AND DELIVERY)

QI 5.5 Participant learning/development

Themes

- Motivation and engagement
- Use of resources by participants
- Learner contribution to learning and assessment
- Participant reflection on their own learning/development

This indicator is concerned with aspects of participants' experience of learning/development. It focuses on how learning opportunities engage and motivate learners, the quality and use of the learning resources available to them, and how they are supported to reflect on and consolidate their learning.

Level 5 illustrations

- Almost all participants are highly motivated and engaged fully in learning.
- Participants have ready access to appropriate resources, including ICT, which they use very effectively.
- Almost all participants are actively involved in assessing their progress and achievements.
- Participants reflect systematically on their own learning, identifying progress and making decisions on next steps.

Level 2 illustrations

- Less than half of participants are well motivated and engaged fully in learning but the involvement of the majority was too passive.
- Most participants have little access to appropriate resources, including ICT, and they had received insufficient instruction in their use.
- Participants make little contribution to the assessment of their progress and achievements.
- Participants reflect on their learning but they are not systematically supported to identify their progress or decide about their next steps.

How good is our delivery of key processes?

(KEY AREA 5: PROCESSES AND DELIVERY)

QI 5.6 Engaging with communities and other stakeholders to identify and plan to meet their own needs

Themes

- Arrangements for identifying community needs and aspirations, including literacies needs
- Knowledge and understanding of community needs
- Plans informed by community needs and aspirations
- Assessment and recording of progress and achievement

This indicator is used to evaluate how well the CLD service and partner agencies identify the needs and aspirations of local communities. It evaluates whether priority needs are articulated in CLD or other local action plans.

Level 5 illustrations

- CLD providers engage very well with local communities and carry out audits that successfully identify local needs.
- Information about services in the community, delivered by public agencies and a wide range of voluntary and community groups, are easily available to the public and are regularly updated. Staff take full account of available statistical data and analysis that they use to inform both their understanding of community needs and appropriate interventions.
- CLD providers produce accessible community profiles that are used effectively to engage with local communities to identify local priorities for action. Community organisations are equal partners in the development of local plans that address community priorities.
- Staff support almost all community organisations to undertake very effective and systematic assessments of their progress and achievements. Staff systematically record the progress and achievements of almost all community organisations and individuals.

Level 2 illustrations

- CLD providers have little information about local needs and priorities. They do not make effective use of statistical data or develop community audits or profiles.
- CLD providers hold information on a range of voluntary and community groups and public agencies delivering services in the area. However, this information is not well publicised nor sufficiently comprehensive to support effective planning.
- Mechanisms for encouraging dialogue between CLD providers and communities are insufficiently developed. Opportunities to enable local needs to inform local and thematic plans are insufficient but the service has firm plans to address this.
- Staff support a minority of community organisations to undertake effective and systematic assessments of their progress and achievements. Staff record the progress and achievements of a minority of community organisations and individuals.

How good is our delivery of key processes?

(KEY AREA 5: PROCESSES AND DELIVERY)

QI 5.7 Developing skills and confidence for community engagement

Themes

- Support for community members and volunteers

- Building effective relationships with participants

- Training and development for community members and volunteers

- Feedback on progress

- Progression of community members and volunteers

This indicator is used to evaluate the effectiveness of the support given to, and relationships with, community members and volunteers. It also considers the quality of training programmes delivered and the progression of participants.

Level 5 illustrations

- CLD providers deliver very effective support to community members and volunteers to carry out their roles. The literacies partnership provides effective literacies awareness training for almost all community groups.

- Staff had developed very purposeful relationships with participants, which support effective engagement and development.

- CLD providers deliver a very good range of appropriate training opportunities for community members and volunteers, which empowers them to engage confidently in community activity and influence wider public issues.

- CLD providers ensure that almost all community members and volunteers receive feedback on the progress they are making as individuals and the progress being made by their groups.

- Community members and volunteers often progress to other learning, employment and training opportunities. There are a significant number of community members who progress to civic leadership roles.

Level 2 illustrations

- CLD providers support a minority of community members and volunteers to carry out aspects of their roles within groups and the wider community. The literacies partnership provides effective literacies awareness training for only a few community groups.

- Staff had developed purposeful relationships with a few community members and volunteers, which supported their effective engagement and development.

- CLD providers delivered an effective but narrow range of training opportunities for community members and volunteers.

- CLD providers ensure that a minority of community members and volunteers receive feedback on the progress they are making as individuals and the progress being made by their groups.

- Community members seldom progress to other learning, employment and training opportunities. Few community members progress to civic leadership roles.

How good is our delivery of key processes?

(KEY AREA 5: PROCESSES AND DELIVERY)

QI 5.8 Assisting communities to exercise power and influence to achieve outcomes

Themes

- Supporting community organisations in managing change
- Networking within the community
- Community influence and representation
- Community engagement in community planning in line with community engagement standards
- Assisting communities to provide and manage services
- Celebrating success

This indicator is used to evaluate how well community organisations are supported in managing change. It focuses on how community members are supported to influence local planning and their skills developed to deliver local services.

Level 5 illustrations

- CLD providers ensure that high-quality information and advice is available for the majority of community organisations which assists them in meeting their objectives. Staff ensure that almost all groups are made fully aware of changes to policy and legislation and the potential impact of these changes on their communities. The literacies partnership supports community groups well in developing the literacies necessary to manage change.

- Staff enable community and voluntary organisations to be aware of and collaborate well with similar groups operating in their area, to learn from each other, and promote joint action.

- Community organisations are supported very effectively to engage positively with public agencies on issues of local concern and on wider policy issues. Very good examples exist where community organisations had influenced important local decisions. There is a wide range of opportunities for individuals and community groups to influence local decision makers.

- Community groups and organisation fully understand the significance of community planning and the opportunities to improve local services. Robust arrangements are in place to enable the effective involvement of the community in community planning. Community groups and organisations have a good knowledge and awareness of methods of community engagement and work towards the Standards for Community Engagement.

- Community organisations are very well supported to provide and manage local services. They have access to high-quality information and advice in relation to funding sources and technical advice in relation to planning, evaluation and project management. They control and manage local assets effectively as a result.

- The success and achievements of almost all individuals and community groups are recognised, valued and celebrated through very effective media coverage and award ceremonies.

Level 2 illustrations

- CLD providers offer too little information and advice to assist community organisations in meeting their objectives. Staff do not ensure that community groups are made aware of changes in policy and legislation that may impact on their communities. The literacies partnership provides little support to community groups to develop the literacies necessary to manage change.

- Networking opportunities for community organisations and agencies concerned with similar interests are not well developed.

- Community groups are insufficiently supported to engage with public agencies on issues of local concern or on wider policy issues. There are few examples where community groups have influenced important local decisions. Individuals and community groups have few opportunities to influence local decision makers. Community groups and organisations have insufficient knowledge and awareness of methods of community engagement. Not all partners are aware of and work towards the Standards for Community Engagement.

