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COMMUNITY PLANNING PARTNERSHIP
 A meeting of the **CPP MANAGEMENT COMMITTEE**
 will take place on the Monday, 27 May 2013 at 10.00am
 in the Council Chambers, Kilmory, Lochgilphead, Argyll.

* Times shown are indicative.

Agenda Items	Time *	Item Titles	Expected Outcome
1.	10.00	WELCOME/APOLOGIES	
2.	10.05	MINUTES OF PREVIOUS MANAGEMENT COMMITTEE MEETING HELD ON 6TH MARCH 2013 (Pages 1 - 6) a) MATTERS ARISING	Agree Minute.
3.	10.15	CENSUS REPORT - Chris Carr (Pages 7 - 16)	Note the information and consider the implications for the draft SOA.
4.	10.35	STRATEGIC GUIDANCE FOR CPP'S - COMMUNITY LEARNING AND DEVELOPMENT - Donald MacVicar (Pages 17 - 56)	Note the report and consider the role of the CPP in taking forward.
5.	10.50	INVOLVING YOUNG PEOPLE IN COMMUNITY PLANNING - Martin Turnbull (Pages 57 - 62)	Note and consider proposals. Endorse the Argyll and Bute Award ceremony.
6.	11.05	GIRFEC UPDATE - Louise Long (Pages 63 - 68)	Note contents of report.
7.	11.15	INSPECTION OF CHILDREN'S SERVICES IN ARGYLL AND BUTE - Louise Long (Pages 69 - 78)	Note contents of report.
8.	11.25	DRAFT SOA 2012-23 - Bruce West (Pages 79 - 80)	For discussion and agreement.
9.	11.35	SOA 2012-13 SCORECARD - Jane Fowler (Pages 81 - 88)	For noting, discussion and agreement.
10.	11.55	CITIZENS' PANEL - Jane Fowler (Pages 89 - 90)	Suggestions for themes required.
11.	12.05	UPDATE REPORT ON AREA COMMUNITY PLANNING GROUPS - Shirley MacLeod (Pages 91 - 92)	For noting.
12.	12.15	REPORT ON PROGRESS OF LOCAL AREA EVENTS - Eileen Wilson (Pages 93 - 96)	For discussion and agreement.
13.	12.30	AOCB	

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ARGYLL AND BUTE COMMUNITY PLANNING PARTNERSHIP**MINUTES of CPP MANAGEMENT COMMITTEE MEETING held within
COMMITTEE ROOM 1, KILMORY, LOCHGILPHEAD
on WEDNESDAY 6th March 2013****Present**

Sally Loudon	Argyll and Bute Council
Eileen Wilson	Argyll and Bute Council
Joyce Cameron (Minutes)	Argyll and Bute Council
Derek Leslie (Chair)	NHS Highland
Glenn Heritage	Third Sector Partnership/Argyll Voluntary Action
Jane Fowler	Argyll and Bute Council
Louise Long (Item 6 and 7)	Argyll and Bute Council
Douglas Cowan	Highlands and Islands Enterprise
Donald Henderson (VC)	Scottish Government
Bruce West	Argyll and Bute Council
Fergus Byrne	Strathclyde Police
John Rae	Strathclyde Fire & Rescue
Fraser Durie	Argyll College

Apologies:

Shirley MacLeod	Argyll and Bute Council
James Scott	Strathclyde Fire and Rescue
Cleland Sneddon	Argyll and Bute Council
Andrew Campbell	Scottish Natural Heritage
Ross Lilley	Scottish Natural Heritage

ITEM	DETAILS	ACTIONS
1.	<p>WELCOME AND APOLOGIES</p> <p>Derek Leslie welcomed everyone to the meeting and intimated apologies.</p> <p>Derek thanked Jim Scott of Strathclyde Fire and Rescue for his commitment to Community Planning Partnership and wished him all the best for the future.</p>	
2.	<p>MINUTES OF THE MANAGEMENT COMMITTEE MEETING HELD ON 6th FEBRUARY 2013</p> <p>Matters Arising:-</p> <p>Agenda Item 4 – SOA Annual Report</p> <p>The SOA Annual Report has been submitted to the Scottish Government.</p>	

	<p>Agenda Item 5 – This Place Matters – Rethinking Local Leadership Nominations have not yet been received from partners. Names should be put forward to Jane Fowler as soon as possible.</p> <p><u>Action Point</u> Reminder to be sent out to partners with regards to nominations</p> <p>Agenda Item 6 – Health Inequalities in Scotland – Audit Scotland Report A draft of the combined responses to the Audit Scotland Health Inequalities Report was submitted to the Audit Committee for consideration. It was felt that the response was too general and there should be more information in terms of actions with identified lead organisations and target dates.</p> <p><u>Action Point</u> The response will be circulated again and partners asked to identify actions in response to the recommendations. Response will be required by the end of March</p> <p>Agenda Item 7(a) – NHS Highland – Argyll and Bute CHP Local Operational Plan Derek Leslie advised that the NHS Implementation Committee was held on Monday. Derek had copies of the NHS Highland, Argyll and Bute CHP balanced scorecards with him should anyone have any questions. The reporting period is March 2013 and this should be on track to populate.</p> <p>Agenda Item 7(b) – Police – Development of Local Police Plan Fergus Byrne advised of a typo, this should read as community investigation unit, and not point.</p> <p>Agenda Item 13 – Argyll and Bute Local Services Initiative Jane Fowler advised that the planned launch event will not take place on the 27th of March. There is to be a meeting on 7th March to finalise the draft document for the launch. It was agreed that the timescale would be revised for the event with the possibility of it following on from the Management Committee meeting scheduled for the 8th of May. A date will be confirmed in due course.</p>	<p>All</p> <p>CPP Admin/Eileen Wilson</p>
3.	<p>SOA SCORECARDS</p> <p>A live presentation of the SOA Scorecards was presented to the partners, with hard copies being issued at the meeting. The Management Committee discussed the scorecards in detail and took the opportunity to explore the measures in more detail using the Council's performance management system. There was a concern that some measures appeared to be amber or red but when further explored they were found to be mostly green. This was explained as some measures are annual and some quarterly. It was agreed that this</p>	

	<p>needs to be addressed when building the scorecards for the new community plan/SOA.</p> <p>Sally Loudon advised that the risk register for Community Planning needed to be updated.</p> <p>Action Point It was agreed that this item should come back to Management Committee on 8th May 2013 with final reports form all theme leads.</p> <p>It was also agreed that David Clements of the Council's performance management team should be invited along to the next Management Committee meeting on 8th May 2013.</p> <p>It was further agreed that this item be referred to the new CPP Chief Officers Group scheduled to meet on the 10th of April.</p>	<p>CPP Admin/Eileen Wilson</p>
<p>4.</p>	<p>NEW COMMUNITY PLAN</p> <p>The Management Committee considered the outcomes and priority action areas outlined in appendix 1 of the Draft SOA 2013-23 Bruce West talked the partners through the short term outcomes and it was agreed that the table needed to be redrafted to reduce the number of outcomes. It was also agreed that the reduced number of outcomes could be listed without the need for the sub headings of People, Place and Partnership Working.</p> <p>Further discussion took place on the detail contained in the table and it was noted that elected members will also have an opportunity to comments on the outcomes and priority action areas for the SOA 2013-23 at the council meeting scheduled for 21st March 2013.</p> <p>A further draft of the SOA 2013/23 will be presented to Full Partnership on 27th March 2013.</p> <p>Action Point It was agreed that we need to get further feedback from partners. Bruce West to send a draft to Management Committee by the middle of week commencing 11th March 2013.</p>	<p>Bruce West/ CPP Admin</p>
<p>5.</p>	<p>CPP PARTNERSHIP AGREEMENT</p> <p>The Community Planning Partnership has recently agreed a number of changes to both the structure of the partnership and associated governance arrangements. The new arrangements were first discussed in June 2012 and subsequent reports and papers have been submitted to the Management Committee who have refined the arrangements.</p> <p>It was agreed at Management Committee on 6th February that a new partnership agreement should be drafted to reflect changes.</p>	

	<p>Once finalised all partners will be invited to adopt the agreement.</p> <p><u>Action Point</u> Partners were asked to give some thought to the organisations that are represented at CPP and give feedback to Eileen Wilson as soon as possible.</p> <p>It was agreed that a further draft of the CPP Partnership Agreement should be considered by the Full Partnership with a final draft coming back to Management Committee on 8th May 2013.</p>	<p>All</p> <p>CPP Admin/Eileen Wilson</p>
6.	<p>INSPECTION OF CHILDREN'S SERVICES UPDATE</p> <p>This report provided the partners with a brief update relating to the Inspection of Children's Service in Argyll and Bute.</p> <p>Key agency leads are actively writing leadership statements which form part of the Inspection. These statements set out the progress of the Partnership in relation to improving outcomes for children and young people across Argyll and Bute.</p> <p>There are 9 statements in total covering a range of topics including corporate parenting, involvement, GIRFEC, getting the best start, achieving, nurtured, healthy and active, children are safe and our children are included.</p> <p>Louise Long advised that the inspection has been co-ordinated through Community Planning. The inspection will be conducted over 13 days between Monday 4th March and Friday 19th April 2013.</p> <p>The Inspection Lead who will have overall responsibility for the pilot inspection and the reporting of findings is Judith Tait, Senior Inspector, Care Inspectorate. The Lead Officer for the partnership during the inspection is Liz Strang, Argyll and Bute Council.</p> <p>Louise advised that all 9 statements are available through the Share Point repository which is now live and available to CPP members on request.</p> <p>There is a list of 90 cases that Inspectors will read across for evidence of our practice. This is a substantial piece of work. To date there has been a very positive start and there are now 3 officers supporting this on a full-time basis.</p> <p>Derek Leslie gave credit to everyone's teams that are working on the inspection.</p> <p><u>Action Point</u></p>	

	It was agreed that the Management Committee would have access to the presentation.	Louise Long/CPP Admin
7.	<p>EARLY YEARS COLLABORATIVE UPDATE</p> <p>The Community Planning Partnership was asked to consider appointing an Early Years Collaborative Programme Manager funded through Early Years funding allocated to Argyll and Bute Council. Partners were asked to confirm staff to support collaborative and attend Scottish Government events in May and October.</p> <p>The Management Committee agreed in principal to the next steps outlined in the report. It was also agreed that the Early Years Group would provide regular updates on progress of the Early Year Collaborative through Argyll and Bute's Children and the Community Planning Management Committee.</p> <p><u>Action Point</u> Donald Henderson, Scottish Government asked Louise Long to confirm dates for future events.</p>	Louise Long
8.	<p>CITIZEN'S PANEL</p> <p>The Citizens' Panel membership and the Citizens' panel surveys are available as resources that all Community Planning partners may use.</p> <p>CPP Management Committee and its members are being asked for suggestions regarding themes and questions for inclusion in the Spring 2013 survey.</p> <p><u>Action Point</u> The Management Committee should send any suggestions for themes and questions to be included in the Spring Citizens' Panel survey to Chris Carr, Argyll and Bute Council by 21 March 2013.</p>	All
9.	<p>SUCCESSION OF CHAIR</p> <p>Barry McEwan of Strathclyde Police will be taking on the role of chair of the Management Committee. Barry will take up the chair form April 1st 2013.</p> <p>Strathclyde Fire and Rescue will continue to hold the position of vice chair.</p>	
10.	<p>MEETING DATES</p> <p>It was pointed out that some of the proposed dates for future Management Committee meetings still clash with Area Committee</p>	

	<p>meetings.</p> <p>The Management Committee agreed to the proposed meeting dates.</p>	
11.	<p>AOCB</p> <p>ESOL Bid – Community Planning Partnerships are being asked to take the lead co-ordinating role in submitting the 2013/14 bid for funding. The CPP is also required to liaise with Scottish Government / Scottish Funding Council (SFC).</p> <p>It was advised that the bid is to be submitted to Education Scotland by the 15th March. All were in agreement that the bid should be submitted.</p> <p><u>Action Point</u> Eileen Wilson to submit bid to Education Scotland</p>	Eileen Wilson
16.	Date of next meeting – 8th May 2013	

**Argyll and Bute Community Planning
Partnership**

Management Committee

Date: 27 May 2013



**2011 Census: First Results on Population and Household Estimates for
Scotland - Release 1B**

1. SUMMARY

- NRS published '2011 Census: First Results on Population and Household Estimates for Scotland - Release 1B' on 21 March 2013
- The release of the Census data in Release 1B confirms trends of which the partnership was already aware.
- The 2011 Census enumerated the total population in Argyll and Bute, rounded to the nearest 100, as 88,200.
- In Argyll and Bute:
 - Percentage total population change between Census 2001 and Census 2011: -3.4%
 - Percentage change in the number of people aged under 15: -16.6%
 - Percentage change in the number of people aged 15 to 64: -5.2%
 - Percentage change in the number of people aged 65 and over: +15.0%
- Argyll and Bute is one of six council areas where in 20% or more of the population are aged 65 and over.
- Total populations increased in all council areas apart from Argyll and Bute, Inverclyde, East Dunbartonshire and West Dunbartonshire (each of which had a decrease in population of around 3 per cent).
- In Argyll and Bute the elderly dependency ratio is 34.8% (the highest in Scotland, matched only by Dumfries and Galloway) and the younger persons dependency ratio is 24.0% (in line with the Scottish average).
- The 2011 Census data suggests that there were 40,130 households in Argyll and Bute (rounded to the nearest ten). This compares with NRS's 2011 Household Estimates suggested that there were 41,775 households in Argyll and Bute.

2. RECOMMENDATIONS

- 2.1 That the Management Committee notes the information provided in this report.
- 2.2 That the Management Committee considers the implications of the Census results for the draft SOA.
- 2.3 That further analysis is undertaken of the strategic approaches taken in other local authority areas where the population:
 - Has changed from decrease to increase
 - Is in decline

3. BACKGROUND

- 3.1 NRS published '2011 Census: First Results on Population and Household Estimates for Scotland - Release 1B' on 21 March 2013.
- 3.2 The statistics released in Release 1B provide information about:
 - Total population
 - Population by age and sex, and by five year age cohorts
 - Usually resident population by age and (separately) by sex
 - Dependency ratios (aged under 15 and aged 65 and over)
 - Households by number of usual residents in the household
 - Average household size
 - Communal establishment populations
- 3.3 All published figures are rounded to the nearest 100, although any percentages presented by NRS are based on unrounded data.
- 3.4 While Release 1B concentrates on Census 2011 data and intercensal change, these should not be considered in isolation. It is also useful to look at how the Census 2011 figures relate to the 2011 Mid-Year Estimates.
- 3.5 Comparing Census data with the Mid-Year Estimates helps us to:
 - See how accurate the population figures we have been working with have been. The 2010-based Mid-Year Estimates were used as the base population for the NRS 2010-based population projections. The 2011 Mid-Year Estimates are the most recent population figures we have had available to us. These two sources, along with previous Mid-Year Estimates, have been used to monitor population patterns and trends in Argyll and Bute.
 - See whether there are any age cohorts within the population that are more or less affected by the differences between the Mid-Year Estimates and the Census data.
- 3.6 Similarly, it is useful to compare the assumed size of households in 2010 and 2011 Household Estimates with 2011 Census data.

4. DETAIL

4.1 Release 1B follows Release 1A, published on 17 December 2012. Release 1A suggested that Argyll and Bute had a total population of 88,000, rounded to the nearest thousand.

4.2 The latest total population figure for Argyll and Bute of 88,200 is rounded to the nearest 100. Unrounded population figures are scheduled for publication in late June / early July.

4.3 Total population change

4.3.1 Between the 2001 and 2011 Censuses, the population of Scotland increased by 5%. However, this increase was not evenly spread across the country.

4.3.2 The council areas with the greatest percentage increase in population between 2001 and 2011 were Aberdeenshire (approximately 12%), Highland, Orkney Islands and East Lothian (all around 11 per cent). The biggest absolute increase in numbers was in the City of Edinburgh.

4.3.3 Total populations decreased in only four council areas, each of which has population decreases of around 3%:

- Argyll & Bute (-3.4%)
- Inverclyde (-3.2%)
- East Dunbartonshire (-3%)
- West Dunbartonshire (-2.8%).

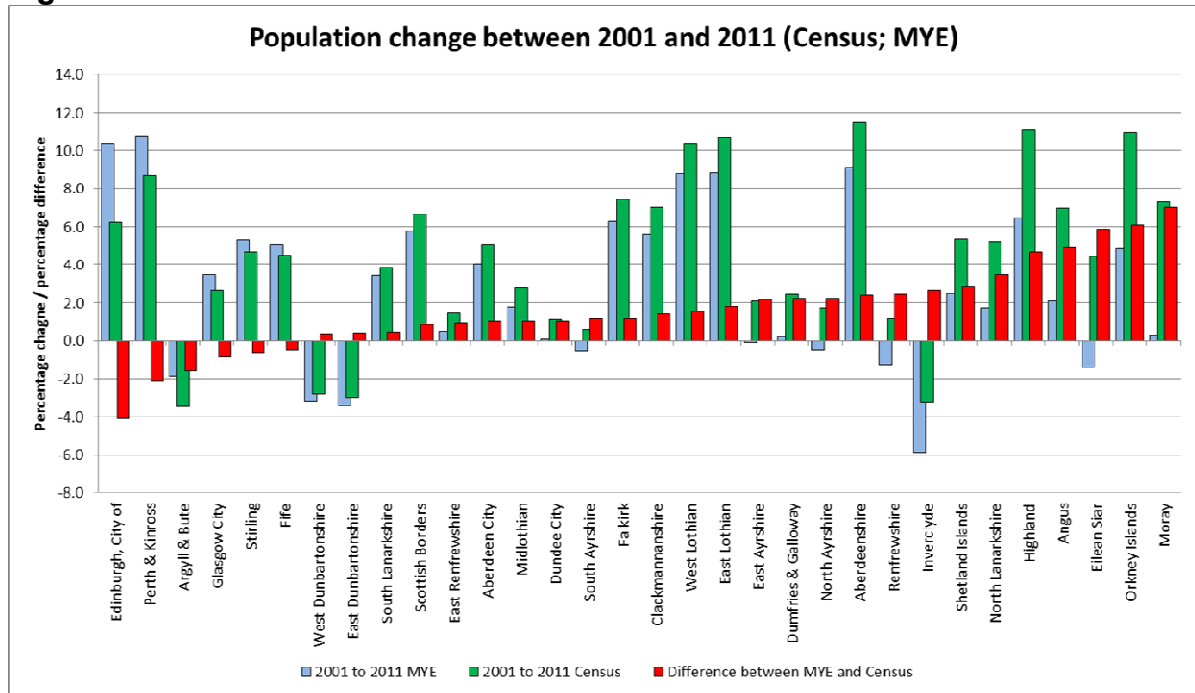
4.3.4 As these four council areas are next to each other, the significance of their geographical proximity should be investigated. In terms of demographic change, as revealed by Release 1B, Argyll and Bute has more in common with these three other authorities than with any of the rural authorities.

