

# Community Learning and Development Inspections

**eBriefing note and templates**  
**Updated July 2017**

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# Introduction

By now, you will be aware that an inspection team will soon be inspecting your local authority. The team is looking forward to working with you, your colleagues and your partners.

This briefing note and accompanying templates are designed to assist lead officers of community learning and development (CLD) together with CLD partners to plan and prepare for a CLD inspection. It will help you to prepare for the inspection and to outline the kinds of activities which will take place during the inspection. It aims to answer some of the questions you may have regarding the inspection.

This inspection model will take place within the context of The Requirements for Community Learning and Development (Scotland) Regulations 2013<sup>1</sup> and the Strategic Guidance for Community Planning Partnerships: Community Learning and Development (2012)<sup>2</sup>. The Scottish Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD. Within this, CLD's specific focus is:

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

CLD Inspections allow us to identify and report how well these objectives are being met. Within this inspection model, we will work with the local authority and CLD partners to focus on:

1. How good is the strategic leadership of community learning and development?; and
2. How good is the learning and development in a defined local community?

In providing answers to these questions, inspectors will refer to the quality framework How good is the learning and development in our community? (Updated September 2016)<sup>3</sup>. In doing so, we will take account of the context in which the local authority and CLD partners deliver services and meet the needs of a defined local community (place) and its learners.

Education Scotland aims to provide assurance to stakeholders and promote improvement and successful innovation that enhances learners' experiences leading to better outcomes for individuals, groups and communities.

We want to support the local authority and CLD partners to improve. To do so inspectors will focus on the strategic leadership and the quality of achievement for individuals, groups and communities in the defined local community.

We will focus on the current and evolving policy context, for example:

- closing the poverty-related attainment gap;
- early intervention and prevention;
- learner journey and youth employment;
- reducing social isolation;
- tackling health inequalities; and
- empowering communities.

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<sup>1</sup> <http://www.legislation.gov.uk/ssi/2013/175/introduction/made>

<sup>2</sup> <http://www.gov.scot/Publications/2012/06/2208/0>

<sup>3</sup> <https://education.gov.scot/improvement/Pages/frwk4hgiocommunitylearning.aspx>

We will use what we learn during our time in the local authority and in a defined place to evaluate their capacity to improve by answering the two questions set out above.

During the inspection, we will focus on the following quality indicators (QIs):

- 1.1 Improvements in performance
- 4.1 Impact on the local community
- 5.1 Delivering the learning offer with learners
- 9.2 Leadership and direction (including some themes from 9.3 and 9.4)

We will also consider the following theme from:

- 3.1 Impact on staff and volunteers:
  - The extent to which staff and volunteers are supported to reflect on and improve their practice through regular access to relevant, high quality learning and development activities and are developing leadership capacity.

## Principles of inspection and review

The link below will take you to Education Scotland's overarching Principles of inspection and review document:

Education Scotland principles and frameworks - inspection and review

<https://www.education.gov.scot/Documents/PrinciplesofInspectionandReview2010.pdf>

Inspectors use a best practice set of principles, which supports them to establish and maintain positive relationships during inspections. This is called the PRAISE framework and a copy is included in [Appendix 1](#). Throughout the inspection, we shall engage you, staff and partners in professional discussion with the aim of helping you to bring about improvement.

# The inspection model

This inspection will be carried out in three parts:

- Pre-inspection visit (up to half a day)
- Strategic focused inspection (two days)
- Place-based inspection (five days)

## Pre-inspection meeting

You will have received written notification four weeks in advance of the strategic focused part of the inspection.

The managing inspector (MI) will get in touch with you to arrange a pre-inspection visit in advance of the strategic focused part of the inspection. The purpose of this meeting will be to discuss:

- the inspection process;
- preparing the self-evaluation;
- discuss and if possible agree the local community for the place-based inspection;
- documentation to be provided; and
- practical arrangements, including inspection team base.

The pre-inspection visit should take place by the end of the second week after written notification. The MI will usually visit the local authority to conduct this meeting. However, in some circumstances, this may not be practical for business reasons and the use of video conferencing or a digital alternative may be used.

## Strategic focused inspection

HMI will carry out a two-day Inspection in the local authority, meeting with senior officers and partners responsible for CLD provision. This will **usually** be a Tuesday and Wednesday but may be adjusted for business reasons. The MI will be joined by another HMI, referred to as the depute managing inspector (DMI). The focus of the strategic part of the inspection is to consider:

- How good is the strategic leadership of community learning and development?