- Community groups and organisations are not well supported to fully understand the significance of community planning and the opportunities it presents to improve local services. Arrangements to facilitate the involvement of community groups in community planning are at an early stage of development.

- Community organisations receive basic or minimal support to provide and manage local services. They have access to some information and advice in relation to funding sources and technical advice in relation to planning, evaluation and project management.

- The success and achievements of a minority of individuals and community groups are recognised, valued and celebrated through media coverage and award ceremonies.

How good is our delivery of key processes?

(KEY AREA 5: PROCESSES AND DELIVERY)

QI 5.9 Inclusion, equality and fairness

Themes

- Inclusion of excluded communities, groups and individuals

- Addressing barriers to participation

- Access to specialist services to meet specific needs

- Promoting inclusion, equality, fairness and positive attitudes to social and cultural diversity

- Compliance with equalities legislation

This indicator provides a basis for evaluating how well excluded communities, groups and individuals are included, how well the barriers to access and participation are addressed and positive attitudes to social and cultural diversity fostered.

Level 5 illustrations

- Paid and voluntary staff engage very effectively a wide range of excluded communities, groups and individuals. They adopt very effective methods for engaging groups and individuals that are traditionally hard to reach.

- Engagement methods and learning opportunities overcome barriers to access and participation by traditionally excluded groups.

- There is an appropriate range of resources and support services available to meet the needs of people with disabilities and additional learning support requirements.

- CLD providers consistently promote positive attitudes to social and cultural diversity and challenge discriminatory attitudes. They schedule provision to take account of the cultural traditions of minority ethnic groups.

- CLD providers are committed to social inclusion and have effective inclusion strategies, equal opportunities policies and staff training that meet legislative requirements.

Level 2 illustrations

- Paid and voluntary staff have contact with few excluded communities, groups and individuals. They use limited and ineffective methods for engaging groups and individuals that are traditionally hard to reach.

- Engagement methods and learning opportunities are not designed to overcome potential barriers to learning.

- Staff make insufficient use of resources and support services to meet the needs of people with disabilities or additional learning support needs.

- CLD providers promote positive attitudes to social and cultural diversity but this is inconsistent and partial. They take little account of the cultural traditions of minority ethnic groups in scheduling provision.

- CLD providers are committed to the principle of social inclusion but this is not taken forward through the development of effective strategies, policies and staff training.

How good is our delivery of key processes?

(KEY AREA 5: PROCESSES AND DELIVERY)

QI 5.10 Improving services

Themes

- Evaluating information from participants and other stakeholders

- Evaluating outcomes and impact

- Arrangements for reflective practice and self-evaluation

- Planning for improvement and monitoring progress

- Reporting progress to stakeholders

This indictor provides a basis for evaluating how well services are evaluated, improved and reported to stakeholders.

Level 5 illustrations

- CLD providers use a variety of effective methods to gather feedback from participants and other stakeholders. They use this feedback to inform changes to their processes that result in improvements in participant satisfaction.

- Staff in teams systematically evaluate the outcomes and impact of the services they provide.

- Staff reflected regularly on their practice and make improvements. Self-evaluation is conducted at regular intervals using self-evaluation frameworks and improvements are made as a result.

- CLD providers have effective arrangements to plan and implement service improvements.

- CLD providers regularly use a range of effective methods to report progress to key stakeholders, including participants.

Level 2 illustrations

- CLD providers use a narrow range of methods to gather feedback from participants and stakeholders. They seldom use this feedback to inform changes to their processes that result in improvements in participant satisfaction.

- CLD providers have arrangements in place for monitoring and evaluating their work but these are inconsistently applied.

- Staff do not systematically reflect on their practice. They have little understanding of self-evaluation and make insufficient use of self-evaluation for quality improvement.

- CLD providers have ineffective arrangements to plan for service improvement.

- CLD providers occasionally report progress to key stakeholders, including participants.

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How good is our management?

(KEY AREA 6: POLICY DEVELOPMENT AND PLANNING)

QI 6.1 Policy review and development

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Themes

- Range and appropriateness of policies
- Coherence with corporate policy
- Links to strategic vision, values and aims
- Managing, evaluating and updating policies

This indicator focuses on approaches to policy review and development. Policies will provide clear strategic direction and will help to ensure consistency in practice across CLD providers and contribute to continuous improvement.

Level 5 illustrations

- CLD providers ensure that almost all CLD activity is directed by a clear policy framework that reflects national and local priorities and related improvement objectives. Individual policies give specific information about roles, responsibilities and procedures, expectations of quality, outcomes and evaluation processes.

- The CLD strategy is coherent with the community, corporate and integrated children's services planning aspirations and outcomes.

- CLD providers ensure that key policies are based very well on the vision, values and goals of the CLD strategy and relate well to the national priorities for CLD.

- Policies are implemented fully. Staff and establishments receive very good support for implementation. There is a clear procedure for the coherent development and review of policies that takes full account of the views of stakeholders. The impact of policies is evaluated thoroughly and systematically.

Level 2 illustrations

- CLD providers have policies in a majority of their main areas of activity. Individual policies do not give a clear enough indication of their practical application and are uneven in terms of specific elements such as roles, responsibilities, procedures and evaluation processes.

- The CLD strategy does not sufficiently reflect community, corporate and integrated children's services planning aspirations and outcomes. The links among cross-cutting policy initiatives and the CLD contribution to these are unclear and have insufficient impact at local level.

- The vision, values and goals of the CLD strategy do not systematically inform the construction and development of policies and relate insufficiently to the national priorities for CLD.

- Policies are not implemented consistently by CLD providers. Staff are uncertain about the detail of some key policies and lack concrete information on how to implement them.

How good is our management?

(KEY AREA 6: POLICY DEVELOPMENT AND PLANNING)

QI 6.2 Participation of service users and other stakeholders

Themes

- Involvement in policy development
- Communication and consultation about aims, provision and performance
- Active participation in the work of CLD providers

This indicator focuses on involving service users and stakeholders in policy development and review. It is also concerned with effective approaches to communication and consultation and the active participation of service users in the work of CLD providers.

Level 5 illustrations

- CLD providers involve service users and stakeholders effectively in regularly reviewing and updating policies. These arrangements result in a high level of ownership of changes to policy and services.

- CLD providers engage in a variety of effective consultation processes, involving a wide range of priority groups, to directly shape CLD policies and help to drive planning for improvement. There is a clear framework for communication and for public performance reporting.

- Senior managers are actively committed to encouraging and enabling the participation of service users and stakeholders in the work of the service. Effective systems are in place to support and encourage participation.

Level 2 illustrations

- Some important groups of users and stakeholders are not involved in reviewing and updating policies. These arrangements result in a low level of ownership of changes to policy and services.

- CLD providers use a few approaches to consultation with a few stakeholder groups to inform CLD policies and help to drive improvement.

- Senior managers occasionally encourage and enable the participation of stakeholders and learners in the work of the service but approaches are not systematic.

How good is our management?