4.3.5 While this comparison holds true at the local authority level, it is possible that Argyll and Bute and other local authorities will exhibit small area variations. This will need to be considered when the small area Census data become available.

4.3.6 Argyll and Bute is the only council area where the Mid-Year Estimates (MYEs) suggested the population was decreasing and where the Census figures show that the decrease was faster than suggested.

4.3.7 On the basis of the 2001 and 2011 MYEs, population decline was thought to have occurred in five council areas where, according to the Census data, populations have increased. These five areas are: Eilean Siar; Renfrewshire; South Ayrshire; North Ayrshire; East Ayrshire. (See figure 1.)

Figure 1:

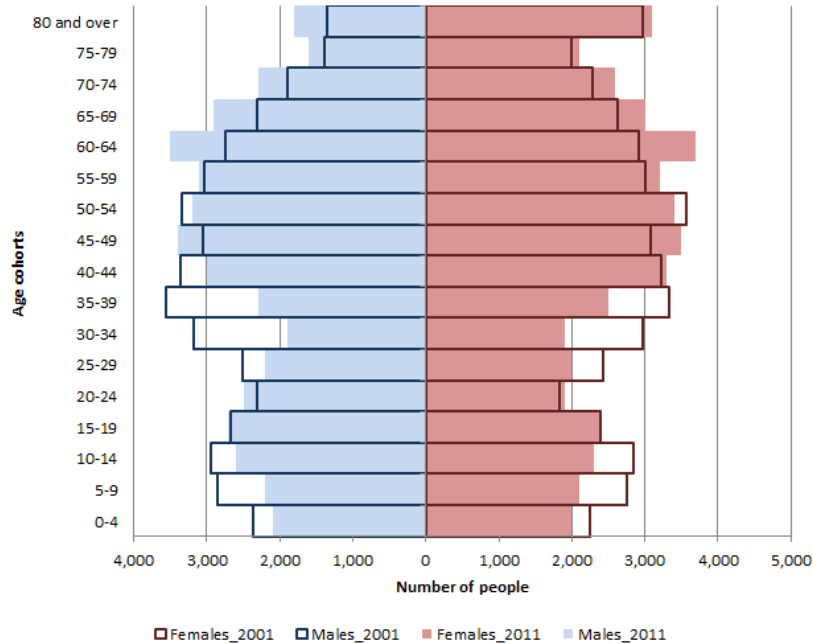


4.4 Changes within the population: Argyll and Bute

4.4.1 Figure 2 shows how the demographic profile of Argyll and Bute changed over the intercensal period (2001 to 2011). The ageing of the population is readily apparent in this figure, confirming trends of which we were already aware.

Figure 2:

**Demographic profile for Argyll and Bute:
2001 and 2011 Censuses compared**

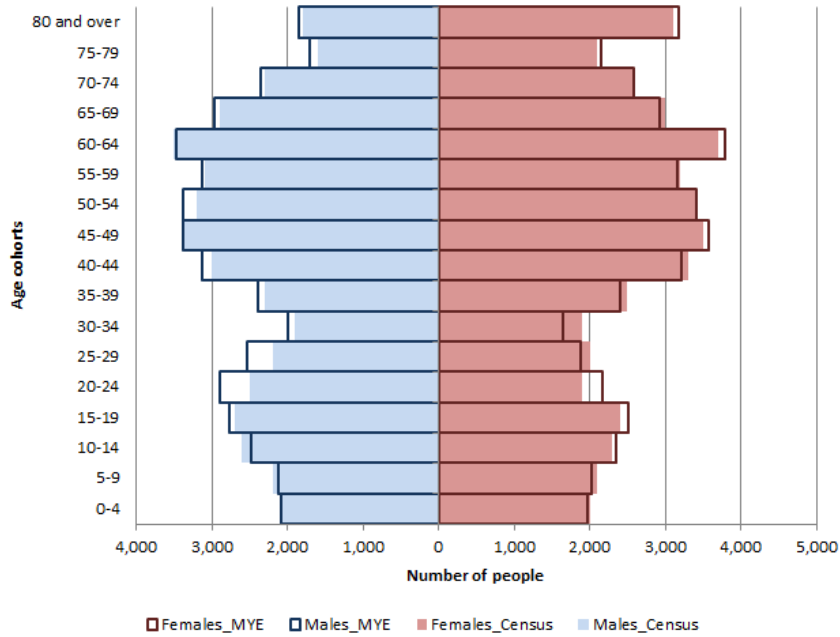


4.4.2 A comparison of the 2011 Census data with the 2011 Mid-Year Estimates (see figure 3) suggests that:

- Despite the lower total population enumerated by the Census than estimated in the 2011 MYE, the 2011 Census and the 2011 MYE profiles for Argyll and Bute are broadly in line with each other. A comparison of the two population pyramids shows no wildly different patterns of bulges or gaps.
- There is a difference in the numbers and percentages of working-age population, particularly of working-age men. This difference arises, at least in part, from the different ways armed forces personnel are counted in the Census and the MYEs.

Figure 3:

Demographic profile: Census 2011 and 2011 MYEs compared

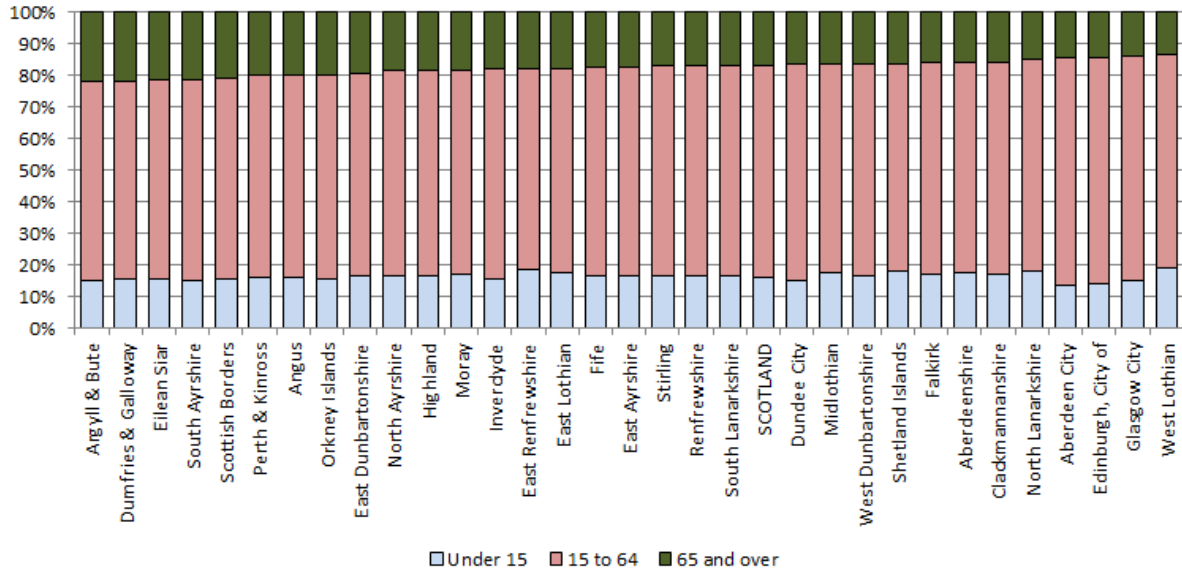


4.4.3 Changes within the population: Argyll and Bute compared with the rest of Scotland

4.4.3.1 The 2011 Census shows that Argyll and Bute had the highest proportion of its population aged 65 and over of all the Scottish local authorities. It had relatively small proportions of its population aged 0-14 and 15-64. (See figure 4).

Figure 4

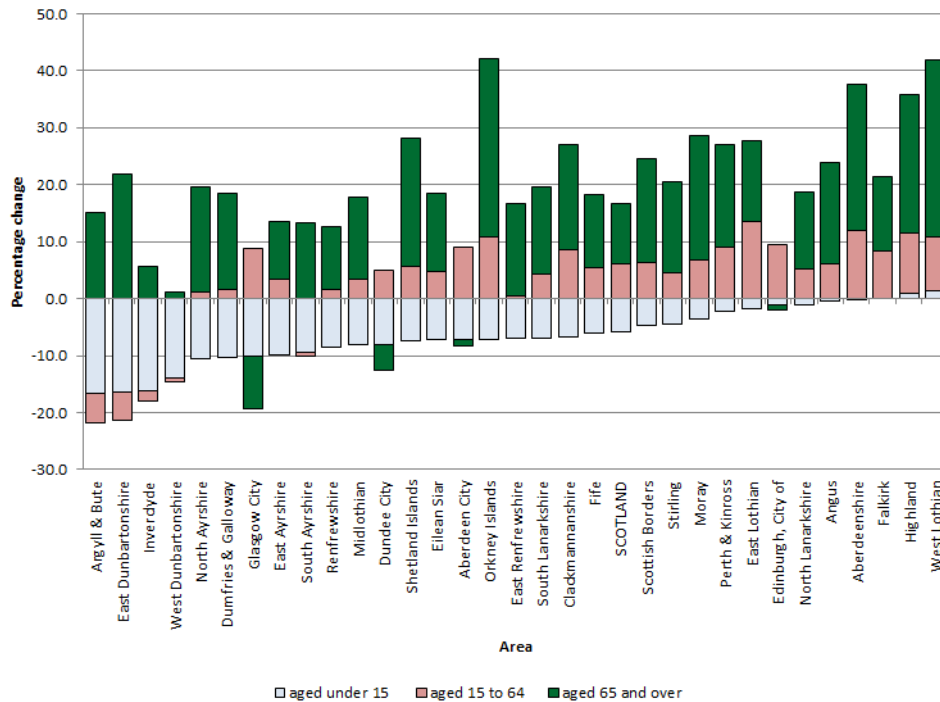
Population by age group and council area, 2011 (ranked, from largest to smallest, by the percentage aged 65+)



4.4.3.2 Intercensal changes to population profiles have varied across Scotland (see figure 5).

Figure 5:

Percentage change in population by age cohorts (2001 to 2011)



- 4.4.3.3 Only East Dunbartonshire and – to a lesser degree – Inverclyde, West Dunbartonshire and South Ayrshire, show similar patterns of change to their demographic profiles as Argyll and Bute in that they all show falls in the number of children (0-15) and people aged 15 to 64, and increases in the percentages of people aged 65 and over.
- 4.4.3.4 Six council areas experienced decreases in the percentage population aged under 5. These were Argyll and Bute (-11%), East Dunbartonshire (-10.6%), Stirling (-8.6%), East Renfrewshire (-7.5%), Inverclyde (-6.0%) and Midlothian (-2.4%).
- 4.4.3.5 All council areas saw a decrease in population aged 5 to 14. The council areas with the biggest percentage decreases were Inverclyde and West Dunbartonshire (each showing decreases of 20 per cent). Argyll and Bute had the third largest decrease (18.9%)
- 4.4.3.6 Most council areas experienced an increase in the 15 to 64 year old population between 2001 and 2011, with only Argyll and Bute (-5.2%), East Dunbartonshire (-5.0%), Inverclyde (-1.9%), South Ayrshire (-0.6%) and West Dunbartonshire (-0.5%) showing decreases.
- 4.4.3.7 There are differences within the 15 to 64 year age cohort. Twenty-five local authorities showed a decrease in the number of 15 to 39 year olds, with Argyll and Bute showing the largest percentage decrease (-17.8%). By contrast, all council areas experienced an increase in the older working age population (those aged 40 to 64). Argyll and Bute showed the smallest increase (+5.8%). A key point to note is that the age profile of our working age population is increasing.
- 4.4.3.8 While out of all the Scottish local authorities, Argyll and Bute has the highest proportion of its population aged 65 and over, the rate of increase of this population group has been slower than in Argyll and Bute than elsewhere. Sixteen local authorities in Scotland have seen their numbers of persons aged sixty-five and over increase at faster rates than has Argyll and Bute.
- 4.4.3.9 Populations aged 80 and over increased in all of Scotland's local authority areas. The greatest percentage increase in this age group was in East Dunbartonshire (+44.4%). The number of people aged 80 and over increased in Argyll and Bute by +13.4% over the period 2001 to 2011. While the figure for Argyll and Bute appears relatively low, at least compared to East Dunbartonshire, it should be noted that Argyll and Bute started the period with a relatively high proportion of its population within this age group. Argyll and Bute's population has aged ahead of other areas in Scotland. (In 2001, 4.7% of Argyll and Bute's population was aged 80 and over. In 2011, the percentage was 5.6%. These figures compare to 3.8% and 4.4% for Scotland, respectively.)

4.5 DEPENDENCY RATIOS

- 4.5.1 Dependency ratios help us to look at the age structure of the population. Release 1B provides two sets of dependency ratios:
- number of older people aged 65 and over per 100 people aged 15 to 64 (i.e. mainly, although not wholly, those of working age)
 - the number of children (defined as aged under 15 in Release 1B because of the data only being available in five year age bands) per 100 people aged 15 to 64.
- 4.5.2 The average elderly dependency ratio for Scotland is 25.1%. (That is to say, there are approximately 25 people aged 65 and over for every 100 people aged 15 to 64.) The younger persons dependency ratio average is 24.1%
- 4.5.3 In Argyll and Bute the elderly dependency ratio is 34.8% (the highest in Scotland, matched only by Dumfries and Galloway) and the younger persons dependency ratio is 24.0% (in line with the Scottish average).

4.6 COMPARISON BETWEEN THE CENSUS AND HOUSEHOLD ESTIMATES

- 4.6.1 The 2011 Census data suggests that there were 40,130 households in Argyll and Bute (rounded to the nearest ten). This compares with NRS's 2011 Household Estimates suggested that there were 41,775 households in Argyll and Bute.
- 4.6.2 This difference of approximately 1,645 households appears disproportionate to the differences between the population estimates and the Census figures and therefore suggests that household sizes may be larger than had hitherto been assumed.
- 4.6.3 There is evidence to support this. In 2010, it was estimated that the average household size in Argyll and Bute was 2.08 persons and that this would fall to 2.04 by 2015 (NRS 2010-based household projections; household size was calculated by projecting trends identified in the 1991 and 2001 Censuses forward). The 2011 Census data suggests that the average household size was 2.14 persons.
- 4.6.4 In turn, this suggests that the projected number of households in the 2010-based household projects is too high.
- 4.6.5 As household estimates are based on council tax returns, this might suggest that some payments are being made for houses that do not have normally resident populations. These may be second homes or vacant properties for which exemptions are not being claimed.

4.7 FUTURE DATA RELEASES

- 4.7.1 Data from the 2011 Census will be released in batches over the next year. Releases are currently scheduled as follows:

- Release 1C (June/July 2013) - Population estimates (unrounded) by single year of age and sex for Scotland and each council area.
- Release 2 (from summer 2013) - Key and Quick statistics tables; Census Profiles; Population and Household estimates by postcode and Geography products.
- Release 3 (from autumn 2013) - Local Characteristics and local themes.
- Release 4 (from winter 2013) - Detailed Characteristics and themes.

5. CONCLUSIONS

- 5.1 The release of the Census data in Release 1B confirms trends of a declining and ageing population, of which the Management Committee was already aware.
- 5.2 The release of the Census data indicates that numbers of households are lower than suggested by household estimates.
- 5.3 The data released in Release 1B has been limited to rounded data at the local authority level relating to populations and households. Future data releases will provide us with information about areas within Argyll and Bute.
- 5.4 The population decline presents a significant strategic challenge for community planning partners in Argyll and Bute. It should form the basis of the strategic approach to the forthcoming Single Outcome Agreement.
- 5.5 Further research should be carried out to identify the strategic approaches being taken to tackle population decline in the 3 other council areas. Analysis should also take place on the strategic approach that has been taken in areas where population has changed from decline to increase.

Jane Fowler
Head of Improvement and HR

For further information, please contact:

Chris Carr
Improvement and Organisational Development Project Officer
Tel: 4260
Email: chris.carr@argyll-bute.gov.uk

CPP MANAGEMENT COMMITTEE**8th May 2013**

**STRATEGIC GUIDANCE FOR COMMUNITY PLANNING PARTNERSHIPS:
COMMUNITY LEARNING AND DEVELOPMENT**

1. SUMMARY

- 1.1 This report details proposals on how Argyll and Bute CPP might implement the Scottish Government's Strategic Guidance for Community Planning Partnerships: Community Learning and Development (CLD).

2. RECOMMENDATIONS

- 2.1. Partners are invited to note the contents of this report.
- 2.2. Partners are invited to consider the proposals for implementation of the Community Learning and Development (CLD) Strategic Guidance

3. BACKGROUND

- 3.1. The Scottish Government published new CLD Strategic Guidance for Community Planning Partnerships in June 2012. This replaces 'Working and Learning Together' (WALT) which was published by the then Scottish Executive in 2004.
- 3.2. The new CLD Strategic Guidance places a number of requirements on Community Planning Partnerships. (The full guidance is attached at Appendix A, 7.1)
- 3.3. The Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD, whose specific focus should be:
- Improved life chances for people of all ages, through learning, personal development and active citizenship;
 - Stronger, more resilient, supportive, influential and inclusive communities.

The CLD Strategic Guidance sets out a number of responsibilities that are linked to the National Performance Framework objectives above. Those intended for CPPs are as follows:

- **'Ensure that systematic assessments of community needs and strengths provide the basis for SOAs and service strategies and plans;**

- **‘Ensure this assessment is based on engagement and continued dialogue with communities, utilising CLD expertise, as well as on analysis of other data;**
 - **‘Ensure SOAs have a clear focus on prevention and community empowerment as the foundation of reformed public services and utilise CLD provision and methods for these purposes; and**
 - **‘Review current partnership arrangements for planning, monitoring and evaluating CLD and ensure that they are fit for the purposes set out in the Guidance.’**
- 3.4. Education Scotland have been tasked with reporting back to the Scottish Government on the implementation of the Guidance by CPPs. It is expected that support will be given by Education Scotland in due course to help CPPs with implementation.
- 3.5. In particular, the Strategic Guidance emphasises that “the foundation of CLD delivery is an assessment – in partnership with learners and communities – of needs, strengths and opportunities” and that implementation of the Guidance should ensure that “local authorities will be supported to audit the need for CLD...”.

In order to achieve this level of support, the Scottish Government made a commitment in the Strategic Guidance to “explore legislative powers for CLD and communicate progress with partners”. This commitment is now being addressed in the form of a Scottish Statutory Instrument (SSI): ‘The Requirements for Community Learning and Development (Scotland) Regulations 2013’. The SSI has been drafted and will have gone through a consultation process by 26th April 2013, being due to be in force by September 2013.