(KEY AREA 6: POLICY DEVELOPMENT AND PLANNING)

QI 6.3 Operational planning

Themes

- Developing, implementing and evaluating plans
- Articulation of operational plans with the community plan and CLD strategy
- Use of performance information
- Staff and partner engagement in planning and evaluation
- Planning for sustainability

This indicator is concerned with the coherence and impact of arrangements for planning, monitoring and evaluating services.

Level 5 illustrations

- Almost all CLD partners are actively engaged in developing, implementing and evaluating local and thematic plans. These plans provide a coherent basis for delivering and evaluating services amongst all levels of staff.

- The links between CLD operational plans, including the literacies action plan, the CLD strategy and the community plan are very clearly articulated. Targets and priorities are easily translated across these plans, and reporting mechanisms are in place to ensure high levels of feedback on performance.

- Senior managers are very well aware of service performance in relation to national and local improvement priorities set against comparator benchmarks. Performance information is used very effectively to plan and target resources according to need. Almost all participant evaluations are analysed and used to inform future plans.

- Staff are very clear about their roles in planning, monitoring and evaluating services. Senior staff make very effective use of a service planning process to monitor and manage the work of the service as a whole through a regular cycle of evaluation and reporting.

- Almost all operational planning of the service is undertaken with a view to ensuring the sustainability of appropriate service levels.

Level 2 illustrations

- A minority of CLD partners are engaged in developing, implementing and evaluating local and thematic plans. These plans provide only a partial basis for delivering and evaluating services.

- The links between CLD operational plans, including the literacies action plan, the CLD strategy and the community plan are not well made. As a result, staff are not clear about how their work contributes to the wider vision and goals of the Community Planning Partnership and the council's corporate plan. Reporting mechanisms are in place for the CLD strategy, but reports are very general and give little information about the achievement of output or outcome targets.

- The service has no overall system for gathering and analysing performance information. Staff evaluate activities are carried out but managers do not use evaluations systematically to inform future plans. There is insufficient information about performance to plan and target resources according to need.

- Staff are unclear about their roles in planning, monitoring and evaluating services. Senior staff make insufficient use of a service planning process to monitor and manage the work of the service as a whole.

- Staff are concerned about the long-term viability of projects but there is insufficient activity being undertaken to address this.

How good is our management?

(KEY AREA 7: MANAGEMENT AND SUPPORT OF PAID AND VOLUNTARY STAFF)

QI 7.1 Sufficiency, recruitment and retention

Themes

- Identifying and meeting human resource needs

- Recruitment, appointment and induction procedures

- Care and welfare

- Equality and fairness in recruitment and promotion

- Recognition

This indicator focuses on arrangements for recruitment and retention of paid and voluntary staff. It is used to evaluate the extent to which staff resources and skills are sufficient to achieve the planned outcomes.

Level 5 illustrations

- The service has sufficient staff to deliver its provision. It has recruited and retains a highly-skilled workforce which ensures the effective delivery of its plans.

- Managers implement effective and transparent appointment procedures that pay due regard to the skills, aptitudes and experience of all applicants and the relationship of these to the stated selection criteria, job outlines and person specifications for each post. The service has a clear induction policy and very effective induction procedures for all new staff. These are implemented effectively for all staff.

- All staff with management responsibilities understand the service's duty of care towards its employees and volunteers. Within its policies and procedures, the service sets out clearly the standards of conduct, care and welfare which all staff can expect and which are expected of them.

- The service uses a very effective equal opportunities policy to underpin its procedures for recruiting and supporting staff. Specific reference is made and strict attention paid to equality and fairness as regards, for example, race, religion, ethnicity, disability, gender and sexuality.

- Service managers have established an ethos of positive recognition and celebration of achievement within which all staff are encouraged to do their best. Staff achievements and successes are formally recognised, through, for example, awards and presentations.

Level 2 illustrations

- The service has too few or insufficiently skilled paid and voluntary staff to deliver planned services. Staff turnover is high and staff recruitment procedures are ineffective in attracting suitable candidates for some key posts.

- Recruitment procedures generally operate satisfactorily but tend to be reactive rather than planned. Appointment procedures do not automatically seek to align the skills, aptitudes and experience of candidates to clearly defined selection criteria. Staff induction procedures have not been systematically customised to meet the induction and development needs of different staff groups and are not implemented effectively for all.

- Paid and voluntary staff are not always fully aware of their rights and responsibilities and, in some cases, managers are uncertain about the parameters of the service's duty of care to them. Policies do not adequately specify the standards of conduct, care and welfare which staff can expect or which are expected of them.

- The equal opportunities policy has not adequately informed staff recruitment and appointment procedures. Recruitment advertising and appointment procedures do not always meet the needs of minority groups. Equal opportunities monitoring information is not used effectively to improve recruitment and appointment procedures.

- Service managers have not established an ethos of positive recognition and celebration of achievement within which all staff are encouraged to do their best. Staff achievements and successes are only occasionally formally recognised, through, for example, awards and presentations.

How good is our management?

(KEY AREA 7: MANAGEMENT AND SUPPORT OF PAID AND VOLUNTARY STAFF)

QI 7.2 Deployment and teamwork

Themes

- Appropriateness and clarity of remits

- Deployment to achieve planned priorities

- Teamworking

- Communication and involvement in decision-making

The main asset in any service is its people. This indicator evaluates how well paid and voluntary staff are deployed to meet planned priorities and the effectiveness of teamwork, communication and consultation.

Level 5 illustrations

- The service ensures that all paid and voluntary staff have clearly-stated job descriptions and remits. They are fully aware of the lines of communication and accountability. Staff are appropriately empowered to take decisions, and are challenged and supported effectively.

- Job remits are tailored to achieve the outcomes sought by the CLD strategy and action plans. Staff are generally well aware of the CLD strategy and relevant action plans and have a good understanding of the roles they play in the organisation.

- The service has established an ethos of effective team work and communication. Each team has a clear structure and an outcome-focused approach. Effective teamwork extends to inter-agency and inter-disciplinary teams. The activities of teams relate clearly to the CLD strategy and relevant action plans. The performance of teams is regularly monitored.

- Staff are very positive about the frequency, volume and quality of information they receive. In general, they are well consulted on major issues that affect their work. Staff have good opportunities to raise concerns or constructive suggestions with senior managers, and these are taken seriously. Senior managers are visible and accessible.

Level 2 illustrations

- Most paid and voluntary staff have appropriate job descriptions and remits but there are important gaps. As a result, some staff do not carry out their duties in an appropriately focused manner. Some staff feel isolated or uncertain about their roles. Senior managers lack confidence or demonstrate a reluctance to empower their staff to take decisions.

- Staff remits and job activities are not always aligned with the CLD strategy and relevant action plans. Staff do not always understand the goals of the CLD strategy or the importance of their role in achieving the outcomes and targets in relevant action plans.

- Staff are, in the main, deployed in teams but some individuals are not part of a team and work in isolation. Teams are not well structured and are insufficiently outcome-focused. Inter-agency and inter-disciplinary teams lack trust and clarity of purpose. Performance monitoring within some teams, and of teams by senior managers, is lacking in focus, consistency and rigour.

- Staff sometimes complain about the standard of communication from senior managers or of inadequate consultation on important issues. Senior managers are seen as distant or remote and staff have few opportunities to raise concerns or make constructive suggestions for service improvement.

How good is our management?

(KEY AREA 7: MANAGEMENT AND SUPPORT OF PAID AND VOLUNTARY STAFF)

QI 7.3 Development and support

Themes

- Processes for staff review, support and supervision

- Training and development

- Joint training with staff from partner agencies

This indicator evaluates the effectiveness of development and support procedures for paid and voluntary staff. It is concerned with arrangements to ensure the continuous support, learning and development of CLD staff.

Level 5 illustrations

- The service implements clear, and user-friendly procedures and processes to ensure that all staff are well supported, well trained and their continuous development needs are met. A formal annual review process leads to the identification of strengths, skills and development needs. This annual process, supported by regular opportunities for staff to reflect on and learn from their work, results in staff being enthusiastic, confident, well motivated and proactive.

- Managers use the annual review process to ensure that relevant and appropriate training and development opportunities are made available to staff. All staff have access to a full range of appropriate and highly effective training and development opportunities, including accredited training. Staff have access to opportunities for mentoring, shadowing, observing and sharing good practice within and across services and with other authorities. Almost all paid and voluntary literacies staff have met national accredited training standards. Almost all first-point-of-contact staff have been trained in responding effectively to prospective literacies learners. The literacies partnership has a systematic training programme which meets local training needs and complements national training initiatives well.

- Senior managers in the CLD service work closely with colleagues in other services and partner agencies, including volunteers and community organisations, to identify and develop opportunities for joint and inter-agency training. CLD staff have regular opportunities to meet and share practice with colleagues in other sectors concerning shared priorities and work practices. For example, CLD staff train alongside teachers, social workers and police officers in areas such as child protection and the promotion of equality.

Level 2 illustrations

- The service implements a formal performance review and development procedure for full time staff but this does not result in them being well supported or well trained. Staff support and supervision meetings are regular but insufficiently focused on reflecting on and learning from experience. As a result, staff are insufficiently enthusiastic, motivated, confident and proactive.

- Managers do not link appropriately the outcomes of review processes to the development of training opportunities for staff. Staff have access to training and development opportunities but these are not well focused on priority work requirements. Insufficient use is made of flexible approaches to training and development such as mentoring, job shadowing and learning from good practice. Review and support processes are not applied consistently to the work of part-time staff and they, and volunteers, have too few training and development opportunities. Few paid and voluntary literacies staff have met national accredited training standards. Only a few first-point-of-contact staff have been trained to respond effectively to prospective literacies learners. The literacies partnership offers a few training opportunities to staff but these do not complement national training initiatives well.

- Senior managers do not work closely with colleagues in other services and partner agencies to identify and develop opportunities for joint and inter-agency training. CLD staff have too few opportunities to meet and share practice with teaching, social work police and other colleagues. Overall, staff are insufficiently up to date with child protection and equalities procedures and practices.

How good is our management?

(KEY AREA 8: PARTNERSHIPS AND RESOURCES)

QI 8.1 Partnership working

Themes

- Clarity of purposes and aims

- Service level agreements, roles and remits

- Working across agencies and disciplines

- Staff roles in partnerships

This indicator refers to the role of CLD services in promoting and encouraging effective partnership working with other services and partner agencies. A central role for local authorities is to secure and sustain cohesive partnerships to take forward the vision, values and goals of the CLD strategy. To fulfil this role, the CLD service will require to bring key partners together at a strategic decision-making level and to ensure effective partnership working at local level.

Individual organisations can use this indicator to consider their roles and engagement in appropriate partnerships.

Level 5 illustrations

- The community planning partnership sets a strategic framework within which joint working between partners in CLD is established and flourishes. This results in a CLD strategy that engages the commitment of almost all key partners. Key partners are clear about their roles and contribution to achieving the outcomes of the strategy and associated action plans. Where appropriate, service level agreements are established to define, monitor and evaluate the impact of publicly-funded CLD services delivered by partner agencies. Consultation and communication between partner agencies is regular, structured, supportive and efficient.

- CLD services actively encourage and work effectively in a range of multi-agency and multi-disciplinary partnerships. Productive partnerships exist with key services, voluntary and community organisations and other public and private sector bodies.

- CLD providers are actively engaged in planning, delivering, monitoring and evaluating joint projects. These joint projects result in improved services in communities and value for money for the providers.

- CLD staff work very effectively in a range of partnerships. They demonstrate or support leadership within the context of partnership working. They constantly seek opportunities for improvement and development in all partnerships. CLD managers plan their engagement with partners to secure the active participation of all relevant people and agencies. Staff are clear about their roles and responsibilities, about what matters most and how their time will be best spent.

Level 2 illustrations

- The community planning partnership sets a strategic framework within which joint working between partners in CLD is unable to flourish. This results in a CLD strategy that fails to engage the commitment of a majority of key partners. A majority of partners are unclear about their roles and contribution to achieving the outcomes of the CLD strategy and associated action plans. Service level agreements are used with a few projects to define, monitor and evaluate the impact of publicly-funded CLD services delivered by partner agencies. Consultation and communication between partner agencies is irregular and unproductive.

- CLD services are not proactive in a range of multi-agency and multi-disciplinary partnerships. Partnerships exist with key services, voluntary and community organisations and other public and private sector bodies but a majority of these are unproductive.

- CLD providers are insufficiently engaged in joint project work.

- CLD staff work within a range of partnerships but with insufficient impact. They seldom take leadership roles or provide effective support for leaders. They are insufficiently focused on improving the work of partnerships. CLD managers plan their engagement with partners but do not always secure the active participation of all relevant people and agencies. In their work with partnerships, staff are insufficiently clear about their roles and responsibilities, about what matters most and how their time is best spent.

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How good is our management?

(KEY AREA 8: PARTNERSHIPS AND RESOURCES)

QI 8.2 Financial management

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Themes

- Setting budgets and enterprise in securing funding

- Range and implementation of financial procedures and controls

- Processes for collecting, evaluating and communicating financial information

- Providing Best Value

This indicator will require the service to have developed a rigorous and thorough approach to managing core budgets and an enterprising approach to securing additional funding. The working relationship with the finance, other services and funders will be critically important. This indicator also relates to the service's capacity to deliver Best Value through its approach to financial management.

Level 5 illustrations

- Managers contribute effectively to the budget construction process. This process demonstrates clear links to the CLD strategy and service plans. Managers and staff secure significant additional funding from a range of public and charitable sources to extend and enhance services. Partner agencies work well together to maximise resources for CLD and to avoid waste, duplication and unnecessary competition.