The Government’s consultation indicates that perceptions of the legislative basis of CLD are that it is weak compared to that of other elements of public services. The SSI therefore aims to strengthen the basis of CLD so that it is robust enough to support the decision-making required for the expectation set out in the CLD Strategic Guidance that ‘CLD is delivered as a consistent central element of public services in Scotland ... and will be based on a continuing dialogue with key stakeholders’.

It should be noted that the draft legislation is aimed at Education Authorities, and that guidance from Education Scotland has been promised that should assist its implementation.

Also important to note are the two main requirements in the draft SSI that:

- each education authority is required to initiate, maintain and facilitate a process by which community learning and development needs are assessed for identified target groupings, and the barriers to adequate and efficient provision to address those needs are also identified; and that the process includes consultation with representatives of the target groupings and of CLD providers; and

- each education authority is required to publish a 3 year plan, no later than 1st September in 2015, and each third year after that, which details how provision will be coordinated, the actions that will be taken to address need, and detail of any needs that cannot be addressed within the time-scale of the plan.

(A copy of the consultation document on the draft Regulations is given in Appendix B, 7.2)

4. DETAIL

- 4.1. The Strategic Guidance views Community Learning and Development (CLD) as ‘...empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning.’ CLD provision covers a very broad range of activities, and is delivered by a wide range of partners.
- 4.2. It is felt that Argyll and Bute is in a good position to take implementation of the Guidance forward by making best use of existing CPP engagement and planning structures and partner involvement, in conjunction with existing CLD expertise. This last applies particularly to community engagement techniques, and to joint assessment, with partners, of learning needs and strengths.
- 4.3. Partners identified in the Guidance who might be involved, to maximise delivery of identified outcomes include: Third Sector including Social Enterprise; colleges and universities; NHS; Skills Development Scotland; local communities; and communities of interest.
- 4.4. In Argyll and Bute it is proposed that assessments of community learning needs and strengths, together with other relevant hard data, should then be fed in to evaluative ‘Learning Reviews’ held with learning provision partners in secondary school catchment areas (‘learning communities’). A number of these evaluative reviews, hosted jointly by CLD staff and secondary head teachers, have already been successfully carried out.
- 4.5. Thereafter, the information from the Learning Reviews (eg. the challenges, issues, key projects, gaps, key delivery partners, and action plans for each area) should be assessed in line with community planning structures (agreed by the CPP Management Committee on 17 October 2012), via Area Community Planning Groups. The role agreed for Area Community Planning Groups fits this purpose:

‘Engaging with communities to understand their needs and requirements and also to inform and consult on issues relating to the CPP at an area level.

 - Effective working across community planning partners at an area level.
 - Continuous improvement in the effectiveness of the CPP at an area level.
 - Performance management to ensure delivery of the community plan at an area level.’

Area strengths and needs, focussing on key outcomes as agreed, should then be assessed at the annual Area Forum events to be held in November each year, and should feed upwards into the CPP Management Committee, possibly with the involvement of the Third Sector and Communities CPP Group in terms of a focus on the methods of engagement, but with the overall needs being seen as a wider responsibility across the CPP.

Community Learning and Development staff within the Council would take responsibility for establishing planning groups of partners at area level to ensure maximum participation in the Learning Reviews, and to ensure that existing community strengths, needs and developments are incorporated into the planning of the consultation events in November.

CLD staff would also take responsibility for ensuring the collation of hard data (this is a requirement of HMIE Learning Community Inspections), and for ensuring a focus on the themes of the CLD Strategic Guidance and community empowerment, at local levels in the Learning Reviews; and for developing and implementing reporting mechanisms up to Area Community Planning Group level. It is envisaged that the reports would be structured around the links between area data, the Strategic Guidance and the SOA – an example of these links is given in Appendix C, 7.3.

- 4.6. As part of their work in building a picture of the views and concerns of communities, Community Planning Partnerships should be developing an awareness of the diverse needs of the children and young people in their area. This responsibility is shared by all members of the partnership and all services, not just those traditionally recognised as having a role in working with children and young people. There is an opportunity to involve young people at a variety of stages in these processes:-
- Continued support and development of Youth Forums in each of the Learning Communities to identify and address issues of importance to young people in their local communities.
 - Establish clear links between Area Community Planning Groups and Area Youth Forums to ensure young people's views are assessed and represented on an on-going basis and especially for the Area Community Planning Groups' annual consultation events.
 - Facilitate the involvement of Argyll young people in the Scottish Youth Parliament.
 - An annual Youth Conference is established to mirror and compliment the CPP full partnership meeting.
 - Further consideration is given to further utilising the Youth Service staff based in schools to develop youth democracy and youth consultation activities.

5. CONCLUSION

- 5.1. If these proposals are adopted and successfully carried through, area community learning strengths and needs can be identified, assessed,

monitored and reviewed in dialogue with partners, and by engaging with communities on an annual basis.

In this way, three of the four responsibilities in the CLD Strategic Guidance that are intended for CPPs could be effectively addressed:

- *'Ensure that systematic assessments of community needs and strengths provide the basis for SOAs and service strategies and plans;*
- *'Ensure this assessment is based on engagement and continued dialogue with communities, utilising CLD expertise, as well as on analysis of other data; and*
- *'Review current partnership arrangements for planning, monitoring and evaluating CLD and ensure that they are fit for the purposes set out in the Guidance.'*)

The remaining responsibility will rest with the CPP at a strategic level (to 'ensure SOAs have a clear focus on prevention and community empowerment as the foundation of reformed public services and utilise CLD provision and methods for these purposes').

In addition, the implementation of the statutory duty to deliver a 3-year plan under the draft Scottish Statutory Instrument (SSI): 'The Requirements for Community Learning and Development (Scotland) Regulations 2013', would also be substantially supported.

6. IMPLICATIONS

- 6.1. Policy: Links with National Outcomes, SOA and CLD Strategic Guidance
- 6.2. Financial: None
- 6.3. Legal: Links to draft Scottish Statutory Instrument (SSI): 'The Requirements for Community Learning and Development (Scotland) Regulations 2013
- 6.4. HR: None
- 6.5. Equalities: Focus on equalities and inclusion
- 6.6. Risk: None
- 6.7. Customer Service: The process should enhance the already wide range of consultation and engagement information available.

7. APPENDICES

- 7.1. Appendix A: CLD Strategic Guidance for CPPs
- 7.2. Appendix B: 'The Requirements for Community Learning and Development (Scotland) Regulations 2013
- 7.3. Appendix C: Strategic-local links for Tarbert learning community

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APPENDIX A

**Strategic Guidance for Community
Planning Partnerships:**

**Community Learning and
Development**

COMMUNITY LEARNING AND DEVELOPMENT: STRATEGIC GUIDANCE FOR COMMUNITY PLANNING PARTNERSHIPS

EXECUTIVE SUMMARY

This guidance comes against the backdrop of the most ambitious set of reforms to post-16 learning ever undertaken in Scotland. The Government is pursuing those changes with three clear objectives in mind: to align the system more purposefully with our ambitions for jobs and growth; to improve people's life chances; and to ensure the sustainability of our system in a time of inescapable pressures on public spending.

Community learning and development (CLD) is an integral part of this story. It already plays a central part in ensuring individuals, families and communities across Scotland reach their potential through lifelong learning, mutual self-help and community organisation - and that the available support and opportunities are community-led, built around people's aspirations.

This strategic guidance clarifies our expectations of Community Planning Partnerships (CPPs), within the broad framework of public service reform, and in line with the Review of Community Planning and Single Outcome Agreements (SOAs). We expect local authorities to provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of CLD partners in the reform of public services.

It is important to be clear about the purpose of CLD. We see it as empowering people, individually and collectively, **to make positive changes in their lives and in their communities, through learning**. This guidance outlines the action necessary to maximise CLD's impact, resulting in better alignment of services and optimal use of resources.

The Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD. CLD's specific focus should be:

- 1. improved life chances for people of all ages, through learning, personal development and active citizenship;**
- 2. stronger, more resilient, supportive, influential and inclusive communities.**

The implementation of this guidance must be led by CPPs, with support from Government bodies such as Education Scotland and with national and local Third Sector partners. It should form an integral part of public service reform, ensuring that Community Planning provides the vehicle to deliver better outcomes in partnership with communities.

Using an evidence based approach; reducing outcome gaps between areas; jointly prioritising outcomes; and strengthening community engagement and participation are the principles which will shape work on community planning and SOAs. This will, in turn, improve partnership working, including CLD partners, in delivering SOAs.

Evidence from a range of sources, and in particular from the inspection of learning communities, demonstrates the powerful impact of CLD on the lives of learners and communities. To secure yet further improvement, we need now to strengthen the coordination between the full range of providers, and communities themselves.

Our communities face major challenges from the wider economic outlook, falling public expenditure and our changing demographics. But Scotland cannot afford the potential consequences of high levels of youth unemployment, the decline of vulnerable communities and the challenges faced by an increasingly elderly population. This is why it is essential we build resilient communities and release the talents of people (particularly those of our young people) across Scotland. That is what this guidance aims to do.

1. CONTEXT

1.1 In this guidance, the Scottish Government is renewing its commitment to Community Learning and Development (CLD). This matters because building a learning culture is central to the well-being, resilience and dynamism of our communities - and, ultimately, in achieving our purpose

To focus government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.

1.2 The Government's response to the *Commission on the Future of Public Service Delivery* sets out a vision of how Scotland's public services need to change:

*'We will empower local communities and local service providers to work together to develop practical solutions that make best use of all the resources available. The focus of public spending and action **must build on the assets and potential of the individual, the family and the community** rather than being dictated by organisational structures and boundaries. Public services must work harder **to involve people** everywhere in the redesign and reshaping of their activities.'*¹

1.3 In our 2011 proposals for reforming post-16 learning, *Putting Learners at the Centre*, we made clear our wish to work with partners in strengthening the strategic approach to CLD in Scotland. The result is this refreshed guidance for local Community Planning Partnerships (CPPs), community planning partners more generally, and other national stakeholders.

1.4 CLD is an essential means of delivering Scottish Government priorities, in particular Curriculum for Excellence, GIRFEC and the Government's social policy frameworks for combating poverty, tackling health inequalities and prioritising early years. Annex A illustrates the current Government priorities of particular relevance.

1.5 We have developed this guidance through talking to a wide range of interested and expert stakeholders. It builds on recent progress and forms the starting point for a process of implementation, learning and improvement, that - crucially - focuses on outcomes for learners and communities.

¹ [Renewing Scotland's Public Services](#), Scottish Government, 2011

2. THE PURPOSE OF CLD, AND THE OUTCOMES WE EXPECT

2.1 CLD should empower people, individually and collectively, **to make positive changes in their lives and their communities, through learning**. The principles that underpin practice are:

- *empowerment* - increasing the ability of individuals and groups to influence matters affecting them and their communities;
- *participation* - supporting people to take part in decision-making;
- *inclusion, equality of opportunity and anti-discrimination* - recognising some people need additional support to overcome the barriers they face;
- *self-determination* - supporting the right of people to make their own choices; and
- *partnership* - ensuring resources, varied skills and capabilities are used effectively.

The purpose and principles are embodied in the competences and ethics for CLD practice as set out by the CLD Standards Council for Scotland. ²

2.2 Our current guidance (*Working and Learning Together*, 2004) outlined CLD priorities as (i) achievement through learning for adults; (ii) achievement through learning for young people; and (iii) achievement through community capacity building. These priorities provided a clear focus for CLD, but we were told in our recent discussion phase, they sometimes led to artificial boundaries for practice between age groups and between work with individuals and groups.

2.3 The Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD (see Annex B). Within this, CLD's specific focus should be:

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

2.4 CLD helps to develop the resilience and ambition needed to combat the effects of economic factors which cause deprivation and inequality. It ensures that barriers to achieving better life chances are identified, understood and overcome and that communities are full partners in delivering practical and policy solutions.

3. EFFECTIVE DELIVERY

3.1 This guidance sets out the principles within which CPPs should co-ordinate planning of CLD provision, setting out specific priorities. By clearly defining roles and responsibilities, it provides a basis on which community planning partners should work together to make best use of available resources.

3.2 CLD is a coherent and distinctive set of practices, defined by clearly identified competences; it is delivered in diverse settings and sectors, by practitioners with a wide variety of job titles, working with people of all ages. We must link all this together effectively if we are to achieve the impact that we seek.

² See the [CLD Standards Council for Scotland](#) website

3.3 CPPs should ensure CLD has a core role in delivering identified outcomes for communities. This will depend on maximising the contribution of the following partners:

- services in local authorities and government bodies with an identified CLD remit, and in voluntary sector organisations publicly funded for this purpose. These services should be closely aligned with education, culture, sport, leisure and library services and should use the resulting synergies to deliver agreed outcomes;
- those - often in the voluntary sector - in settings such as community health, housing, social enterprise, anti-poverty work, equalities or sustainable development;
- other public service organisations such as colleges and universities, the NHS and Skills Development Scotland;
- local communities or communities of interest, for example ethnic minorities or people with disabilities, concerned with shaping CLD services in order to deliver the outcomes that are important to them.

3.4 All these partners should aim to deliver CLD outcomes through:

- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- youth work, family learning and other early intervention work with children, young people and families;
- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- volunteer development;
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- learning support and guidance in the community.

3.5 Local strategies for CLD should maximise the synergies between all these roles, across sectors; to do this, CPPs should consider if they are delivering the core activities of CLD through a sufficiently joined-up approach.

4. IMPROVING OUTCOMES FOR COMMUNITIES

*'Communities have high expectations of public services and have a key role to play in helping to shape and coproduce better outcomes within their communities. If community planning partnerships are to unlock that potential, their foundations must be built on a strong understanding of their communities, and provide genuine opportunities to consult, engage and involve them. CPPs must be able to engage closely with the needs and aspirations of their communities, within the context of local and national democratic control...'*³

³ Review of Community Planning and SOAs: [Statement of Ambition](#), 2012

4.1 The foundation of CLD delivery is an assessment - in partnership with learners and communities - of needs, strengths and opportunities. This clearly aligns with the Government's response to the Commission on the Future Delivery of Public Services, which sets out the approach to public sector reform as built on four *pillars*:

- a decisive shift towards prevention
- greater integration of public services at local level
- enhanced workforce development and effective leadership
- a sharp focus on improving performance through greater transparency, innovation and use of digital technology.

Prevention

4.2 A focus on prevention is a long standing feature of CLD practice. CLD practitioners prioritise preventative measures, work to reduce inequality and target the underlying causes of inter-generational deprivation and low aspiration.

4.3 Working with communities to realise and build on their own strengths or assets is at the core of the CLD delivery model. We want everyone involved in delivering CLD to emphasise this primary role. Activities must be designed with individuals and communities as active partners, in ways that focus on reducing the longer term need for input by public services - including CLD.

4.4 Public service planners and decision-makers will want to prevent problems from emerging and increase the opportunities for individuals, families and communities to shape their own lives. To this end they should make full use of CLD's ability to:
build an in-depth understanding of people's needs, strengths and aspirations through sustained dialogue;
identify issues and solutions at an early stage;
identify barriers to participation and strategies for overcoming these;
mobilise and support direct participation in planning and service design; and
enable community organisations to develop their infrastructure.

Effective partnerships: services and communities

4.5 The growing diversity of CLD provision coupled with the increase in partnership working to deliver a wide variety of programmes, services and initiatives means CLD activities and approaches now have a role in many partnerships.

4.6 Partnership working is already embedded in how CLD is delivered, but, as part of our drive for reformed public services, we need it to be deepened further, widened and more closely focused on outcomes.

- First, we want providers to go further in involving learners and communities as active partners in planning and delivering CLD, and to strengthen their focus on helping communities to influence, shape and co-produce services more generally.
- Second, we want to see partnerships that plan and deliver CLD include the full range of relevant partners. This means each local authority should have a clearly defined framework for planning and delivering CLD, through partnership, as a key element of its reformed public services.

- Third, partnership working to deliver CLD outcomes should provide the basis for delivering key priorities such as:
 - securing agreements to ensure effective links between learning in the community and college-based learning;
 - joined-up working to deliver better outcomes for children and young people through Curriculum for Excellence, including family learning;
 - more clearly focused and integrated support for communities to build their own capacity;
 - engaging fully in delivering shared outcomes with national and local Third Sector organisations, including culture and sport;
 - developing stronger links with Community Justice Authorities and community safety partnerships;
 - further development of CLD's role in local employability partnership work.

Finally, we want CLD practitioners and managers to build on the role they already play in helping other public service providers to engage effectively with service users and communities. The delivery of the three Change Funds, for Older People, Offenders and Early Years, should provide opportunities to use CLD expertise, making best use of existing resources.

Workforce development and effective leadership

4.7 At national level, CLD policy and related legislation are being developed in response to changing needs. We ask that workforce development keeps pace with these and supports their implementation.

4.8 The national CLD CPD Strategy and the *i-develop framework* provide the focus for developing a learning culture across the sector. The CLD Competences provide a common framework for practice, underpinned by a code of ethics.

4.9 Education Scotland, in partnership with the CLD Standards Council, will work with others to support CLD providers to build partnerships that continue to develop the CLD workforce. We welcome the joining-up of CPD partnerships across local authority and professional boundaries, for example the joint CPD programmes in the North Alliance and Glasgow Life.

4.10 We want to see an integrated approach to all stages of professional learning. A core of highly skilled practitioners will remain essential to achieving the impact we expect from CLD, and we recognise the need to consider further the future of pre-service training in that context.

4.11 Clearly, effective leadership is crucial to CLD delivering its role and impact. Further work to develop the skills, understanding and confidence for leadership at all levels within the CLD workforce should be a key focus for CPD.

Improving performance, innovation and sharing good practice

4.12 Effective self-evaluation by groups, services and partnerships is essential to improving performance and delivering better outcomes for learners and communities. Education Scotland will provide public accountability through inspection, challenge and support to local authorities and partnerships. In addition, CPPs should ensure that CLD providers are part of the planning and reporting process supporting Single Outcome Agreements, paying particular attention to local indicators.

4.13 In this context, CLD providers have developed a range of management information systems to support performance management and improvement. The information and evidence these produce is strong in relation to individual projects – but need more development in relation to wider programmes and outcomes at partnership level.

4.14 Valuable work has been done to quantify the impact of CLD and to identify savings it can help deliver for other areas of public investment. We will work with partners to build on this and develop the best unified, flexible framework possible for self-evaluation, performance management and measurement of impact, to meet local needs and improve understanding at national level.

4.15 We will work with partners to support CLD providers in driving forward the modernisation of their own services, using self-evaluation as a tool for continuous improvement.

5. IMPLEMENTATION AND SUPPORT

5.1 The implementation of this guidance provides the impetus for CLD to be delivered as a consistent, central element of public services in Scotland and will be based on a continuing dialogue with key stakeholders.