- Managers and budget holders receive high-quality financial reports and actively monitor budget performance across all service areas. There are clear procedures in place to identify and deal effectively with budget variances. Arrangements for financial planning and expenditure are transparent and fully utilise a wide range of performance information. Financial procedures are well known to budget holders and all other staff with financial responsibilities. The authority has transparent and effective arrangements to ensure that partners have access to national literacies funding.

- Managers have established fully-effective working relationships with colleagues in finance and other services resulting in a two-way flow of reliable, accurate financial information to inform key decisions. Fully-effective procedures ensure effective planning and management of core, specific grant and external budgets.

- The service's planning and financial management processes are characterised by efficiency, effectiveness and economy and are focused on the provision of high-quality services and value for money. All aspects are governed by the principles of Best Value and service reviews are well focused on those areas where performance is most likely to be improved.

Level 2 illustrations

- CLD managers are insufficiently consulted and involved in the budget construction process. This process is insufficiently linked to the CLD strategy and service plans. Managers and staff are not proactive in securing additional funding to extend and enhance services. Partner agencies do not sufficiently share information about budget allocations resulting in waste, duplication and unnecessary competition.

- Managers and budget holders receive irregular financial reports that are often unreliable reliability. This results in weaknesses in budget holders' capacity to monitor budget performance and deal quickly and effectively with budget variances. Arrangements for financial planning lack rigour and are not flexible enough to respond to changes in service requirements or make use of a wide range of performance information. Budget holders are unclear about financial procedures. The authority has unclear and ineffective arrangements to ensure that partners have access to national literacies funding.

- Although liaison does take place between managers and finance staff, no clear and consistent working practices have been implemented. The transfer of information is reactive rather than planned and lacks reliability, accuracy and rigour. Procedures are not in place to ensure effective planning and management of specific grant and external funding.

- The council's Best Value policy has had little impact on CLD services. Best Value service reviews are reactive and do not necessarily relate to those services in most need of examination.

How good is our management?

(KEY AREA 8: PARTNERSHIPS AND RESOURCES)

QI 8.3 Resource and risk management

Themes

- Accommodation

- Resources and equipment

- Health and safety

- Arrangements for ensuring the protection and welfare of children, young people and vulnerable adults

This indicator focuses on approaches to resource and risk management. It covers procedures for health and safety, risk management, including appropriateness of accommodation for CLD purposes, and arrangements for the protection and welfare of children, young people and vulnerable adults.

Level 5 illustrations

- The CLD service and partner agencies have sufficient, good-quality accommodation to meet the needs of the broad range of CLD participants, including people with disabilities. Senior managers and staff are aware of the requirements of relevant legislation and take the necessary actions to ensure legal compliance.

- Senior managers regularly review the resources and equipment required to meet local CLD priorities using the principles of Best Value. They ensure that sufficient resources are allocated to meet national and local improvement objectives and priorities.

- The service has undertaken effective risk assessments for all of its activities. This ensures the health and safety of all participants in CLD activities. Action plans with agreed timescales are implemented where health and safety risks are identified.

- CLD providers have clear procedures for protecting children, young people and vulnerable adults. All paid and voluntary staff had attended child protection training within the previous three years and have a clear understanding of their responsibilities to protect children, young people and vulnerable adults and the actions to take where there is reason to suspect abuse.

Level 2 illustrations

- The CLD service and partner agencies have insufficient good-quality accommodation to meet the needs of the broad range of CLD participants, including people with disabilities. Senior managers and staff are insufficiently aware of the requirements of relevant legislation to ensure access to and the health and safety of participants in premises used for CLD activities.

- Senior managers seldom review the resources and equipment required to meet local CLD priorities using the principles of Best Value. They do not ensure that sufficient resources are allocated to meet national and local improvement objectives and priorities. People with disabilities cannot access all CLD provision because some buildings are inaccessible.

- The service had undertaken insufficient risk assessments and health and safety audits to ensure the health and safety of all participants in CLD activities. Most staff have a good understanding of health and safety issues but there are no procedures in place to ensure that these issues are dealt with systematically.

- CLD providers have procedures for protecting children, young people and vulnerable adults. However, only a minority of paid and voluntary staff had attended child protection training in the previous three years. A minority of staff have a clear understanding of their responsibilities to protect children, young people and vulnerable adults and the actions to take where there is reason to suspect abuse.

How good is our management?

(KEY AREA 8: PARTNERSHIPS AND RESOURCES)

QI 8.4 Information systems

Themes

- Data collection, storage and retrieval
- Linkages between, and sharing of, information
- Processes for analysing, evaluating and using information

A performance information system is used to enter, store, manipulate and retrieve information about the performance of CLD services. This indicator focuses on how the service uses a system to help it to evaluate the outputs and outcomes of its services.

Level 5 illustrations

- The service has a well-structured and clearly understood system in place for the collection, evaluation and analysis of data about CLD. This system provides robust information to inform service planning and to target resources and support more effectively.

- CLD services are well linked and have good working relationships with council ICT services. Electronic links between central CLD services, establishments and projects facilitate very effective communication that supports improvements in outcomes for learners. Staff are very well supported in the use of the system as a performance tool.

- The service provides effective central coordination and interpretation of data. It collates and analyses a range of data to monitor and demonstrate improvements in performance. The system is used to identify trends and provide benchmark and comparative information to plan for improvement. Effective systems are in place to track participants' recruitment, retention, achievements and progression.

Level 2 illustrations

- The service has a system in place for the collection of data but as yet it provides little reliable data for analysis. Information produced has little impact on planning for improvement or in targeting resources and support more effectively. Weaknesses in the information system result in the service running an unacceptably high risk of failing to comply with the *Data Protection* and *Freedom of Information Acts.*

- The CLD service has ineffective links and working relationships with council ICT services. Electronic links between central CLD services, establishments and projects are ineffective and result in weak communication and staff frustration. Staff are not well supported in the use of information systems to promote performance improvement.

Level 2 illustrations – continued

- The CLD service collates and analyses a range of data but this is insufficient for staff to use to monitor and demonstrate improvements in performance. Some important information is not included in the collation and analysis. Performance information contributes little to identifying trends and providing benchmarking and comparative information to plan for improvement. The service is unable to track participants' recruitment, retention, achievements and progression.

How good is our leadership?

(KEY AREA 9: LEADERSHIP)

QI 9.1 Vision, values and aims

Themes:

- Appropriateness and coherence with corporate and community vision, values and aims

- Sharing and sustaining the vision

- Promotion of positive attitudes to social and cultural diversity

This indicator relates to the corporate leadership of CLD within the authority and to the way in which it exercises its functions. This will be expressed through the authority's effectiveness in establishing direction for CLD within its wider community vision. To demonstrate good practice, the authority will have to ensure that this vision actively influences practice at the point of delivery. This indicator focuses on the extent to which vision, values and aims guide planning for and impact on maintaining and improving the quality of services for participants, their families and the community.

Individual organisations can use this indicator to look at their own approach to setting and sustaining vision, values and aims.

Level 5 illustrations

- The aims convey a distinctive picture of the aspirations for, and expectations of CLD within the community planning partnership and the authority. There are clear links between the vision, values and aims contained within the community plan, the council's corporate plan, the children's services plan and the CLD strategy.

- Clear and comprehensive statements of this vision, along with values and expectations direct the work of the community planning partnership, the local authority, the service responsible for CLD and its partner agencies. These statements encompass the purposes of learning and development, as well as national priorities and national expectations for children, young people and adult learners.

- Senior staff have established a shared vision for CLD within the community planning partnership. The vision, values and aims for CLD provide a widely recognised and shared set of aspirations for and expectations of all stakeholders. Services and partners have a very good awareness of the community planning partnership and the authority's vision, values and aims and of their own specific roles in their delivery.

- The aims have been developed through involving a wide range of stakeholders and clearly set out the community planning partnership's commitment to a culture of empowerment, improvement, innovation and service excellence. The vision, values and aims are continually revisited and reinforced in events and activities which result in a strong sense of common purpose.

Level 5 illustrations – continued

- The aims and vision set out clear expectations for equality and social justice. Elected members and senior officers demonstrate commitment to and provide a clear lead in emphasising equality issues. Senior managers and staff are strongly committed to the aims and vision for equality and promote social and cultural diversity. Plans at all levels address the promotion of equality, diversity and inclusion.

Level 2 illustrations

- Senior managers in the community planning partnership have established a vision for CLD which directs the work of the CLD partnership but does not significantly impact on processes or outcomes of the authority and its partner agencies. The aims of the CLD strategy are insufficiently linked to the respective aims within community, corporate and departmental plans. Senior managers do not always demonstrate sufficient commitment to corporate priorities.

- The purposes of CLD and national expectations and aspirations are insufficiently emphasised or explained. The vision, values and aims of the authority have only limited relevance to the main activities of CLD providers.

- Senior managers have established a vision which directs the work of the CLD services in relation to CLD but it has not been communicated sufficiently well to political or corporate leaders. The aims of the CLD strategy convey only a partial picture of the aspirations of local elected members for the authority and the community planning partnership.

- In developing the aims, the involvement of stakeholders, including communities, has been insufficient and, consequently, understanding and ownership of the aims is limited. The aims are not sufficiently embedded in the work of the authority or the community planning partnership and do not emphasise a commitment to a culture of improvement, service excellence and innovation.

- The aims and vision set out expectations for equality and social justice. These are not yet fully embedded in an appropriate range of operational policies and procedures. Senior managers and staff are committed to promoting social and cultural diversity but this commitment is not always translated into action.

How good is our leadership?

(KEY AREA 9: LEADERSHIP)

QI 9.2 Leadership and direction

Themes:

- Strategic planning and communication
- Strategic deployment of resources
- Evaluation of risk

This indicator is fundamentally about strategic planning for future sustainable development. It focuses on the mapping out of future developments which are challenging, realisable and sustainable. This indicator also relates to the success of senior managers in linking the authority's vision to strategic deployment of resources to deliver services, secure Best Value and manage sustainable development. Significant current and planned organisational activities will take place within a culture that supports and enables effective risk management.

Individual organisations can use this indicator to look at leadership and direction of senior staff, management committees and boards of directors.

Level 5 illustrations

- Senior elected members provide officers with strong political leadership and direction and demonstrate a commitment to continuous improvement. Together, they communicate and demonstrate a very clear view of what the council and the community planning partnership is aiming to achieve. Senior officers develop effective and strategic plans and identify key actions, intended outcomes and major targets. Planning documents are accessible, succinct and set out key priorities within a well-managed planning cycle. Planning leads to sustainable change.

- Channels of communication are effective. There is strong leadership and direction on corporate priorities. Managers take full account of the need for succession planning, securing accountability, making appropriate use of data for informed decision-making and evaluating impact and outcomes. Strong leadership helps to steer individuals and teams successfully through the difficulties and challenges associated with strategic planning.

- Senior elected members make transparent and evidence-based decisions on the allocation of resources for CLD from the local authority budget. Senior managers provide strong leadership in targeting resources at key agreed objectives and achieving Best Value. They have developed a clear Best Value approach to deliver continuous improvement.

- The authority has in place a very clear strategic planning framework which takes account of finances, asset management and human resources and which articulates well with its service planning cycle. The culture is one that is risk-aware. Risks are balanced against the benefits that may arise from taking these risks. Systems are in place to consult relevant partners and stakeholders in relation to risk management.

Level 2 illustrations

- Senior elected members and senior CLD managers do not have a consistently clear view of the strategic role of CLD in planning for improvement. As a result the work of the authority is taken forward mainly at an operational level and change is often not sustainable. Elected members and officers do not always demonstrate a clear or mutual understanding of the national context or local priorities. Officers are sometimes unclear about political priorities while members feel that they are not always provided with consistently high-quality advice and support.

- The service director does not systematically inform the department's senior management team of identified community and corporate priorities. The CLD service operates in isolation from the corporate team. Insufficient account is taken of the need for careful succession planning, securing accountability, making appropriate use of data for informed decision-making and evaluating impact and outcomes.

- Resource allocation is not linked closely enough to key agreed objectives. The rationale for the strategic deployment of resources for CLD is not transparent nor does it match closely national guidance. The service has initiated some Best Value reviews but its approach is one of reacting to prevailing circumstances rather than being planned and comprehensive.

- While it has in place a strategic planning framework, this does not take full account of finances, asset management and human resources and it only articulates to a limited extent with its service planning cycle. Financial decision-making pays insufficient attention to sustainability. The department secures improvement through effective project management and resource management but does not consistently manage financial risk effectively and efficiently.

How good is our leadership?

(KEY AREA 9: LEADERSHIP)

QI 9.3 Developing people and partnerships

Themes:

- Developing leadership capacity

- Building and sustaining relationships

- Teamwork and partnerships

This indicator relates to the effectiveness of the authority or organisation in building capacity for leadership at all levels and securing positive working relationships and successful outcomes with stakeholders and partner agencies. The indicator relates to the ethos and culture of the CLD service and beyond, through its operations corporately within the council and in joint working with its partner agencies. The effectiveness of the management team, their deployment, responsibilities and co-working in relation to organisational requirements and key strengths are relevant. Delegation to and empowerment of staff and partners are important features, alongside the development and support of effective teamwork.

Level 5 illustrations

- Senior managers use a wide range of effective leadership skills and motivate others to give of their best. The range and balance of skills, personal qualities and experience make for a very effective management team. The service director and the senior management team exemplify the authority's approach to quality improvement through active leadership and personal involvement in improvement strategies and activities. There is an empowering culture of improvement and an understanding that all staff, at whatever level, have a key role to play in taking forward the work of the authority.

- Staff feel able and confident to exercise initiative, share responsibility and adopt lead roles in their own areas. They understand their own leadership roles and those of others. The structures in place draw upon the collective knowledge, experience and personal interests of a wide range of staff and create opportunities for staff to lead projects. Effective systems are in place to promote and evaluate the impact of leadership programmes, sustainable developments and succession planning.