5.2 Throughout this guidance, we have laid out what we expect from community planning partners, with local authorities providing clear leadership and direction. We have also asked Education Scotland to develop an implementation framework, ensuring its own programmes of policy implementation, inspection, self-evaluation and practice support provide the necessary challenge in order to secure change.

5.3 This approach will achieve greater consistency in the provision and practice of CLD across Scotland, continuing to foster local flexibility in establishing priorities and delivering services, whilst improving outcomes. The implementation process should ensure that:

- the core purpose of CLD is closely aligned with developments in post-16 education reform and community empowerment policy;
- CLD services will help to deliver the new partnership with communities envisaged by the Christie Commission reforms;
- the roles of all partners are clarified both within core services and wider CLD landscape;
- local authorities will be supported to audit the need for CLD, in line with the proposed duty in forthcoming legislation.

5.4 We recognise that the current financial climate means, while there is increasing demand for CLD intervention and expertise, there is limited current scope for additional investment. We hope that Community Planning partners approach this challenge by focusing on prevention and seeking to innovate in their use of existing resources, including Change and Regeneration funding.

5.5 Specifically, we see the following responsibilities as being necessary.

We expect CPPs to:
Ensure that systematic assessments of community needs and strengths provide the basis for SOAs and service strategies and plans.
Ensure this assessment is based on engagement and continued dialogue with communities, utilising CLD expertise, as well as on analysis of other data.
Ensure SOAs have a clear focus on prevention and community empowerment as the foundation of reformed public services and utilise CLD provision and methods for these purposes.
Review current partnership arrangements for planning, monitoring and evaluating CLD and ensure that they are fit for the purposes set out in this Guidance.

Education Scotland will:
Raise awareness of the opportunities, challenges and responsibilities outlined above. Ensure its own CLD activities have a clear focus on implementing this Strategic Guidance and build and maintain a national overview of the impact of CLD. This will include: <ul style="list-style-type: none"> • policy implementation; • practice development; • support and challenge to local authorities and their partners; • support for self-evaluation; and • evaluation and scrutiny including inspection.
Promote the national CPD strategy and the <i>i-develop</i> framework.
Promote high standards of practice underpinning CLD.
Contribute to delivering the implementation framework and subsequent action plans.
Highlight to Scottish Government any issues arising relating to workforce development.

Education Scotland, working with key national partners, will:
Establish an implementation framework, ensuring that issues identified in this Guidance are addressed and that existing and proposed strategic developments in the broad CLD field are integrated with this implementation process e.g. ALIS 2020
Ensure learning from the implementation process is shared by local and national partners, and informs its continuing development.
Keep under review the progress in implementing this Guidance and report to Scottish Government annually or with specific issues.
Support the CLD Standards Council to become an independent registration body for practitioners.

We expect the CLD Standards Council for Scotland to:
Establish a registration system for practitioners delivering and active in CLD practice.
Deliver a professional approvals structure for qualifications, courses and development opportunities for everyone involved in CLD.
Develop and establish a model of supported induction.
Convene a CLD employer group for Scotland and explore options around workforce, including links with UK wide work on National Occupational Standards.

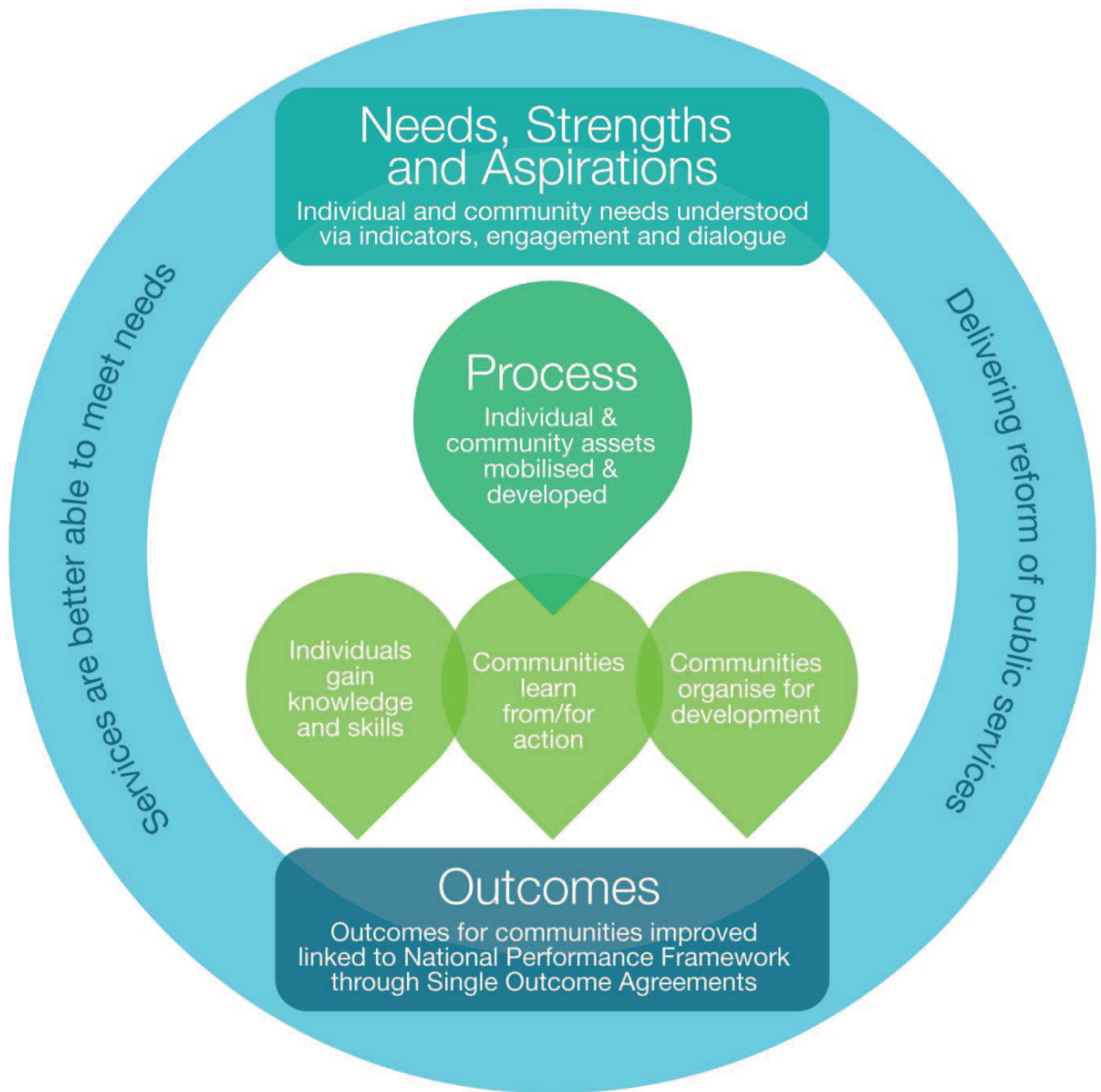
The Scottish Government will:
Explore legislative powers for CLD and communicate progress with partners.
We will pursue improving the involvement of colleges in community planning as part of implementation of the recent SG/COSLA review.
Examine the need to consider further the future of pre-service training.
Continue to involve CLD stakeholders in its post-16 Education Reform Programme.
Continue to promote the benefits of CLD methods across a wide range of policy areas.
Support Third Sector national organisations through the distribution of core funding.
Fund the SCQF Partnership to allow it to support and credit rate CLD courses.
Continue with plans to refresh the current youth work strategy, <i>Moving Forward</i> , in partnership with national youth work organisations.
Work with the Improvement Service and Education Scotland to develop improved indicators for the impact of CLD work as part of the on-going Local Outcome Indicator Project which supports CPPs in Scotland.
Commission Education Scotland to provide an evaluative report on the impact of the guidance, based on inspection evidence and any other thematic evaluative activity.

Annex A: The Policy Context For CLD in Scotland



Note: An interactive version of this diagram, including weblinks, will become available on the [Education Scotland](#) website.

Annex B: The Outcomes of CLD in Scotland



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APPENDIX B

The Requirements for Community Learning and Development (Scotland) Regulations, 2013

Consultation on draft regulations

The Requirements for Community Learning and Development (Scotland) Regulations, 2013

CONSULTATION ON DRAFT REGULATIONS

The Scottish Government has prepared a draft of an SSI titled *The Requirements for Community Learning and Development (Scotland) Regulations, 2013*. We are now consulting on this draft and the closing date for comments is 26th April 2013.

The intention is that the SSI will be signed by the Minister and laid before Parliament in the week beginning 27 May. This will allow for the required period of 28 days before the summer recess and for the SSI to come into force from 1st September.

The purpose of this briefing is to

- Explain the purpose of the proposed SSI;
- Outline the existing legislative basis for CLD and the current policy context as these relate to the proposed SSI;
- Explain the legislative process that the consultation relates to;
- Present the content of the draft SSI; and
- Identify key issues for consideration in relation to the draft SSI

This will assist those with an interest in the proposed regulations to consider what comments they wish to make.

The Existing Legislative Basis for CLD

The basis for Community Learning and Development (CLD) in existing legislation for education in Scotland was outlined in 1999 in guidance from the Scottish Office Education and Industry Department (Circular 4.99):

“Local authorities provide community education as part of the exercise of their duty under section 1 of the Education (Scotland) Act 1980 to secure the adequate and efficient provision of further education.”

The 1980 Act provides a legislative basis for CLD. Other legislation including the Local Government in Scotland Act 2003 and legislation relating to equalities and human rights has important implications for the provision of CLD; those of the 2003 Act are spelt out in the statutory guidance attached to it.

However, it is clear that the legislative basis for CLD is generally perceived to be weaker than that for other areas of public services such as school education or social work.

The Current Policy Context

Reforming Public Services

In its response to the Christie Commission's report, *Renewing Scotland's Public Services*, the Scottish Government has set out its vision for how Scotland's public services need to change, the four pillars of which are prevention, performance, people and partnership.

Empowering communities is at the heart of this:

“We will empower local communities and local service providers to work together to develop practical solutions that make best use of all the resources available. The focus of public spending and action must build on the assets and potential of the individual, the family and the community rather than being dictated by organisational structures and boundaries. Public services must work harder to involve people everywhere in the redesign and reshaping of their activities.”

As essential parts of the drive to modernise public services, the Scottish Government is: developing legislation to support community empowerment; reviewing Community Planning, as a result issuing new guidance on Single Outcome Agreements in December 2012; and reforming Post-16 education.

Strategic Guidance for CLD

The Scottish Government stated its intention to work with partners to develop a CLD Strategy in the pre-legislative paper on the reform of post-16 education, *Putting Learners at the Centre* (September 2011). As

a result, Strategic Guidance for Community Planning Partnerships: Community Learning and Development was issued in June 2012 as an integral part of the wider programme of public service reform.

The Strategic Guidance identifies the purpose of CLD as being to “empower people, individually and collectively, to make positive changes in their lives and in their communities, through learning”, and indicates that, within the national performance framework, CLD’s specific focus should be on:

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

The Strategic Guidance also makes clear that the Scottish Government wishes to see CLD delivered as a core part of public services across Scotland:

“The implementation of this guidance provides the impetus for CLD to be delivered as a consistent, central element of public services in Scotland and will be based on a continuing dialogue with key stakeholders”

The need to consider legislation on CLD

Set alongside comments above on perceptions of the legislative basis of CLD as weak compared to that of other elements of public services, these expectations of the role of CLD in delivering key outcomes indicate a need to ensure that the legislative basis of CLD is robust enough to support the decision making required.

In particular, the Strategic Guidance emphasised that “the foundation of CLD delivery is an assessment – in partnership with learners and communities – of needs, strengths and opportunities” and that implementation of the Guidance should ensure that “local authorities will be supported to audit the need for CLD, in line with the proposed duty in forthcoming legislation”.

Following from this, in identifying specific responsibilities for implementation the Scottish Government made the commitment in the Strategic Guidance to “explore legislative powers for CLD and communicate progress with partners”.

What is a Scottish Statutory Instrument (SSI)

Scottish Statutory Instruments (SSIs) are subordinate legislation. Subordinate legislation is normally made under powers granted by primary legislation (statute); in this instance, powers granted by the Education (Scotland) Act 1980.

Once an Act is in place SSIs fill in the detail of how it will operate; they usually take the form of regulations or orders .

The powers of the Education (Scotland) Act 1980 as they apply to CLD

Link to the Education (Scotland) Act 1980:

<http://www.legislation.gov.uk/ukpga/1980/44/contents>

Under section 1 of the 1980 Act, education authorities have a duty to secure adequate and efficient provision of “further education”.

This duty does not include the provision of further education “within the meaning of Part 1 of the Further and Higher Education [Scotland] Act 1992” (broadly speaking, further education provided through colleges); although education authorities do have the *power* to provide further education within the meaning of the 1992 Act.

Under section 1 of the 1980 Act, further education includes:

- “Voluntary part-time and full-time courses of instruction for persons over school age”; and
- “Social, cultural and recreative activities and physical education and training, either as voluntary organised activities designed to promote the educational development of persons taking part therein or as part of a course of instruction”

Local authorities provide CLD as part of the exercise of their duty to secure adequate and efficient provision of “further education”, defined as

including (but not being restricted to) the types of courses and activities outlined.

Under Section 2 of the 1980 Act, Scottish Ministers have power to “prescribe the standards and requirements to which every education authority shall conform in discharging their functions under section 1 of this Act”.

The preamble to the draft SSI, which is titled *The Requirements for Community Learning and Development (Scotland) Regulations 2013*, makes clear that they are being made under the powers of the 1980 Act:

“The Scottish Ministers make the following Regulations in exercise of the powers conferred by section 2 of the Education (Scotland) Act 1980 and all other powers enabling them to do so.”

(The Requirements for Community Learning and Development [Scotland] Regulations 2013 - draft)

Key Issues

The SSI is intended to strengthen the legislative basis for community learning and development. In particular it is intended to support the achievement of the following policy goals:

- Communities across Scotland - but particularly those who are disadvantaged - have access to the CLD support they need.
- Communities across Scotland are enabled to express their needs for CLD provision.
- Community Planning Partnerships (CPPs), local authorities and providers of public services more generally respond appropriately to the expectations set by the CLD Strategic Guidance

It seeks to do this by setting requirements on local authorities in relation to the auditing of need for CLD, consultation and planning.

We would particularly welcome your views on the following questions:

1. How well do you think the draft SSI will help to strengthen the legislative basis for CLD?

2. Are there aspects of the draft SSI that you think could be improved?

YES / NO

If yes

☐ What are they?

☐ What is the nature of the change you think should be made?

Responding to this consultation paper

We are inviting written responses to this consultation paper by 26 April 2013. Please send your response on the completed Respondent Information Form to: CLD@educationscotland.gov.uk

or

CLD Team
Education Scotland
The Optima
58 Robertson Street
Glasgow
G2 8DU

APPENDIX B

DRAFT FOR CONSULTATION – 13 MARCH 2013

SCOTTISH STATUTORY INSTRUMENTS

2013 No.

EDUCATION

**The Requirements for Community Learning and Development
(Scotland) Regulations 2013**

Made - - - -

Laid before the Scottish Parliament

Coming into force - - 1st September 2013

The Scottish Ministers make the following Regulations in exercise of the powers conferred by section 2 of the Education (Scotland) Act 1980(a) and all other powers enabling them to do so.

Citation, commencement and interpretation

1. (1) These Regulations may be cited as the Requirements for Community Learning and Development (Scotland) Regulations 2013 and come into force on 1st September 2013.
(2) In these Regulations—
“community learning and development” includes programmes of learning and activities designed with individuals and groups to promote the educational and social development of those individuals and groups; and
“target individuals and groups” means those individuals and groups, within the area of the education authority, that the education authority considers are most likely to benefit from the provision of community learning and development.
2. An education authority is required to initiate and, having done so, to maintain and facilitate a process by which community learning and development secured within the area of the education authority is secured in a way that—
 - (a) identifies target individuals and groups;
 - (b) has regard to the needs of those target individuals and groups for that community learning and development;
 - (c) assesses the degree to which those needs are already being met; and
 - (d) identifies barriers to the adequate and efficient provision of that community learning and development.
3. In exercise of the requirement in regulation 2, the education authority is to consult with—
 - (a) persons appearing to the education authority to be representative of the target individuals and groups; and

(a) 1980 (c.44). Section 2 was amended by the Education (Scotland) Act 1996 (c.43), Schedule 6 and the Self-Governing Schools etc. (Scotland) Act 1989 (c.39), section 69. The functions of the Secretary of State were transferred to the Scottish Ministers by virtue of section 53 of the Scotland Act 1998 (c.46).

DRAFT FOR CONSULTATION – 13 MARCH 2013

(b) persons appearing to the education authority to be representative of bodies providing community learning and development within the area of the education authority.

4.—(1) An education authority is required to publish a 3 year plan containing the information specified in paragraph (2) no later than 1st September in—

- (a) 2015; and
- (b) each third year after that.

(2) The plan must specify—

- (a) how the education authority will co-ordinate its provision of community learning and development with other bodies that provide community learning and development within the area of the education authority;
- (b) what action the education authority will take to provide community learning and development over the reference period of the plan;
- (c) what action other bodies intend to take to provide community learning and development within the area of the education authority over the reference period of the plan;
- (d) any needs for community learning and development that will not be met within the reference period of the plan.

(3) Before publishing a plan, the education authority must consult—

- (a) persons appearing to the education authority to be representative of the target individuals and groups for community learning and development;
- (b) persons appearing to the education authority to be representative of bodies providing community learning and development within the area of the education authority; and
- (c) such other persons as the education authority thinks fit.

Authorised to sign by the Scottish Ministers

St Andrew's House,
Edinburgh

2013

<p>Argyll and Bute SOA/CPP Themes</p>	<p>Economy  SOA/CPP 2/CO6 We have a skilled and competitive workforce capable of attracting employment to Argyll and Bute  SOA/CPP 9/CO3 Our people are supported to live more active, healthier and independent lives  SOA/CPP 10/15/CO4 We work with our partners to tackle discrimination.</p> <p>Social Affairs  SOA/CPP 8/CO2 Our children are protected and nurtured so that they can achieve their potential.  SOA/CPP 10/15/CO4 We work with our partners to tackle discrimination.  SOA/CPP 11/CO5 Vulnerable, children and families are protected and are supported in sustainable ways within their communities.  SOA/CPP 12/CO7 Our young people have the skills, attitudes and achievements to succeed throughout their lives.  SOA/CPP 13/CO9 The impact of alcohol and drugs on our communities, and on the mental health of individuals, is reduced.</p>	<p>Third Sector and Communities  SOA/CPP 15/CO4 We work with our (Third sector) partners to tackle discrimination and support, including training opportunities  SOA/CPP 16 Our Third Sector and Community Councils have access to information and support, including training opportunities  SOA/CPP 17/CO8 Our partners and communities are able to be fully engaged in the way our services are delivered.</p> <p>Improving Public Services  SOA/CPP 18/CO15 We engage with our partners, our communities and our customers to deliver best value services.</p>
<p>National Outcomes</p>	<p> NO 3. We are better educated, more skilled and more successful, renowned for our research and innovation.  NO. 6. We live longer, healthier lives.  NO 7. We have tackled the significant inequalities in Scottish society.  NO 16. Our people are able to maintain their independence as they get older and are able to access</p>	<p> NO 11. We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.  NO 15. Our public services are high quality, continually improving, efficient and responsive to local people's needs.</p>
<p>Strategic CLD Guidance</p>	<p> Improved life chances for people of all ages, through learning, personal development and active citizenship; <ul style="list-style-type: none"> • Prevention, early intervention/family learning • Broad general education (CfE); achievement and attainment • Senior phase and sustained positive destinations for 16+ • Health and Wellbeing • Literacy, numeracy and ICT </p>	<p> Stronger, more resilient, supportive, influential and inclusive communities. <ul style="list-style-type: none"> • Empowering communities • Active citizenship • Effective leadership <p> Improving public services <ul style="list-style-type: none"> • Effective partnerships particularly CLD CfE Colleges Culture and Sport, Community Justice, Employability • Greater integration of public services at local level • Enhanced workforce development and succession planning • Focus on improving performance through greater transparency, innovation and use of digital technology, with self evaluation as a key process </p> </p>
<p>Argyll and Bute CLD Outcomes</p>	<p>Adult Learning  Adults progress in recorded, accredited and non-accredited learning that is appropriate to their needs  Adults are better equipped to access work and training through a range of employability-related learning opportunities Youth Services  Offer recorded and accredited learning programmes for young people</p>	<p>Community Development  Communities are actively engaged in, and influencing, community planning.  The Third Sector have access to information and support, including training opportunities  Vulnerable groups have access to services appropriate to their needs Adult Learning  Adults have improved resilience and capacity to play an active part in their family and community lives through a range of personal development and health-related learning opportunities.</p> <p>Youth Services  Develop effective partnership working arrangements with schools Adult Learning  Partnership working contributes to effective delivery of a wide range of high-quality learning opportunities for adults, including promotion, guidance and support</p>

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Quality indicators help CLD providers, partners and inspectors to judge what is good and what needs to be improved in the learning community. You can find these quality indicators in the publication *How Good is Our Community Learning and Development?* (HGIOCLD?). These were revised and updated in 2012. Updated versions can be found at http://www.educationscotland.gov.uk/Images/CLDbriefingnote191012_tcm4-684959.pdf

Education Scotland evaluates four important quality indicators to help monitor the quality of learning communities across Scotland. Here are the results for the learning community surrounding Tarbert Academy.

Improvements in performance	very good
Impact on participants	very good
Impact on the local community	excellent
Improving services	satisfactory

This report uses the following word scale to make clear judgments made by inspectors.

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

A copy of the full report is available on the Education Scotland website www.educationscotland.gov.uk.

Philip Denning
HM Inspector
18 December 2012

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**Inspection of the learning community
surrounding Tarbert Academy
Argyll and Bute Council
18 December 2012**

1. Context

Community and Learning Development (CLD) partners within the area of Tarbert Academy were inspected by Education Scotland during October 2012. The Tarbert Academy Learning Community covers a large rurally-isolated area located at the top of the Kintyre peninsula. The Tarbert area is part of the Mid Argyll, Kintyre and the Islands community planning area. This area is classified by Argyll and Bute Council as 'very remote rural'. Tarbert has a variety of small shops and services, but many advice and information services and employment and learning opportunities are located in the two larger towns of Campbeltown and Lochgilphead, which have their own secondary schools.

During the visit Education Scotland staff talked to children, young people and adults. We worked closely with local CLD managers, CLD providers, partners, paid staff and volunteers. We wanted to find out how well partners are improving the life chances of people living in the community through learning, building stronger more resilient communities and improving the quality of services and provision. We also looked at how well paid staff and volunteers are developing their own practices and how well partners, including schools are working together. The partners asked the inspection team to look at areas that they had identified as good practice in:

- Community-led learning;
- School-community links and partnerships; and
- Provision that enhances 'confidence and wellbeing'.

In addition there was a focus on the data and the needs around employability and family learning.

The inspection team were able to rely upon a self-evaluation document prepared by the council. This document drew upon the four key themes of the Argyll and Bute Community Plan prepared by the Community Planning Partnership as it relates to the Mid Argyll, Kintyre and the Islands area. The Community Plan is organised around four key themes.

- Economy
- Environment
- Social Affairs
- Third Sector and communities

1. How well are partners improving learning, increasing life chances, promoting and securing wellbeing?

The Argyll and Bute Community Plan seeks to develop a skilled and competitive workforce and to support people to have active, healthier and independent lives free from discrimination. Tarbert Academy learning community enjoys a skilled and competitive workforce. Very good use is made of well-established formal and informal local networks. By the end of S6, young people's performance shows an improving trend of attainment. There are well-developed schemes to recognise achievement by young people aged between 16 and 18. The numbers of young

people who progress to further learning and employment are improving. Strong relationships exist between employability organisations which very effectively support youth employment. They actively share information and intelligence that identifies and supports early intervention with vulnerable young people. Effective networks support a wide range of employment experiences and volunteering activities. An extensive range of active schools sports opportunities supports health and wellbeing and provides entry into employment, for example, work with local golf or sailing clubs. There is scope to develop additional monitoring and support networks for 16-19 year-olds in transition from school.

Almost all people are active, healthy and independent. The community of Tarbert is characterised by a wide range of progressive, ambitious community organisations. The sector leading activities of these groups have used their own income streams and also attracted significant funding to develop a range of high quality learning resources, community services and amenities. Community organisations such as the Harbour Trust provide accessible and free opportunities to residents to further improve their health and wellbeing through innovative community led projects such as town paths and a free outdoor gym. Community organisations provide almost all of the community events. The funds being brought into the community by local organisations is increasing. These funds are well used to support the viability of the community and provide a good quality of life.

The Argyll and Bute Community Plan seeks to support and sustain the natural environment. In the Tarbert community, a number of effective and innovative volunteer led community projects with an environmental focus, such as the Tarbert and *Skipness Community Trust*, also support the school curriculum well. These include support for English, drama and social studies delivered in partnership with the *Tarbert Castle* project in primary and secondary. Links between managing environmental resources, social subjects and biology in the design and development of the *Tarbert Academy Wildlife Initiative* path and the *Healing Hands community garden* are highly effective. Increasing links between health services and the *Healing Hands garden* are supporting people with health issues to work in the garden as part of their recovery process. A few young people have developed boatbuilding skills in the Tarbert Skiff boat. These approaches allow young people to effectively broaden their experience of curriculum subjects and apply their skills in a community setting. There is room to further explore how young people's work to support the environment can be recognised using award programmes.

The Argyll and Bute Community Plan seeks to tackle discrimination, protect and support vulnerable children and families. Partners in the Tarbert area are working well to tackle discrimination. Members of the People and Agencies Coming Together group for adults with learning disabilities learn important life skills in independent living, and act as effective advocates for others with learning disabilities by proactively challenging attitudes. Previously excluded adult literacy learners have gained new life skills. As a result they are better able to support family learning, achieve personal goals, and are actively engaged in community organisations. A few young people regularly design eye-catching information boards and logos for community projects and the health and wellbeing network. However, there is no agreed family learning plan for Tarbert. This limits preventative approaches. Lack of available transport is a significant barrier to participation and, in some instances,

limits programmes of activity. There is potential to develop a community-led solution. The use of digital technology could be developed to improve access to learning and provide important social networking contact for those unable to access community facilities.

The Argyll and Bute Community Plan seeks to work with third sector organisations and communities to improve local access to support, training and to be fully engaged in influencing service delivery. Community groups have highly skilled, committed leaders. These groups have developed new resources and community events such as the well attended Seafood Festival and Music Festivals. Extensive and productive networks exist between organisations. There are equitable and cooperative relationships between organisations and individuals. There is very effective training and support for community organisations. A number of effective and innovative volunteer led community projects support the school curriculum from 3-18. The school works actively to support third sector organisations in their engagement with the curriculum and to support bids for external funding. There is scope to improve opportunities for local people to inform and influence the design of public services. While many community groups have active members, more structured approaches to involve young people are needed. A holistic approach to record, promote and celebrate community and individual achievement could be developed.

3. How well are partners working together and improving the quality of services and provision?

The Argyll and Bute Community Plan seeks to engage with partners and communities to deliver best value services. Partners are actively and effectively working to develop this. Community partners have developed a number of projects that are seeking to re-direct public sector investment and encourage sustainability. For example, partners developed a Tarbert Community Plan and initiatives such as *Big Green Tarbert* and the *Kintyre Orchard*. These projects have extensive data relating to their income trends. Successful partnership working with local schools and Argyll Colleges has enabled the school to offer additional opportunities for national qualification courses at S4 and S5 and additional qualifications. As a result of this partnership working, learners' experiences and the development of important skills for learning, life and work are significantly enhanced. Partners are just beginning to develop training programmes and shared approaches to community engagement that will build upon their partnership working. A holistic approach to gathering quantitative data to highlight key trends of the Tarbert community over time should be developed. A variety of institutions, public, private, voluntary services, and community groups could work together to measure collective performance against key Community Plan aims, targets and objectives.

This inspection of CLD in the learning community surrounding Tarbert Academy found the following key strengths.

- Active and highly motivated community members from all ages who contribute positively to community life in Tarbert.
- Well focused working partnerships that deliver elements of the four key themes of the Argyll and Bute Community Plan in the community of Tarbert.
- A diverse range of skills in economic development, learning and care that are applied to the benefit of the community.
- An ethos of achievement across the community.

We discussed with partners how they might continue to improve their work. This is what we agreed with them.

- Further develop their collective approaches to joint training and self-approaches.
- Develop and deliver more family learning programmes.

4. What happens at the end of the inspection?

There are some improvements needed, but because partners have a good understanding of their strengths and areas for improvement, and communities are achieving well, we have ended the inspection process at this stage. We will monitor progress through our regular contact with the local authority. Our Area Lead Officer along with the education authority will discuss the most appropriate support in order to build capacity for improvement and will maintain contact to monitor progress.

Philip Denning
HM Inspector
18 December 2012

Additional inspection evidence, such as details of the quality indicator evaluations, for this learning community can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/communitylearninganddevelopment/TarbertAcademyLearningCommunity.asp>.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or email: feedback@educationscotland.gsi.gov.uk.

Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

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CPP MANAGEMENT COMMITTEE

8th May 2013

INVOLVING YOUNG PEOPLE IN ARGYLL AND BUTE COMMUNITY PLANNING PARTNERSHIP.

1. SUMMARY

- 1.1 This report outlines existing youth democracy structures in Argyll and Bute and proposals to develop the engagement of young people in the Argyll and Bute Community Planning Partnership.

2. RECOMMENDATIONS

- 2.1. Partners are asked to note the existing youth democracy activities in Argyll and Bute.
- 2.2. Partners are asked to consider proposals to further develop the involvement of young people in the Community Planning Partnership.
- 2.3. Argyll and Bute Community Planning Partnership is invited to endorse the AB Award ceremony.

3. BACKGROUND

- 3.1. The implementation of new CLD Strategic Guidance for Community Planning Partnerships provides a timely opportunity to consider how young people are currently, and may be in the future, engaged in Community Planning and citizenship activities in Argyll and Bute.
- 3.2. There are many good reasons for meaningful involvement of young people in community planning as highlighted by the Scottish Government's advice note "Engaging Young People in Community Planning" :-
- § **Aspiration** – the Scottish Government has set out a high-level vision for children and young people in Scotland. Developing good engagement processes can help deliver this vision; in particular in relation to enabling children and young people to be effective contributors, responsible citizens and in demonstrating that they are included, respected and responsible.

- § **Service planning and Best Value** - Engagement with the community and partnership working are the two fundamental principles underpinning Community Planning. Dialogue with children, young people and families gives policy makers and service providers the information they need to improve the relevance of their policies and services.
 - § **The UN Convention on the Rights of the Child** – It is current policy to reflect, where possible, the articles contained within the Convention when taking forward policy and introducing legislation that has an effect on the lives of children and young people.
 - § **Local Government in Scotland Act 2003** and other statutory duties - "Local Authorities, in their initiation and facilitation of the Community Planning process should consult and co-operate with a wide range of interests including... bodies such as: young people and youth work bodies who already make a valuable contribution to the planning and provision of services through their involvement in youth forums and their active citizenship."
 - § **The citizenship agenda** - Inclusion in the processes that shape society in a way that is appropriate to the young person's age and ability can contribute to their growth into mature, responsible, active members of society.
 - § **Scrutiny** - Audits of Best Value and Community Planning
 - § **Young people want to participate** - One of the most compelling reasons for engaging with young people is that they themselves tell us that they want more and better opportunities to participate in decision-making.
- 3.3. It's important to note that we are not starting from scratch and a range of youth citizenship activities are already in place throughout Argyll and Bute.
- 3.4. A number of young people are involved in local area based youth forums that give them the opportunity to identify issues, express their views and encourage changes in their community.
- 3.5. The Argyll and Bute Youth Forum brings together representatives from local based area forums to identify common issues, network with young people from across Argyll and take on authority wide projects.
- 3.6. Argyll and Bute has 3 seats for young people in the Scottish Youth Parliament.
- 3.7. Most of our secondary schools have active pupil councils.

4. DETAIL

- 4.1. Argyll and Bute Council's Youth Service provides support to Youth Forums currently operating in Bute, Helensburgh, Mid-Argyll and Oban. Following staff vacancies Campbeltown and Dunoon are being relaunched, whilst plans are underway to establish forums in Tarbert, Islay and Mull.
- 4.2. There is potential to develop formal links between Area Community Planning Groups and local youth forums. A relatively straight forward proposal could be the addition of a regular, perhaps twice yearly, "Youth Matters" agenda item to the Area Community Planning Group meetings. The local youth forums, supported by youth workers, would identify topics for discussion; presentations etc. and bring forward agenda items in an appropriate format. This would raise awareness of local issues impacting on young people as well as providing an opportunity to highlight positive developments.
- 4.3. The recent introduction of "Children's Champions" may also provide an opportunity to forge closer links.
- 4.4. Argyll and Bute Youth Forum is currently focusing on two major projects:-
 - § The development of Youth Banks
 - § The AB Awards

The concept of the AB Awards came from discussions with youth forum members who expressed a desire to celebrate positive achievements by young people in Argyll and Bute. There is a strong feeling that young people are generally portrayed in a negative light and they are keen to offer a different perspective.

The AB Awards will be held in Oban on Thursday 19th September 2013 and presentations will be made to young people in the following categories:-

- § Youth Entrepreneur Award
- § Unsung Hero Award
- § Youth Volunteer Award
- § Youth Sports Award
- § Youth Environment Award
- § Youth Citizenship Award
- § Youth Arts Award
- § Health and Well Being

Argyll and Bute Youth Forum has applied for funding to cover the main costs of the event and sponsors have been confirmed for most of the categories.

- 4.5. Argyll and Bute Community Planning Partnership is invited to endorse the AB Awards and consider sponsoring the Youth Citizenship Award.
- 4.6. As a further means of engaging with young people, Youth Services, in partnership with Argyll and Bute Youth Forum, will organise an annual Youth Conference, which will be similar to the CPP full partnership meeting but targeted specifically at 12 to 24 year olds. The agenda and focus of the Youth Conference will reflect that of the full partnership meeting and will provide a representation of young people's views and opinions.
- 4.7. Following elections in March 2013, three young people have been elected as MSYPs to represent Argyll and Bute at the Scottish Youth Parliament:-
 - § David McLaughlin (Bute)
 - § Fraser Stewart (Dunoon)
 - § Katie Burke (Helensburgh)

Argyll and Bute Council's Youth Service support the MSYPs to prepare for, attend and report back on sittings of the Scottish Youth Parliament.

5. CONCLUSION

- 5.1. Young people are involved in youth forums and other citizenship activities across Argyll and Bute; however there are no formal links with the Community Planning Partnership.
- 5.2. The CPP has a duty to consider how best to engage young people in Community Planning.
- 5.3. Clearer links with existing projects would be beneficial to all parties involved, representing the views of young people and informing the work of the Community Planning Partnership.

6. IMPLICATIONS

- 6.1. Policy: Links with National Outcomes, SOA and CLD Strategic Guidance
- 6.2. Financial: None
- 6.3. Legal: None
- 6.4. HR: None
- 6.5. Equalities: Focus on equalities and inclusion
- 6.6. Risk: None
- 6.7. Customer Service: The process should enhance the already wide range of consultation and engagement information available.

**Cleland Sneddon
Executive Director, Community Services**

For further information, contact

Donald MacVicar, Head of Community & Culture 01546 604364
Martin Turnbull, Youth Services Manager, 01369708542

23rd April 2013

Argyll and Bute Community Planning Partnership

Date: 27th May 2013



Title: Getting it Right for Every Child (GIRFEC) Update

1. INTRODUCTION

Argyll and Bute's Children made the commitment to implement the GIRFEC approach and use of the GIRFEC Assessment tools known as the National Practice Model across all services in Argyll and Bute from January 2012. To support GIRFEC implementation the Scottish Government have developed a maturity model to enable organisations to track their progress. Argyll and Bute's commitment has ensured GIRFEC maturity is fully embedded at stage 2.

The CPP Management Committee are asked to support the culture, systems and practice changes that will allow GIRFEC maturity to be fully embedded at stage 3.

2. BACKGROUND

The GIRFEC maturity model which is linked to the national performance framework forms the basis for the Argyll and Bute 2013 GIRFEC implementation plan.

The model is organised into five themes which include:-

- Identifying a Named Person for every child and young person in the universal services
- Identifying protocols and governance for Lead Professional
- Supporting partnerships to take a proportionate approach to managing all concerns and risks
- Redesign business processes to secure a single planning process for all children and young people supporting a single plan
- Ensuring the use of the National Practice Model

2.1 Progress to date

As part of the GIRFEC process all children and young people have an identified Named Person. The role of the Named Person is to provide a single point of contact for children, young people, their families and other professionals and to ensure a child centred approach is endorsed. A Lead Professional is appointed when two or more agencies require to work together to deliver a service to a child or young person.