- Senior managers have developed a supportive work environment in which people share a sense of responsibility to improve the quality of services. Talents are identified and promoted. Working relationships are built on trust and reflect a genuine concern for staff and relevant partners. Systems are in place to help people tackle challenging problems, share information and deal with difficulties.

Level 5 illustrations – continued

- Staff and partners have regular opportunities to share ideas, review their work and learn from each other. There are regular opportunities to give and receive constructive feedback. Staff are encouraged and supported to do their personal best. Their achievements are recognised.

- There is a high level of commitment to partnership working and team development. Senior staff are proactive in establishing strong links with stakeholders, partners, agencies and other council services and lead joint improvement activities. They are successful in mobilising and focusing the commitment and enthusiasm of staff and of key partners and stakeholders to secure continuous improvement. There is effective multi-disciplinary working and a positive impact on service users.

- An ethos of teamwork and collegiality is evident at all levels of the organisation. There is a high level of participation and engagement by relevant partners. Team performance is regularly evaluated against agreed objectives and targets. Staff at all levels have developed and participate in a range of teams throughout the service, each having a clearly focused role and remit.

Level 2 illustrations

- Individual senior managers demonstrate leadership skills in a few areas but there are important weaknesses in others which are key to the effective leadership of CLD within the authority. There are some important gaps or weaknesses in the range and balance of the skills, abilities and experience within the management team, impacting on the overall effectiveness of the team. The culture of the service, although positive, does not convey a full sense of challenge, change or progress. Senior elected members and senior officers of the service do not have a consistently clear view of their own leadership roles and those of others.

- The service director and senior management team are not always successful in gaining the commitment of key staff in services or external agencies and other key stakeholders. As a result there is confusion about who is leading what, and insufficient ownership of key initiatives.

- There is a dependency culture where staff feel inhibited about taking the initiative and are overly-dependent upon others. Insufficient account is taken of the need for leadership training and development and succession planning.

- Senior managers have built and sustain effective working relationships with a narrow range of key partners but other relevant potential partnerships are under developed. There are some examples of effective partnership working but the overall picture is inconsistent. Senior staff do not systematically demonstrate a commitment to partnership working nor focus strongly enough on collaborative working and shared responsibility. They do not sufficiently evaluate their own performance individually or as a team.

Level 2 illustrations – continued

- Senior managers maintain effective communication with a narrow range of interested partners, agencies and stakeholders. They undertake limited planning with partners to ensure effective multi-agency working. Relationships and interaction with colleagues, service users, partner organisations and the public can be inconsistent and punctuated by misunderstandings, lack of clarity and tensions.

- Service teams may work well as individual units. In general, teamwork is not well established and, where teams are in operation, objectives and targets lack specificity or team performance is not routinely evaluated against set and agreed criteria.

How good is our leadership?

(KEY AREA 9: LEADERSHIP)

QI 9.4 Leadership of change and improvement

Themes:

- Support and challenge
- Creativity, innovation and step change
- Continuous improvement

This indicator is concerned with the effectiveness of the leadership of CLD within the authority in maintaining high levels of quality, delivering continuous improvement, and working towards achieving excellence in the quality of provision for all participants. A critically important component of the leadership function is the need for senior managers, team leaders and stakeholders to challenge staff continuously to improve the quality of provision for participants, by setting demanding but realistic performance targets and by providing high-level support to assist them to achieve these. The indicator also relates to the ability and success of the senior management team systematically to encourage and support innovative and effective practices which bring about positive step changes in participants' experiences.

Level 5 illustrations

- Senior managers actively and systematically take leading roles in ensuring appropriate support and challenge. They set demanding performance targets for the service. They challenge staff and teams to improve their performance, including their own team, monitor performance and outcomes and support continuous improvement and the pursuit of excellence. They align people, structures and systems to secure improvement.

- Senior managers have a very good strategic overview of what constitutes best practice within the organisation and regularly explore, research and adopt innovative practice being taken forward in other organisations. They routinely use the results of self-evaluation exercises, Best Value and other service reviews to consider new methods of service delivery and innovative approaches aimed at enhancing the quality of provision. Senior managers welcome and support innovation. They lead and challenge staff at all levels. They encourage staff to contribute suggestions to enhance the quality of learning and service provision.

- Senior managers and heads of establishment apply the principles and practices of risk management to proposed changes and innovations.

- Examples of excellence and innovative practice are celebrated widely. Innovative practice has led to qualitative improvements in learning and service delivery. Senior managers lead and manage change effectively and strategically by prioritising and focusing on a manageable number of high priority initiatives and communicating them well to staff at all levels.

Level 5 illustrations – continued

- The service director plays a very strong and focused role in leading the authority's commitment to continuously improving performance, service quality, impact and outcomes. He or she is well supported by the senior management team, all of whom have clearly focused quality improvement roles and responsibilities. Other key managers replicate such leadership in the authority's drive towards continuous improvement.

- The authority constantly explores ways to create more capacity for improvement. It builds capacity through developing talents and skills, providing opportunities for shared and distributed leadership and nurturing expertise in its staff.

Level 2 illustrations

- The senior management team does not consistently support and challenge its staff. Roles and responsibilities for senior managers do not focus sufficiently on setting performance targets and challenging staff and learners to improve their performance. Senior managers do not place sufficient emphasis on monitoring performance and outcomes and supporting continuous improvement. There is no emphasis on achieving excellence.

- Senior managers are aware of a range of examples of good practice within services but have not yet established a strategic overview. They seldom look externally to identify or consider new approaches. The service has conducted a number of self-evaluation exercises and service reviews but these lead to improvements in only a few instances.

- Innovative practice is not systematically identified, supported, evaluated or disseminated across the authority. Senior managers do not consistently celebrate examples of excellence or innovative practice.

- Senior managers do not consistently manage change effectively and strategically and as a result the focus tends to be on often unrelated initiatives which are of varying degrees of importance and priority. Communication on change to staff is often insufficient to enable them to understand the reasons for or the anticipated benefits from implementing change.

- The senior management team discusses quality and continuous improvement on a fairly regular basis, but senior managers do not consistently drive these forward. In the implementation of their remits they tend to focus on systems, functions and processes rather than on quality development or improved outcomes and impact.

- While the authority has a plan for improvement and supports its implementation, it does not have a strategic approach to developing capacity for improvement. Key staff and partners generally work hard, but their talents and skills are not recognised and developed.

What is our capacity for improvement?

(KEY AREA 10: CAPACITY FOR IMPROVEMENT)

A global judgement based on evidence of all key areas, in particular, outcomes, impact, and leadership

This last of the high-level questions requires a global judgement based on evidence and evaluations of all Key Areas. In answering this question CLD providers should also take into account contextual issues such as impending retirements of senior staff, plans to restructure, and significant changes in funding. They should also consider their ability to respond quickly to change and to be creative and innovative in the pursuit of excellence.