Argyll and Bute have implemented these roles as follows:-

- Named Person identified for all children in Argyll and Bute, implemented January 2012. Awareness around the role of the named person has been further embedded in practice from January 2012 to the present time

- Lead Professional role implemented in January 2012 and further embedded in practice from January 2012 to the present time
- Between January – December 2012 over 500 multi-agency staff across Argyll and Bute have been trained in the implementation of the Named Person/Lead Professional roles
- In response to issues and questions raised through training the Named Persons / Lead Professionals guidance was been revised and updated in January 2013

Within our journey to embed GIRFEC in 2012 the following areas of activity were prioritised:-

- Universal Services (Health and Education) focused on embedding Named Person and Lead Professional Roles ensuring children and young people's needs are addressed at the earliest possible time by arranging Childs Plan meetings
- The implementation of the GIRFEC practice model by all agencies for assessment and planning children's needs
- The development of the pre-birth pathway and antenatal plan for vulnerable babies
- Social Work prioritised the development of revised approaches to risk assessment and risk management in child protection and for LAAC based upon the national practice model
- Police prioritised improving responses to domestic abuse and the establishment of Early and Effective Intervention
- Argyll and Bute's Children initiated a review of integrated children's services planning arrangements to improve governance and support for the implementation of GIRFEC
- Implementing a GIRFEC based approach to identifying additional support needs of pre school children

3. NEXT STEPS

The following priorities have been identified for 2013:-

- Support practitioners to further improve assessment and planning by providing an on-going training programme
- Improving assessment and management of risk for LAAC and young people at risk to ensure all agencies are fully embedded in the GIRFEC approach
- To ensure on-going progress deliver targeted lead professional training and further GIRFEC workshops
- Establish GIRFEC 'locality' champions/advisors to support staff and further embed the GIRFEC process
- Extend Early and Effective Intervention (EEI)
 - Produce guidance for Named Persons to support them with the outcome of the EEI process
 - Extend EEI process for children reported missing
- Develop quality assurance tools and auditing arrangements for child's plans
- To support staff and reduce paperwork a 'Universal' Child's plan requires to be developed

- Develop a tool to ensure young people's views of the effectiveness of GIRFEC are taken into consideration
- Develop localised services to ensure that children and young people get the help they need when they need it
- A funding proposal (Appendix 1) has been sent to the Scottish Government to support an enhanced GIRFEC training programme for Argyll and Bute

Patricia Renfrew
Consultant Nurse Children and Families
Argyll and Bute CHP

13th May 2013

Appendix 1

Argyll and Bute CPP Funding Proposal 2013/14
<p>Project description Argyll and Bute GIRFEC implementation enhanced training programme</p>
<p>Establish and support the development of 12 GIRFEC Champions (4 from Health, 4 from Education and 4 from Social Work covering each of the 4 localities across Argyll and Bute). The champions will be responsible for mentoring staff locally and also further embedding GIRFEC across Argyll and Bute.</p> <p>To support the role of Named Person/Lead Professional (NP/LP) a suit of training materials will be developed including:-</p> <ul style="list-style-type: none"> • NP/LP training DVD • Chairing meetings training (in-house) • Solution focussed training • Improving outcomes for children training (in-house) • GIRFEC awareness for children and young people living in Argyll and Bute
<p>Proposed Cost/Amount</p>
<p>Total cost of project = £20,000 broken down as follows:-</p> <p>Training programme for GIRFEC champions</p> <ul style="list-style-type: none"> • Solution focused training (train the trainers) £1,000 • Supply cover for 4 Teachers @ £900 per day £3,600 • Back fill for 4 Social Workers @ £500 per £2,000 • Back fill for 4 Public Health Nurses @ £500 per £2,000 • On going Named Person/Lead Professional Training, venue costs, admin support and resources £3,500 • Develop training DVD (including role play, editing and producing DVDs for NP/LPs £2,500 • 6 places on GIRFEC module £2,700 + travel £1,200 = £3,900 • Use of digital media to ensure Argyll and Bute's children and young people are fully aware and understand the role of the named person role £1,500
<p>Project Objective</p>
<p>Argyll and Bute CPP would like to ensure all staff are fully trained and confident in using the GIRFEC practice model, and that all our children and young people are fully aware with their named person and their role. These objectives will ensure Argyll and Bute are working towards stage 3 / 4 GIRFEC maturity</p>
<p>Key milestones</p>
<ul style="list-style-type: none"> • Six GIRFEC champions have successfully completed the GIRFEC module at Stirling University • Named Person/Lead Professionals fully understand and are confident in understanding their role • DVD is produced and available for all NP/LP • GIRFEC champions are fully trained to support staff, this includes delivering solution focussed training by March 2014 • Argyll and Bute's children and young people know their named person and how to contact them

Reporting arrangements

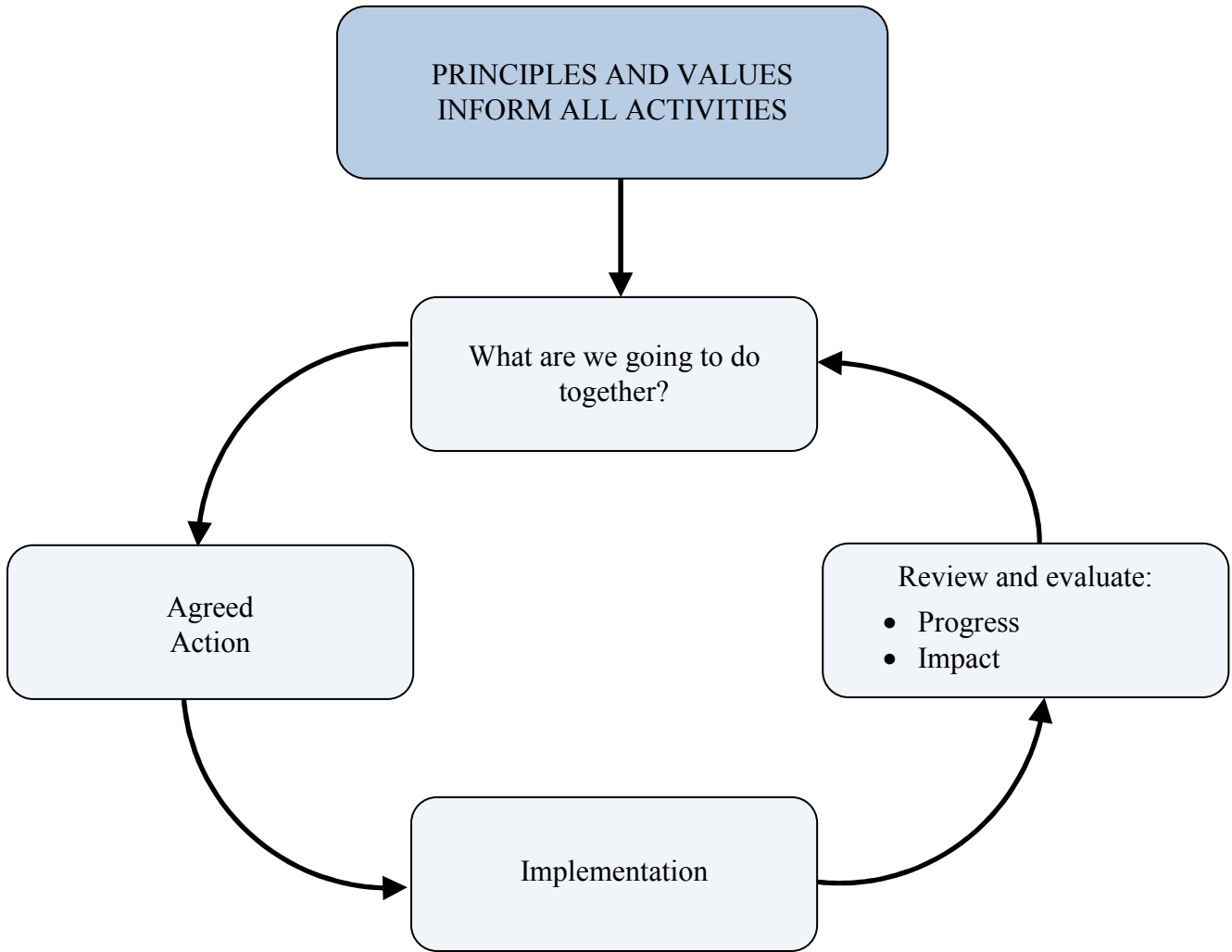
Reports on progress are required at regular intervals, three times a year, by: **1st of August 2013, 1st of December 2013 and a final report by 23rd of May 2014** (target date - all reports must be in by 30 May at latest). These reports should include details of project milestones achieved as set out in the proposal, for example related to your area plan:

- (% of relevant staff) NP trained
- (% of relevant staff) completed relevant e-learning module
- Is a programme of Family Awareness Raising underway?
- To what extent a single child's plan is in use across all agencies etc.

Reports should also include a summary of spend to date, as well as notification of any slippage. The last report in May can be combined with the statement of compliance (Schedule 3) which is required at the end of the financial year.

MONITORING AND EVALUATION

Each project should use the following approach to continuous self-evaluation and improvement to review and evaluate progress and impact:



**Argyll and Bute Community Planning
Partnership**

**Management Committee
Date:**



Title: Inspection of Children's services In Argyll and Bute

1. SUMMARY

- 1.1** This report provides the CPP Management Committee with a brief update relating to the Inspection of Children's Service in Argyll and Bute.
- 1.2** Key agency leads were actively involved in writing leadership statements which formed an important part of the Inspection. These statements set out the progress the Partnership are making in relation to improving outcomes for children and young people across Argyll and Bute.

There are 9 statements in total covering a range of topics including Corporate Parenting, Involvement, GIRFEC, Getting The Best Start, Achieving, Nurtured, Healthy and Active, Children are Safe, and Our Children are Included.

- 2.1** The Inspection was conducted over 22 weeks from November concluding on the 3rd May with feedback from between inspectors.

The Inspection Lead with overall responsibility for the pilot inspection and the reporting of findings was Judith Tait, Senior Inspector, Care Inspectorate.

The Lead Officer for the partnership during the inspection was Liz Strang Argyll and Bute Council.

3.1 Inspections of care services for children will consolidate evidence of:-

- the quality of care services within the Community Planning Partner area
- the experiences of and outcomes for individual children and young people within a care service
- the views of carers – for example foster carers
- the views of staff

3.2 Phase 1

In advance of the Joint Inspection, careful scheduling of a series of short notice and unannounced inspections of regulated care services have been conducted and completed prior to the inspection commencing .A selection of the most relevant services were selected.

A staff survey was issued to all named persons and lead professionals an analysis from the results of the survey confirmed staff are fully supported in the implementation of the GIRFEC Practice Model.

3.3 Phase 2 and 3

Phase Two was carried out by inspectors on-site at the start on the inspection date. Together, the team carried out a series of scrutiny events including focus groups with a range of senior managers.

Phase Three comprised a review of practice by reading the core records of a statistically valid sample of children. This activity is a core element for each inspection and is designed to provide evidence of the quality of practice.

A report on the findings from the case file reading phase has been shared with senior managers which identifies key improvements in risk

assessment and highlights as an area of improvement care planning should be more outcome focused.

Proportionate scrutiny has been carried out in relation to areas of uncertainty about the quality of outcomes for children during the core and proportionate phase of the inspection. This has included 18 teams around the child focus groups and interviews with individual children, young people, parents and carers.

3.4 Findings

At the conclusion of the inspection, the findings of Inspectors will be shared verbally with Chief Officers and the CPP and a draft report prepared for consideration and comments within 4 weeks.

4.0 Latest Update

Since the last report to CPP on 8th March 2013 the following progress has been made;

- Our nine statements and supporting evidence have been sent to the Care Inspectorate for their consideration.
- Staff Survey of named persons and lead professionals was completed and results shared with managers.
- Our Share Point repository site is live and available to CPP members on request. This holds over 500 examples linked to the Quality Indicators of supporting evidence in relation to our statements and includes data reports on trends over time from social work, police, education and health.
- We prepared 90 cases and 25 reserve cases for Inspectors to read for evidence of our practice. This was conducted by file reading and access to carefirst electronic data base. The initial analysis of findings has been

provided by the inspectors. It reflects your findings from self evaluation and the improvement journey we are currently on.

- We have provided inspectors with additional information including the governance arrangements for the CPP/ ADP and details of our Integrated Children's Services Planning structures and draft ICS plan.
- We prepared an activities timetable for Inspectors for their consideration during 15th-19th April Inspectors have attend these activities and noted key issues from phases 1and 2.
- Inspectors have completed a number of face to face meetings with key strategic leaders from across the partnership.
- Two young inspectors have visited secondary schools and interviewed a broad spectrum of young people involved in the development of services.
- We are regularly update our Inspection blog to ensure staff have up to date information relating to inspection activity. The blog has 9992 hits across the inspection and we reviewing the learning for future projects.
- On the 3rd May we received feedback from inspectors on the overall grades. These are initial findings the detail will be provided in a report at the end of May. Community Planning Partners will need to respond with an action plan within 2 weeks.

5.0 CONCLUSION

CPP Management Committee note the Inspection of Children's services core proportionate phase ended 19th April and verbal feedback on the record of inspection findings was provided on 3rd May


Committee Room. CPP Management Committee task CAPCOG will compiling and agreeing the action plan.

For further information, please contact:

Louise Long
Head of Children and Families
15th May 2013

CARE SERVICE INSPECTION - 2013

PREPARATION								PHASE 1		
WEEK 1 w/b 17.12.12	WEEK 2 w/b 24.12.12	WEEK 3 w/b 31.12.12	WEEK 4 w/b 07.01.13	WEEK 5 w/b 14.01.13	WEEK 6 w/b 21.01.13	WEEK 7 w/b 28.01.13	WEEK 8 w/b 04.02.13	WEEK 9 w/b 11.02.13	WEEK 10 w/b 18.02.13	WEEK 11 w/b 25.02.13
					On-site - 0.5 days 1. Brief Community Planning Partners 2. Receipt of PIR material for scoping phase including position statements on corporate parenting and involvement. 3. A&B Issue survey to staff. 4. CI - Selection of case sample					
Develop multi-agency inspection plan. ✓	Confirmation of template. ✓	Development of Corporate parenting statement - Alex Taylor/ Mark Wilson. ✓		Consultation on corporate parenting statement with support forum.			Update progress to CP Partners at CPP.	Multi-agency briefing.	Multi-agency briefing.	
Sharepoint site confirmed suitable. ✓	Allocate worker. ✓	Development of involvement statement - Bryan Evans/ Mark Lines. ✓		Consultation with 3rd Sector on involvement statement.			Activities identified for inspectors for wk beginning 04.03.13.	Focus groups on statements arranged.	Confirm timetable and send to Inspectors.	
Lead for each agency identified. ✓		Structures on each agency submitted. ✓		2 x Statements signed off by partners.					New A&B Children	
Agree high level outcomes. ✓		Structure A&B. ✓		2 x Statements signed off by Community Planning.				Timetable for inspectors created.	Statements to CPC (safe statement confirmed) (21.02.13)	
Development of templates for statements. ✓				Briefing dates arranged for staff.						
Sample date to be confirmed. ✓				Paper on process ICSP.	Meeting for ICSP. X			Implementation Plan for ICSP	ICSP consultation event (19.02.13)	
Assign statement to lead professionals. Development of 6 statements. ✓					Submit PIR. ✓					
Template for activities for Inspectors. ✓					Community Planning partners sign CP Promise. ???	List of Sample cases to Carefirst trainers for data cleansing.	HOS takes 2 x statements to CPP.			
					Business meeting re New A&B Children	List of allocated workers to DH.				
						9 Statement catch up.				
						Corporate Parenting statement submitted.				
						Sharepoint evidence repository started.				

PHASE 2		PHASE 3						REPORTING OF FINDINGS
WEEK 12 w/b 04.03.13	WEEK 13 w/b 11.03.13	WEEK 14 w/b 18.03.13	WEEK 15 w/b 25.03.13	WEEK 16 w/b 01.04.13	WEEK 17 w/b 08.04.13	WEEK 18 w/b 15.04.13	WEEK 19 w/b 22.04.13	WEEK 20 w/b 29.04.13
On-site 3 days - Scoping phase 2 1. Receipt of remaining position statements. 2. Activity in relation to strategic leadership, planning and delivery of services for children including corporate parenting and involvement.		On-site 5 days - Scoping Phase 3 1. Review practice through reading children's records				On-site 5 days Core/ proportionate phase 1. Network supports		On-site 0.5 days - Reporting of findings
Note - need to book activity for Inspectors						Focus Groups		
Arrange network supports						Network supports		



Pilot Joint Inspection of Services for children (Argyll and Bute Local Authority)			
On-site 3 days	On-site 5 days	On-site 5 days	On-site 0.5 day
(Mon – depending on access to evidence) Tues 5th Wed 6th Thurs 7th	w/b 18/03/13	w/b 15/04/13	w/b 29/04/13 – date tbc
<u>Scoping phase 2</u> Judith Tait Joan Lafferty Jacqui Rennie Trish Gillespie Isobel Dumigan John Brown (ES) Young Inspector/s	<u>Scoping phase 3</u> Judith Tait Joan Lafferty Jacqui Rennie/HMICS Secondee Trish Gillespie Isobel Dumigan Ruth Swanston (HIS) John Brown (ES) Linda Connelly Helen Happer Paul Silk Alisdair Dawson	<u>Core/Proportionate phase</u> Judith Tait Joan Lafferty HMICS Secondee Trish Gillespie Isobel Dumigan Ruth Swanston (HIS) John Brown (ES) Linda Connelly Helen Happer Paul Silk Alasdair Dawson Young Inspector/s	<u>Reporting findings</u> Judith Tait Joan Lafferty Other members of the team - tbc
<u>Activities and requirements</u> Reading documentary evidence and background material you provide that will provide us with evidence of the impact of collaborative leadership and partnership working on improving the wellbeing of children and young people. Meeting with strategic leaders/strategic groupings around:- <ul style="list-style-type: none"> ○ The ICSP and position statements ○ Self-evaluation and improvement ○ Corporate parenting 	<u>Activities and requirements</u> Review of practice by reading children’s records to give us evidence of the impact of services on the wellbeing of children and their families, and the effectiveness of key processes in assessing and planning for children. This as you know is likely to be the paper and electronic records for a sample of approximately 85 children. We will need an inspection base which can accommodate all of the team.	<u>Activities and requirements</u> This week will include a range of meetings with staff – both around the children in the sample and around key groupings/processes e.g. early screening groups etc. We would want as far as possible to see people in their work base rather than for them to come to us but a balance is probably needed. I will identify the “teams around the child” we will want to bring together once we have agreed the case sample. We will be mindful of the geography and may need	<u>Activities and requirements</u> We have yet to agree a date for reporting findings and I would suggest Wednesday 1 st May if you can arrange for Community Planning partners to be available that day. We don’t need an inspection base that week. We will come to you at an agreed date, meeting place and time.

<ul style="list-style-type: none"> ○ Involving young people in service development (across services). <p>In addition to attending discussions/meetings, we will need an inspection base that will house us for the 3 days – to read material and to have team discussions.</p> <p>I will work on a list of actual activities and suggested inspectors for these.</p>	<p>As we are looking at lead professional files/named persons in the main a venue where we can access health, education and social work electronic records in one place.</p> <p>Enough of our team have experience of accessing SEMIS, but it might be helpful to have a briefing on the social work system you use at the start of the week (we are familiar with the systems in use this but just need a briefing on your particular system).</p>	<p>to base inspectors in different areas. We will identify a sample of children and families / carers we may wish to follow up during scoping week 3.</p> <p>We will follow up on potential examples of good practice that we have identified in the scoping phases.</p> <p>I will work on a full list of activities around an inspector timetable as we go and get this in place soon but this will be need to remain flexible until we complete the case file reading and consider what else we might need to see/seek.</p>	
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**Argyll and Bute Community Planning
Partnership**

CPP Management Committee
Date: 8th May 2013



Title: Draft SOA 2013-23

1. SUMMARY

- 1.1** The meeting of the Full Partnership of the Argyll and Bute CPP scheduled for 27 March was cancelled due to the emergency response to the recent severe weather and power loss in Kintyre so this latest draft has not been approved by the full partnership of the Argyll and Bute CPP.
- 1.2** The purpose of this report is to seek agreement on the process that needs to be put in place to ensure the final draft has the full approval of the CPP.

2. RECOMMENDATIONS

- 2.1** That the Management Committee considers the areas for further consideration and development noted at 3.1 and 3.2 of this report.
- 2.2** That the Management Committee agrees to remit the finalisation of the document to the Chief Officers Group.

3. BACKGROUND

- 3.1** The draft outcomes for the new SOA 2013-23 have been subject to review by the Management Committee during its development and have also been considered by a meeting of Argyll and Bute Council which identified some further areas to be considered by Argyll and Bute CPP in finalising the SOA.

The areas identified for further consideration at a recent Council meeting include:

- Recognise the SOA is a living document that needs to change in relation to changes in circumstances
- Reference to maritime change programme and its implications
- Importance/impact of defence industry in relation to employment and opportunities particularly in Helensburgh and Lomond
- Need for further community engagement

- 3.2** During the next few weeks there will be further opportunities to refine the SOA. The CPP Chief Officers Group will work closely with the Scottish Government to address any areas of

improvement and ensure the final version meets the guidance and Scottish Government expectations

Areas we have identified for further development include:

- Community engagement
- Prevention
- Resources
- Health in equalities

3.3 There have also been approaches from a number of organisations in relation to input to the SOA. These include Loch Lomond and the Trossachs National Park, Strathclyde Partnership for Transport, LEADER and economic indicators developed by SLAED and Improvement Service. These requests will be considered during the next stage of development.

4. CONCLUSION

4.1 The CPP Chief Officers Group will work closely with the Scottish Government to finalise the 2013-23 SOA. There will be regular communication with all partners throughout this process.

For further information contact: Eileen Wilson
Eileen.wilson@argyll-bute.gov.uk

Telephone 01436 658726

Argyll and Bute Community Planning Partnership

**Argyll and Bute
Community Planning Partnership
Management Committee
8th May 2013**

CPP Scorecard

Summary

A screenshot of the current CPP Scorecard is attached, showing performance for FQ4 2012-13. Work is progressing to develop the SOA/Community Plan for 2013-23, which will form the basis of the future Scorecard.

A full list of success measures is attached.

Recommendation

It is recommended that the Management Committee

1. reviews the performance scorecard at this meeting and
2. agrees to retain the same format for the new SOA/Community Plan.

Sally Loudon
Chief Executive
Argyll and Bute Council

For further information, please contact:

David Clements
IOD Programme Manager
Chief Executive's Unit
Argyll and Bute Council
david.clements@argyll-bute.gov.uk
01465 604205



Argyll and Bute
Community Planning Partnership

**Community Planning
Scorecard 2012**

FQ4 12/13

Economy Outcomes	No of Measures	Measures on track	Status	Trend
CPP01 A&B has more new businesses ... creating more jobs	7	6	A	→
CPP02 We have a skilled ... workforce ... attracting employment to A&B	13	11	A	→
CPP03 We contribute to an environment where ... businesses can succeed	3	1	R	↓
CPP04 Transport infrastructure ... develops to meet social/economic needs	5	3	R	↓

Environment Outcomes	No of Measures	Measures on track	Status	Trend
CPP05 The places we live/work/visit are well planned, safer and successful ...	4	3	A	→
CPP06 We contribute to a sustainable environment	8	6	A	→
CPP07 Full potential of our...built & natural environment is realised ...	5	4	A	↓

Social Affairs Outcomes	No of Measures	Measures on track	Status	Trend
CPP08 Children protected & nurtured ... achieve their potential	4	2	A	→
CPP09 Older people live more active, healthier, independent lives	9	7	A	→
CPP10 We work with our partners to tackle discrimination	3	1	R	→
CPP11 Vulnerable adults/children/families protected/supported ... in community	7	3	R	→
CPP12 Young people have skills/attitudes/achievements to succeed ...	20	13	A	→
CPP13 Reduce impact of alcohol/drugs on our communities and ... individuals	3	0	R	→
CPP14 Places we live...well planned/safer/successful, meeting...needs...	16	7	R	→

Community Engagement Outcomes	No of Measures	Measures on track	Status	Trend
CPP15 We work with our partners to tackle discrimination	5	2	R	→
CPP16 Third Sector & Community Councils have access to info/support/training	27	15	A	→
CPP17 Partners/communities ... fully engaged in how services delivered	11	8	A	→
CPP18 Engage partners/communities/customers ... best value services	4	3	A	→

	No of Measures	Measures on track	Status	Trend
01 We live in a Scotland, attractive for business	15	9	R	↓
02 Economic potential, better employment opportunities	13	10	A	→
03 We are better educated and skilled	25	17	R	→
04 Young people are successful learners	22	14	R	→
05 Our children have the best start in life	22	13	R	→
06 We live longer, healthier lives.	12	6	R	↓
07 Tackling the significant inequalities in Scottish society.	8	3	R	→
08 Improved life chances for young people and families	4	1	R	↓
09 We live our lives safe from crime, disorder and danger.	19	4	R	→
10 Live in well-designed, sustainable places, access services	17	11	A	→
11 Strong resilient, supportive communities	29	16	R	↓
12 Value our environment and protect and enhance it	8	6	A	→
13 Pride in a strong, fair and inclusive national identity				
14 Reduce the local and global environmental impact	7	4	A	→
15 Our older people maintain their independence	5	4	A	→
16 High quality public services, efficient and responsive	11	5	R	→

CPP Strategic Risks	H =	M =	L =
Risk - % exposure	FQ3 12/13	FQ4 12/13	

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Outcome	Success Measure	Target FQ4 12/13	Actual FQ4 12/13	Indicator	Commentary?	Trend	Owner
CPP 18.04 Police and Community meetings held	police and community meetings YTD		46		Yes	Ascending	
CPP01 A&B has more new businesses ... creating more jobs	CPP 01.05 Account managed businesses supported	40	40	Green	Yes	Ascending	Douglas Cowan
CPP01 A&B has more new businesses ... creating more jobs	CPP 01.06 Social enterprises supported	15	19	Green	Yes	Ascending	Douglas Cowan
CPP01 A&B has more new businesses ... creating more jobs	CPP 01.07 Jobs created within fragile areas	20	30.5	Green	No	Ascending	Douglas Cowan
CPP01 A&B has more new businesses ... creating more jobs	Growth in the number of business start ups supported	143	115	Red	Yes	Ascending	Ishabel Bremner
CPP01 A&B has more new businesses ... creating more jobs	Growth in the number of existing businesses supported	255	257	Green	No	Ascending	Ishabel Bremner
CPP01 A&B has more new businesses ... creating more jobs	Work Programme - No of job starts	674	674	Green	No	Ascending	Ishabel Bremner
CPP01 A&B has more new businesses ... creating more jobs	Work Programme total referrals	3052	3052	Green	No	Ascending	Ishabel Bremner
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CC11 No of adults achieving accredited learning outcomes through CBAL	27	96	Green	Yes	Ascending	Jeannie Holles
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CPP 02.02 Third sector staff upskilled	210	214	Green	No	Ascending	Glenn Heritage
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CPP 02.03 Delivery of CBT based courses	50	86	Green	No	Ascending	Glenn Heritage
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CPP 02.04 Volunteers/course participants finding employment	12	17	Green	No	Ascending	Glenn Heritage
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CPP 02.05 Deliver 8 accredited courses	8	11	Green	No	Ascending	Glenn Heritage
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CPP 02.06 Deliver 28 unaccredited courses	28	47	Green	No	Ascending	Glenn Heritage
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CPP 02.07a Number of people in employment		38500		No	Descending	Douglas Cowan
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CPP 02.07b - Self employment rate		13		No	Ascending	Douglas Cowan
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CPP 02.08a Number of unemployed	2033	1905	Green	No	Descending	Douglas Cowan
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CPP 02.08b Long term unemployed	920	810	Green	No	Descending	Douglas Cowan
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CPP 02.09 No of employability customers securing employment >6 mths	674	674	Green	No	Ascending	Ishabel Bremner
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CPP 02.10 Increase in Youth Employment		Complete	Complete	No	Constant	Douglas Cowan
CPP02 We have a skilled ... workforce ... attracting employment to A&B	CPP 02.11 Open new engineering centre		Complete	Complete	Yes	Constant	Argyll College
CPP03 We contribute to an environment where ... businesses can succeed	"All Local" and "Other" Planning Applications: % processed in 2 months	70	68.627451	Red	Yes	Descending	Ross McLaughlin
CPP03 We contribute to an environment where ... businesses can succeed	Grants to LEADER projects in rural areas of Argyll & Islands	8058607	8178508	Green	Yes	Ascending	Ishabel Bremner
CPP03 We contribute to an environment where ... businesses can succeed	No of CHORD full business cases approved	8	8	Green	Yes	Constant	Helen Ford
CPP04 Transport infrastructure ... develops to meet social/economic needs	% Cat 1 road defects repaired by the end of next working day	90	93.442623	Green	Yes	Descending	Stewart Clark
CPP04 Transport infrastructure ... develops to meet social/economic needs	Average response time for planned pre-salting	2.5	1.95	Green	Yes	Descending	Callum Robertson
CPP04 Transport infrastructure ... develops to meet social/economic needs	Planned road repairs as % of revenue budget	70	96	Green	Yes	Descending	Stewart Clark
CPP04 Transport infrastructure ... develops to meet social/economic needs	Street lighting - % faults repaired within 7 days	88	85.220994	Red	Yes	Descending	Ryan McGlynn
CPP05 The places we live/work/visit are well planned, safer and successful ...	% of Building Warrants Issued within 6 Days - ABC	80	97.029703	Green	No	Ascending	Martin Matheson
CPP05 The places we live/work/visit are well planned, safer and successful ...	% of Building Warrants responded to within 20 Days	80	95.238095	Green	No	Descending	Martin Matheson
CPP05 The places we live/work/visit are well planned, safer and successful ...	CPP 05.01 Limiting climate change and adapting		Concerns, being addressed	Concerns, being addressed	No	Constant	Andrew Campbell
CPP05 The places we live/work/visit are well planned, safer and successful ...	CPP 05.02 Protect and improve water environment	100	100	Green	No	Constant	Andrew Campbell
CPP06 We contribute to a sustainable environment	% of all category A water supplies to be improved to EC standards	90	98.369565	Green	Yes	Ascending	Alan Morrison
CPP06 We contribute to a sustainable environment	% overall street cleanliness	74	75	Green	No	Descending	Tom Murphy
CPP06 We contribute to a sustainable environment	% Utilisation of light vehicle fleet	60	65.4	Green	Yes	Constant	Janne Leckie
CPP06 We contribute to a sustainable environment	% waste recycled and composted	40	45.976279	Green	Yes	Ascending	Walter MacArthur
CPP06 We contribute to a sustainable environment	Average subsidy per bus passenger - A&B	1.58	2.745	Red	Yes	Descending	Janne Leckie
CPP06 We contribute to a sustainable environment	Carbon Emissions Savings from tangible projects in metric tonnes	6644	4207	Red	Yes	Ascending	Paul Gillies
CPP06 We contribute to a sustainable environment	CPP 06.06 % of CPP Management Committee meetings by VC	10	100	Green	No	Constant	Andrew Campbell
CPP06 We contribute to a sustainable environment	Tonnes of Biodegradable Municipal Waste to landfill	4950	4805	Green	Yes	Descending	Alan Millar
CPP07 Full potential of our...built & natural environment is realised ...	Core Paths Plan Adopted		Complete	Complete	Yes	Ascending	Jolyon Gritten
CPP07 Full potential of our...built & natural environment is realised ...	CPP 07.01 LL&T National Park Plan 2012-17 Approved		Complete	Complete	No	Constant	Andrew Campbell

Outcome	Success Measure	Target FQ4 12/13	Actual FQ4 12/13	Indicator	Commentary?	Trend	Owner
CPP07 Full potential of our...built & natural environment is realised ...	CPP 07.02 % of features on protected land areas in favourable condition		Complete	Complete	No	Ascending	Andrew Campbell
CPP07 Full potential of our...built & natural environment is realised ...	CPP 07.03 % implementation of 2012-13 elements of strategic forestry plan	95	100	Green	No	Constant	Andrew Campbell
CPP08 Children protected & nurtured ... achieve their potential	CA34 - % of Care Leavers with a Pathway Plan	100	100	Green	Yes	Constant	Alex Taylor
CPP08 Children protected & nurtured ... achieve their potential	CABD47 - % Children affected by disability receiving Comm Based Support	85	78.899083	Red	Yes	Ascending	Mark Lines
CPP08 Children protected & nurtured ... achieve their potential	CP6 - No of Child Protection Repeat Registrations	0	0	Green	No	Constant	Mark Lines
CPP08 Children protected & nurtured ... achieve their potential	CP7 - % of Children on CPR with a current Risk Assessment	100	96.296296	Red	Yes	Descending	Mark Lines
CPP09 Older people live more active, healthier, independent lives	AC1 - % of Older People receiving Care in the Community	70	71.959288	Green	Yes	Ascending	Jim Robb
CPP09 Older people live more active, healthier, independent lives	AC14 - No of Enhanced Telecare Packages	370	402	Green	No	Ascending	James Littlejohn
CPP09 Older people live more active, healthier, independent lives	AC6 - No of Unallocated Cases after 5 Working Days	50	32	Green	Yes	Ascending	James Littlejohn
CPP09 Older people live more active, healthier, independent lives	CC16a No of visits to Council Pools per 1000 population	213	295	Green	No	Ascending	Muriel Kupris
CPP09 Older people live more active, healthier, independent lives	CC16b No of visits to Council Gyms per 1000 population	125	178	Green	No	Descending	Muriel Kupris
CPP09 Older people live more active, healthier, independent lives	CPP 09.06 Adults with good perception of their health	76	76	Green	Yes	Constant	Alison McGrory
CPP09 Older people live more active, healthier, independent lives	CPP 09.07 Mean Self reported life satisfaction	8.8			Yes		Alison McGrory
CPP09 Older people live more active, healthier, independent lives	NHS-H6 - Reduction in smoking population - A&B	840	1012	Green	Yes	Ascending	Alison McGrory
CPP09 Older people live more active, healthier, independent lives	NHS-H7 - Proportion of new-born children breastfed - STANDARD	36			Yes		Alison McGrory
CPP10 We work with our partners to tackle discrimination	CPP 10.03 Training on LGBT issues	2	3	Green	No	Constant	Alison McGrory
CPP10 We work with our partners to tackle discrimination	CPP 15.02 Community Planning Partners sign "See Me" pledge	75	100	Green	Yes	Constant	Alison McGrory
CPP10 We work with our partners to tackle discrimination	NH5-H5 - Training for front line staff	50	24	Red	Yes	Ascending	Alison McGrory
CPP11 Vulnerable adults/children/families protected/supported ... in community	AC10 - No of People Awaiting FPC within their Homes 0 - 4 weeks	0	0	Green	No	Constant	James Littlejohn
CPP11 Vulnerable adults/children/families protected/supported ... in community	AC5 - Total No of Delayed Discharge Clients within A&B	20	13	Green	No	Descending	James Littlejohn
CPP11 Vulnerable adults/children/families protected/supported ... in community	CA21 - % LAAC>1yr with a Plan for Permanence - UNDER REVIEW	75	51.190476	Red	Yes	Ascending	Alex Taylor
CPP11 Vulnerable adults/children/families protected/supported ... in community	CP15 - % of Children on CPR with no Change of Social Worker	75	74.074074	Red	Yes	Ascending	Mark Lines
CPP11 Vulnerable adults/children/families protected/supported ... in community	CPP 11.06 Older people supported to live independently	600	665	Green	No	Ascending	Glenn Heritage
CPP11 Vulnerable adults/children/families protected/supported ... in community	CPP 11.07 Reporting improved mental health and well-being	600	415	Red	Yes	Ascending	Glenn Heritage
CPP11 Vulnerable adults/children/families protected/supported ... in community	FS90 - % of Active Comm Childminders Receiving Good or Above in Care Inspection	100	100	Green	No	Ascending	Anne Paterson
CPP12 Young people have skills/attitudes/achievements to succeed ...	% 1+ SCQF level 7 [S6]	17	21	Green	No	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	% 3+ SCQF level 6 [S5]	26	24.2	Red	Yes	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	% 5+ SCQF level 4 [S4]	82	81.3	Red	Yes	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	% 5+ SCQF level 5 [S4]	38	40.9	Green	No	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	% 5+ SCQF level 6 [S5]	13	10.5	Red	Yes	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	% 5+ SCQF level 6 [S6]	23	27	Green	No	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	% Positive destinations FY	87	86	Red	Yes	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	CC10 No of participants in activities that improve Literacy & Numeracy	300	389	Green	Yes	Descending	Jeannie Holles
CPP12 Young people have skills/attitudes/achievements to succeed ...	CC17 Pupils accessing Youth Services	4500	6027	Green	Yes	Ascending	Martin Turnbull
CPP12 Young people have skills/attitudes/achievements to succeed ...	CfE % pupils experiencing different teachers	100	100	Green	No	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	CfE % schools achieving S1-S3 teacher contacts	95	98	Green	No	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	CfE % schools providing personal support	80	85	Green	No	Ascending	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	CfE % schools providing vocational curricular experience	100	100	Green	No	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	CfE % schools with 25% interdisciplinary time	100	100	Green	No	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	CfE % schools with pupil council	100	100	Green	No	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	CfE % schools with statement of opportunities	100	100	Green	No	Constant	Carol Evans
CPP12 Young people have skills/attitudes/achievements to succeed ...	CPP 12.13 Young people re-engaged with training/education	30	16	Red	Yes	Ascending	Glenn Heritage
CPP12 Young people have skills/attitudes/achievements to succeed ...	CPP 12.14a Trained staff to deliver the SHARE programme	75			Yes		Alison McGrory