The council CLD service and partners should be able to make a statement with the following components:

"The council is confident/not confident that the evidence and evaluation to date indicates that:

- overall improvements have been made to key outcomes and impacts on stakesholders;

- leadership and management are effective; and

- quality improvement arrangements are effective and the council CLD service has the capacity to continue improving."

The levels of confidence expressed for each component may be different and may include some reservations or caveats, but should lead to an overall statement of confidence in the council's capacity to improve in relation to CLD. For example, the statement could say:

"The council is confident that the evidence and evaluation to date indicates that:

- overall improvements have been made to achieve key outcomes and to meeting the needs of service users but the achievements of young people through youth work requries improvement;

- leadership and management are currently effective but key posts will become vacant in the near future; and

- quality improvement arrangements are effective in all areas except adult literacies and the council has demonstrated the capacity to continue improving."

Individual CLD providers can also use this indicator to form a global judgement on their capcity for improvement.

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4 Part 4 Sources of advice and other documents

To support your work on self-evaluation you may wish to refer to the following national guidance documents and other sources of information.

Achieving Better Community Development (ABCD)

A framework for evaluating community development. Available from Community Development Foundation (www.cdf.org.uk).

ACPOS Youth Strategy

Sets out the Scottish Police Service's principles for engagement with children and young people. www.scottish.police.uk/main/acpos/ACPOS_Youth_Strategy.pdf

Adult Literacy and Numeracy in Scotland (ALNIS)

The adult literacy and numeracy strategy for Scotland. http://www.scotland.gov.uk/library3/lifelong/alan-00.asp

Assessing Community Strengths

A practical handbook for planning capacity building. Available from Community Development Foundation (www.cdf.org.uk).

The Beattie Report

http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/16581/6658

Evaluation Support Scotland

Evaluation Support Scotland provides specialist support across Scotland to voluntary organisations and their funders to help them to evaluate and learn. www.evaluationsupportscotland.org.uk

For Scotland's Children: Better integrated children's services

Published by the Scottish Executive http://www.scotland.gov.uk/library3/education/fcsr-00.asp

"It's Everyone's Job to Make Sure I'm Alright" (2002)

Report of the Child Protection Audit & Review www.scotland.gov.uk/childprotection

Learning Connections Website

www.lc.communitiesscotland.gov.uk: a range of information on policy and practice development in relation to community learning and development, adult literacy and numeracy, and community engagement.

In particular Learning Connections is developing the Performance Information Project (PIP), which aims to support the development of better information on CLD at national and local levels, to support the improvement of services.

Learning Evaluation and Planning (LEAP)

A tool for planning and evaluation in the context of community learning and development
www.scdc.org.uk/leap_index.htm

Learning in Regenerations skills pack

The Scottish Centre for Regeneration
Available at:
http://www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_0062
88.hcsp#TopOfPage
or from learndirect Scotland on 08456 000 111

The Lifelong Learning Strategy for Scotland

Published by the Scottish Executive
http://www.scotland.gov.uk/library5/lifelong/llsm-00.asp

**National Occupational Standards – Youth work, community development work
and family learning**

Documents setting out national occupational standards and explaining what can be expected
from various CLD practitioners.
http://www.lifelonglearninguk.org/standards/standards_index.html

National Standards for Community Engagement

The Standards and guidance on implementation can be found at:
http://www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/1cs_010
771.hcsp#TopOfPage

Quality Scotland

Quality Scotland is a not-for-profit organisation that promotes business excellence across
Scotland in the private, public and voluntary sectors.
www.qualityscotland.co.uk

Scotland's community planning website

A range of other materials and resources linked to community planning are available on:
www.communityplanning.org.uk

Scottish Index of Multiple Deprivation (SIMD) 2004:

Based on a variety of factors, this index ranks small areas of Scotland in terms of relative
deprivation. A report on how the index is compiled is available at:
http://www.scotland.gov.uk/library5/society/siomd-00.asp

Scottish Neighbourhood Statistics

The easiest way to get access to the SIMD data (and a range of other useful information) is through this website: http://www.sns.gov.uk/

WALT

Scottish Executive guidance to community planning partnerships. Issued in February 2004.
http://www.scotland.gov.uk/library5/housing/segcld-00.asp

LEGISLATION

Education (Additional Support for Learning) (Scotland) Act 2004

http://www.opsi.gov.uk/legislation/scotland/acts2004/20040004.htm
explanatory notes:
http://www.opsi.gov.uk/legislation/scotland/en2004/2004en04.htm

Education (Disability strategies and pupils' records) (Scotland) Act 2002

http://www.opsi.gov.uk/legislation/scotland/acts2002/20020012.htm
explanatory notes:
http://www.opsi.gov.uk/legislation/scotland/en2002/2002en12.htm

Local Government in Scotland Act 2003 – Community Planning Guidance & Advice Notes

The guidance and advice notes that the Scottish Executive has produced to support implementation of community planning.
Statutory Guidance: http://www.scotland.gov.uk/library5/localgov/cpsg-00.asp – main references to community learning and development on page 10.

Advice notes: http://www.scotland.gov.uk/library5/localgov/cpan-00.asp – main references to community learning and development on page 68 (Advice Note 5 on "Community Engagement").

Race Relations (Amendment) Act 2000

http://www.opsi.gov.uk/acts/acts2000/20000034.htm

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Appendix 1
The relationship between *How Good Is Our Community Learning and Development? 2* and other quality frameworks

9. Leadership

9.1 Vision, values and aims

9.2 Leadership and direction

9.3 Developing people and partnerships

9.4 Leadership of change and improvement

INVESTOR IN PEOPLE

CHARTER MARK

6. Policy development and planning

6.1 Policy review and development

6.2 Participation of service users and other stakeholders

6.3 Operational planning

7. Management and support of paid and voluntary staff

7.1 Sufficiency, recruitment and retention

7.2 Deployment and teamwork

7.3 Development and support

8. Partnerships and resources

8.1 Partnership working

8.2 Financial management

8.3 Resource and risk management

8.4 Information systems

5. Processes and delivery

5.1 Opportunities for people in the community

5.2 Context for learning/development

5.3 Planning for learning/development

5.4 Facilitating learning/development

5.5 Participant learning/development

5.6 Engaging with communities and other stakeholders to identify and plan to meet their own needs

5.7 Developing skills and confidence for community engagement

5.8 Assisting communities to exercise power and influence to achieve outcomes

5.9 Inclusion, equality and fairness

5.10 Improving services

2. Impact on service users

2.1 Impact on participants

3. Impact on staff and volunteers

3.1 Impact on paid and voluntary staff

4. Impact on the community

4.1 Impact on the local community

4.2 Impact on the wider community

ISO

1. Key performance outcomes

1.1 Improvements in performance

1.2 Fulfilment of statutory duties

10. Capacity for improvement

- Global judgement based on evidence of all key areas, in particular, outcomes, impacts and leadership

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