Outcome	Success Measure	Target FQ4 12/13	Actual FQ4 12/13	Indicator	Commentary?	Trend	Owner
CPP12 Young people have skills/attitudes/achievements to succeed ...	CPP 12.14b Deliver SRE Living & Growing Resource	100	0	Red	Yes	Constant	Alison McGrory
CPP12 Young people have skills/attitudes/achievements to succeed ...	School reviews	3	3	Green	Yes	Ascending	QI Manager
CPP13 Reduce impact of alcohol/drugs on our communities and ... individuals	CPP 13.02 Hospitalisation from alcohol related conditions	1117			Yes		Alison McGrory
CPP13 Reduce impact of alcohol/drugs on our communities and ... individuals	CPP 13.03 Referral to drug or alcohol treatment	90			Yes		Alison McGrory
CPP13 Reduce impact of alcohol/drugs on our communities and ... individuals	NHS-H4 - Number of alcohol screenings A&B	1299	1057	Red	Yes	Ascending	Alison McGrory
CPP14 Places we live...well planned/safer/successful, meeting...needs...	% of anti-social cases resolved	50	55.55556	Green	No	Ascending	Robert Cowper
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CC2 Increase Homeless Priority Need Determinations	100	100	Green	Yes	Constant	Moira MacVicar
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CC3 Time to obtain permanent housing for Priority Needs Households	37	41	Red	Yes	Ascending	Douglas Whyte
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CC5 Number of people accessing housing advice and Information	588	458	Red	Yes	Descending	Douglas Whyte
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CC6 % of Positive Outcomes for Clients	80	72	Red	Yes	Descending	Myra MacDonald
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CJ63 - % CPO supervision cases seen without delay - 5 days	100	92.307692	Red	Yes	Ascending	Jon Belton
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CJ91a - % Successful Breach Applications	100	100	Green	Yes	Constant	Jon Belton
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CJ92a - % of new Unpaid Work Orders not commenced within 7 days - service reasons	15	14.634146	Green	Yes	Ascending	Jon Belton
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CPP 14.10 Incidents involving crimes of violence	122	78	Green	Yes	Constant	Mark Wilson
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CPP 14.11 High detection rate for crimes of violence	77	100	Green	No	Constant	Mark Wilson
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CPP 14.12 Incidents of complaints/disturbances	1070	359	Green	Yes	Constant	Mark Wilson
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CPP 14.13 Number of speeding offences detected	713	1756	Green	Yes	Constant	Mark Wilson
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CPP 14.14 Reduce incidences of accidental dwelling fires	137	71	Green	Yes	Constant	Verina Litster
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CPP 14.15 Increase Home Safety Visits	396	1017	Green	Yes	Constant	Verina Litster
CPP14 Places we live...well planned/safer/successful, meeting...needs...	CPP 14.16 Availability of Retained and Volunteer personnel	100			No		Verina Litster
CPP14 Places we live...well planned/safer/successful, meeting...needs...	No of Community Safety Forum Meetings	16	16	Optimum Performance	Yes	Constant	Charles Reppke
CPP15 We work with our partners to tackle discrimination	CPP 15.01 Involvement in NHS EqlAs				Yes		Alison McGrory
CPP15 We work with our partners to tackle discrimination	CPP 15.03 3rd sector orgs supported to develop equal opportunities	65	33	Red	Yes	Ascending	Glenn Heritage
CPP15 We work with our partners to tackle discrimination	CPP 15.04 Detection rate for domestic abuse crimes	78	82.8	Green	Yes	Descending	Mark Wilson
CPP15 We work with our partners to tackle discrimination	CPP 15.05 Racially motivated crimes and offences	86	85.2	Red	Yes	Ascending	Mark Wilson
CPP16 Third Sector & Community Councils have access to info/support/training	% Community Councils responding to needs assessment survey	60	30.5	Red	Yes	Constant	Shirley MacLeod
CPP16 Third Sector & Community Councils have access to info/support/training	% Community Councils trained for top 4 priorities	100	50	Red	Yes	Ascending	Shirley MacLeod
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.02 Procurement workshops delivered	3	3	Green	Yes	Ascending	Arlene Cullum
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.03 Procurement needs analysis of Third Sector	3	3	Green	No	Ascending	Arlene Cullum
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.04 Guide to delivery of services produced	Complete	On track	On track	Yes	Constant	Arlene Cullum
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.05 Training delivered to the Third Sector	40	172	Green	No	Ascending	
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.06 Bespoke training delivered to third sector	150	211	Green	No	Ascending	Glenn Heritage
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.07 Resources designed and supplied through TSP	30	24	Red	Yes	Ascending	Glenn Heritage
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.08 % new applicants/projects for Third Sector/Health Improvement grants	30	50.530035	Green	Yes	Constant	
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.09 Organisations given funding advice	100	216	Green	No	Descending	
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.10 No of TS organisations using funding newsletter	100	202	Green	Yes	Constant	
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.11 Organisations using Grantnet	100	273	Green	Yes	Ascending	Arlene Cullum
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.12 Sustainability through leveraged funding	3	23	Green	No	Ascending	Glenn Heritage
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.13 Voluntary organisations assisted to start up	30	25	Red	Yes	Ascending	Glenn Heritage
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.14 Adherence to mandatory requirements	80	212	Green	No	Ascending	Glenn Heritage
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.15 Volunteer Awards delivered	100	100	Green	No	Constant	Glenn Heritage
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.16 People placed into volunteering/engaged in volunteering	1400	912	Red	Yes	Ascending	Glenn Heritage
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.17 Volunteer organisational opportunities	800	604	Red	Yes	Ascending	Glenn Heritage
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.18 Young people engaged/completing awards	450	304	Red	Yes	Ascending	Glenn Heritage

Outcome	Success Measure	Target FQ4 12/13	Actual FQ4 12/13	Indicator	Commentary?	Trend	Owner
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.19 Third Sector organisations accessing NHS courses	6	25	Green	No	Ascending	Alison McGrory
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.20 Capacity building support sessions	40	333	Green	No	Ascending	
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.21 Third Sector database is developed	On track	On track	On track	Yes	Constant	Arlene Cullum
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.22 Business skills workshops delivered	87	100	Green	Yes	Ascending	Kate Fraser
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.23 Social enterprises assisted to start up	20	24	Green	No	Ascending	Glenn Heritage
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.24 Social enterprises supported by Business Gateway	15	16	Green	No	Ascending	Kate Fraser
CPP16 Third Sector & Community Councils have access to info/support/training	CPP 16.25 Third Sector clients supported via Asset Transfer	100	100	Green	Yes	Constant	Arlene Cullum
CPP16 Third Sector & Community Councils have access to info/support/training	No of community benefit frameworks	2	0	Red	Yes	Constant	Audrey Martin
CPP17 Partners/communities ... fully engaged in how services delivered	CPP 17.01 No of services ... in partnership with social enterprise	2	2	Green	Yes	Constant	Arlene Cullum
CPP17 Partners/communities ... fully engaged in how services delivered	CPP 17.02 Third Asset Transfer approved		Complete	Complete	No	Constant	Arlene Cullum
CPP17 Partners/communities ... fully engaged in how services delivered	CPP 17.04 Use of Com Engagement resources	62	73	Green	Yes	Descending	
CPP17 Partners/communities ... fully engaged in how services delivered	CPP 17.05 Use of CPP Consultation Diary	60			No		Eileen Wilson
CPP17 Partners/communities ... fully engaged in how services delivered	CPP 17.06 'Influencing Change - Involving to Devolving'	0	18	Green	No	Ascending	Glenn Heritage
CPP17 Partners/communities ... fully engaged in how services delivered	CPP 17.07 Participation in Third Sector Fora	157	186	Green	No	Ascending	Glenn Heritage
CPP17 Partners/communities ... fully engaged in how services delivered	CPP 17.08 Guided Self Help Workers	100	100	Green	Yes	Constant	Alison McGrory
CPP17 Partners/communities ... fully engaged in how services delivered	CPP 17.09 Community centre councils supported	4	5	Green	Yes	Constant	Margaret Fyfe
CPP17 Partners/communities ... fully engaged in how services delivered	CPP 17.10 Third sector demonstrates working in partnership	20	46	Green	No	Ascending	Glenn Heritage
CPP17 Partners/communities ... fully engaged in how services delivered	CPP 17.11 Neighbourhood rate of good place to live				Yes		Mark Wilson
CPP17 Partners/communities ... fully engaged in how services delivered	LCPGs - % representation of core partners	60	79.72973	Green	No	Descending	Shirley MacLeod
CPP18 Engage partners/communities/customers ... best value services	CPP 18.01 Services changing as a result of ABSLI project	3	3	Green	Yes	Constant	Arlene Cullum
CPP18 Engage partners/communities/customers ... best value services	CPP 18.02 Groups supported by ABSEN Associates	0	0	Green	Yes	Constant	Glenn Heritage
CPP18 Engage partners/communities/customers ... best value services	CPP 18.03 Fora facilitated by TSP	60	73	Green	No	Ascending	Glenn Heritage
CPP18 Engage partners/communities/customers ... best value services	CPP 18.04 Police and Community meetings held	44	46	Green	Yes	Constant	Mark Wilson

Argyll and Bute Community Planning Partnership

Management Committee

Date: 27 May 2013



Citizens' Panel: Spring 2013

1. SUMMARY

1.1 The Citizens' Panel membership and the Citizens' Panel surveys are available as resources that all Community Planning partners may use.

1.2 We are again asking the CPP Management Committee and its members for suggestions regarding themes and questions for inclusion in the Spring 2013 survey.

2. RECOMMENDATIONS

2.1 That the members of the Management Committee should send any suggestions for themes and questions to be included in the Spring 2013 Citizens' Panel survey to Chris Carr by 10 June 2013.

3. DETAIL

3.1 The current Citizens' Panel is made up of approximately 1,250 people who live in Argyll and Bute. Members of the Panel are recruited to be broadly representative of the wider population of the area in terms of their demographic profile and geographic distribution.

3.2 Calls for topics to be included in the Citizens' Panel surveys are usually made through the Community Planning Partnership, with the intention that representatives from the various partner organisations will disseminate the call for themes and questions across their organisations.

3.3 Previous calls for themes and questions for this survey have been made at the meeting of the Management Committee on 6 March 2013, and to the Full Partnership (27 March 2013). So far, only two themes have been proposed. These relate to offending and the treatment of offenders in Argyll and Bute, and to trading standards.

3.4 We are again asking Management Committee and its members to send any suggestions regarding themes and questions for inclusion in the Spring 2013 survey to Chris Carr (chris.carr@argyll-bute.gov.uk). We have extended the deadline for suggestions to 10 June, 2013.

Jane Fowler
Head of Improvement and HR, Argyll and Bute Council

For further information contact:

Chris Carr

Improvement and Organisational Development Project Officer

Tel: 4260

Email: chris.carr@argyll-bute.gov.uk

Argyll and Bute Community Planning Partnership**Management Committee**
Date: 8th May 2013

Title: Update Report on Area Community Planning Groups

1. SUMMARY

- 1.1** This report summarises progress which Area Community Planning Groups are making as they progress to becoming key partnership groups for local areas to plan and monitor aims and objectives and delivery of services within local communities.

2. RECOMMENDATIONS

- 2.1** That the Management Committee note the progress which the Area Community Planning Groups are making.

3. BACKGROUND

- 3.1** The Area Community Planning Groups have had two positive rounds of recent meetings, with all of them being generally better attended by partners and also by community groups and representatives. Their agendas have been focussed on items of partnership significance to areas, and on items brought forward by community groupings, resulting in meetings which have engaged in lively and positive debate. In Helensburgh in particular there has been positive discussion about the improved effectiveness of the meeting, and the need to encourage more Community Councils to attend and participate in the work of the group.
- 3.2** Bute and Cowal's December meeting had its bi annual update from the Chief Executive of ACHA, and considered economic activity in Argyll and Bute. They also dealt with a number of issues raised by the Caucus of Community Councils. The March meeting had update on NHS Highland health screening programmes, a very informative presentation on the work of the Cowal Elderly Befrienders Group and had updates from a range of partners including Strathclyde Police, Strathclyde Fire and Rescue, Scottish Water and Argyll Voluntary Action.
- 3.3** The December MAKI meeting had a very informative presentation on Health screening programmes and also on Economic Development Activity in Argyll and Bute. They had very useful updates from core partners including Strathclyde Police, Strathclyde Fire and Rescue and NHS Highland. They also progressed a number of issues relating to Broadband and mobile phone coverage of the MAKI area. In March the group had updates from ACHA and on the recent HM Inspection of the Tarbert Academy Learning Community, as a result of which they asked that this item be taken forward to the full Partnership meeting to

enable replication of this effective process in other learning communities in Argyll and Bute.

- 3.5** The Oban Lorn and the Isles meeting in December, which was an evening meeting, focused on updates on service delivery and development issues from various partners and had detailed and informative presentations on the Change Fund, on the proposed new Oban High School, on core path development including Oban to Ganavan, Oban to Fort William and path projects being taken forward by Ardchatten Community Council. They also had discussion about wider economic activity in the Oban Lorn and the Isles area, and the benefits of an integrated approach to core path planning being taken to ensure sustainable economic tourism development. The March OLI meeting had input in relation to NHS screening programmes, and to some of the economic development activities being taken forward in the area including the Lorn Arc Project, Oban Airport and Oban High School. The meeting also benefitted from an input by AVA on the Survive and Thrive Project.
- 3.6** The December meeting of the Helensburgh Lomond Group was well attended and heard updates on economic activity in the area and on the Maritime Change Programme currently underway at HMNB Faslane. Partner updates were provided by AVA, Strathclyde Police and Strathclyde Fire and Rescue, and a number of issues raised by Community Councils were progressed. Health updates were given regarding health screening programmes. The Helensburgh Lomond March meeting had an update presentation on the work of ACHA and very good updates and interaction from and by core partners. Discussion took place on the generally increased effectiveness and purpose of the CPG and the need to encourage more Community Councils to attend.
- 3.7** In addition to the matters noted above, items which were discussed at all of the meetings included the forthcoming Area Forums as part of the Community Planning Partnership Community Engagement Strategy, the draft Single Outcome Agreement and the Review of the Scheme for the Establishment of Community Councils. Agendas are now being formulated for the next round of meetings in June, items for discussion will include presentation of education performance information.

4. CONCLUSION

- 4.1** Area community planning meetings will continue to focus on issues of local concern which reflect local priorities and provide partners and community representatives with the opportunity to oversee local service issues. The generally positive momentum which the groups have developed over recent months continues to be built on in the expectation that this will further enhance attendance by both partners and community representatives.

For further information contact: Shirley MacLeod, Area Governance
Manager, Customer Services

Telephone 01369 707134

**Argyll and Bute Community Planning
Partnership**

CPP Management Committee
Date: 8th May 2013

argyll and bute
communityplanningpartnership



Title: Autumn 2013 Area Community Planning Events

1. SUMMARY

1.1 This report is to provide the Management Committee with feedback from the discussions that took place at the March round of Area Community Planning groups on the subject of the proposed autumn Area Community Planning events. This report also seeks support from partners to ensure the sustainability of these events as part of the community engagement commitments made in the new SOA.

2. RECOMMENDATIONS

2.1 That the Management Committee agrees to the proposed structure/content for the events.

2.2 That partners agree to back these events by providing in kind support or through a financial contribution.

3. BACKGROUND

3.1 During 2010 and 2011 Local Area Community Planning Groups (Now Area Community Planning groups) delivered area consultation events enabling communities to participate in the community planning process at an area level.

3.2 In June 2012 a proposal was made by the Council that the CPP should continue to deliver such events.

3.3 This proposal was put to the CPP Management Committee in August 2012. The Management Committee agreed that the events should take place but as there was insufficient time to plan the events for Autumn 2012 the first round of local area community planning events would take place in 2013. At the meeting in August there was discussion around the resource requirements to deliver such events and that in the current economic climate this would be a challenge. There was also agreement that these events were good practice in terms of community engagement and would give the CPP the opportunity to fulfil the engagement commitments required as part of the community planning process.

3.4 Scottish Government guidance on the requirements for Single Outcome Agreements published in December 2012 outlined a number of requirements for engaging and consulting communities

throughout the life of the SOA.

The guidance document states that each new SOA should demonstrate that:-

- *Activity on community engagement is properly planned, resourced and integrated across partners;*
- *The quality and impact of community engagement is measured and reported on;*
- *Building the capacity of communities to engage and deliver for themselves is properly planned, resourced and integrated across partners; and*
- *Workforce development within and across partners ensures that key staff have the skills and knowledge required to engage effectively with communities.*

3.5 At the March round of Area Community Planning Groups partners were asked to consider what the purpose and outcomes of these events should be. Each ACPG was asked the following questions:

1. *What would the format of the events be?*
2. *What would be the length of the event? i.e half day, whole day, two days*
3. *How would remote and/or island communities be involved? i.e. VC, teleconference., remote facilitators, overnight accommodation provided.*
4. *Would the events be an opportunity to highlight good practice or showcase community projects, and if so, from your area, or from other areas in order to share good practice?*
5. *Can you suggest appropriate topics for discussion?*
6. *Would Area Community Planning Groups like to use these events to consult on any issues/plans/etc?*

3.6 Feedback from that 4 ACPG was varied but there were also common themes. Summary of feedback:-

- The event should be a one day event either morning and afternoon or afternoon and evening. Most areas would prefer Saturday events.
- Power Point Voting should be used strategically to enable partners to ask the same questions at each event. Localised questions should also be included where required/appropriate. Results can be merged to provide area and A&B wide results.
- Young people should be encouraged to participate either through attending or adding to PPV results.
- Schools were good venues.
- VC should be available where possible.

- Topics for discussion should be a mix of strategic and local interest issues.
- Information on local groups/activities, funding opportunities and support available for communities should make up part of the events.

- 3.7** For each Area Community Planning Group a planning sub group has been nominated.
- 3.8** Each event requires a minimum of £2,000 to cover the basic costs. We therefore require an annual budget of £8,000 to deliver these events in all four areas.
- 3.9** An application for funding support has been submitted to Education Scotland and an approach has also been made to the Health and Wellbeing Partnership (formerly HIPPPAG) for support. Additional funding support will be required to achieve the £8,000 required. Partners are being asked to provide in-kind and financial support for this year and an on-going commitment to ensure the CPP fulfils its engagement commitments for the life of the 2013-23 SOA.

4. CONCLUSION

- 4.1** Good progress is being made to ensure that these events are delivered for 2013 but unless we can ensure partner contributions the situation is not sustainable and we will struggle to fulfil our engagement commitments in future years.

For further information contact:

Telephone

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