The evidence gathered during this part of the inspection will contribute specifically to an evaluation of:

QI 9.2 **Leadership and direction** of all CLD provision

In addition, the inspection team will also consider **one theme**, which will not be graded, from:

QI 3.1 **Impact on staff and volunteers.**

- the extent to which staff and volunteers are supported to reflect on and improve their practice through regular access to relevant, high quality learning and development activities and are developing leadership capacity.

Evidence gathered during the two days will also inform the QIs considered during the place-based part of the inspection. Findings from this part of the inspection will also inform judgements on the overall capacity of the local authority and CLD partners to improve.

## Place-based inspection

This will be carried out during a five-day inspection of the agreed local community. This will take place on the dates provided as per the written notification from the inspection administrator. This will usually be no later than three weeks after the strategic focused part of the inspection.

The inspection team for the place-based inspection week will **usually** consist of two HMI (including the MI) and two associate assessors (AAs). In some instances, as with all inspections, the team may be supplemented by additional team members, for example shadow HMIs and Culture and Sport AAs.

The team will focus on answering the following question:

- How good is the learning and development in this local community?

The evidence gathered by the inspection team will contribute specifically to an evaluation of three QIs:

- 1.1 Improvements in performance
- 4.1 Impact on the local community
- 5.1 Delivering the learning offer with learners

Evidence will also inform the QIs considered during the strategic focused part of the inspection and to support the overall evaluation of QI **9.2 Leadership and direction**.

The inspection team may identify examples of interesting practice that Education Scotland may wish to follow up later so that we can share more widely.

Finally, the inspection team will also consider the overall capacity of the local authority and CLD partners to improve.

## Further guidance

The following pages contain further details on how the local authority and CLD partners can prepare for each part of the inspection process. Templates are included at the end of this briefing note for reference and word versions of some of these are available on our website. Your inspection administrator will be available should you have any administration questions or concerns.

# Preparing for the strategic focused inspection

## What should I expect during the two-day inspection?

The inspection team for the two-day strategic focused part of the inspection will comprise two HMIs. On occasion, the team may also include an additional HMI in a shadowing capacity. The team will normally arrive on the Monday evening and the inspection will begin at the start of business on Tuesday, although this may change depending on travel arrangements.

The team will have a strategic focus at this stage and engage in professional dialogue each day. Further guidance on how to best structure the strategic focused inspection timetable is provided in the [Templates](#) section.

Day one will begin on Tuesday morning with an initial discussion with the nominated CLD lead/s. There is no need to prepare a formal presentation, as the focus will be on the strategic focused part of your self-evaluation, the two-day programme, purpose and documentation. The MI will chair this initial meeting. This discussion also provides an opportunity to summarise the current context in which CLD partners operate and outline any particular challenges relevant to the inspection.

### **We would expect you to include the following activities within the strategic focused inspection timetable:**

- a meeting with **key CLD partners** such as the chairs of any CLD partnership groups and the third sector interface organisation (Tuesday)<sup>4</sup>;
- focus group of **senior practitioners** which may include relevant CLD partners responsible for CLD strategic implementation;
- focus groups of **staff, volunteers** and **partners** with a focus on workforce development and building leadership capacity;
- a meeting with **chief officers**, such as the chief executive, director of education and the community planning lead officer;
- a focus group looking at the data available to the local authority and partners which are used to assess community learning and development needs and priorities;
- time to review paperwork/ written evidence; and
- a meeting to discuss preparation for the place-based inspection (Wednesday afternoon)<sup>5</sup>.

There will be **no sharing of findings or evaluations** at this stage of the inspection; however, we may highlight further aspects that we wish to see as part of the five-day place-based inspection week. This may include aspects not fully evidenced during the strategic focused part of the inspection or that we wish to look at further.

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<sup>4</sup> If a large number of partners are attending, please consider having more than one focus group?

<sup>5</sup> This is likely to be an area of between 15,000 and 25,000 people, although this could be as low as 5,000 for smaller rural communities.

# Preparing for the place-based inspection

## What should I expect during the five-day inspection?

Inspection teams will **usually** comprise two HMIs and two CLD associate assessors (AAs). In some instances, as with all inspections, the team may have additional team members, for example shadow HMIs and Culture and Sport AAs. The team will normally arrive by around 12.00 noon on Monday, dependent on travel arrangements.

The team will focus on the relevant questions relating to QIs **1.1**, **4.1** and **5.1**. Further guidance on how to best structure the place-based inspection timetable is provided in the [Templates](#) section.

This part of the inspection will begin with an initial discussion of around an hour with key staff and partners and will focus on your self-evaluation summary. Further guidance on completing the place-based self-evaluation is provided in the [Templates](#) section.

There is no need to prepare a formal presentation, as the focus will be on your self-evaluation, the five-day programme, purpose and documentation. Involve only key staff/partners and learners and/ or community representatives where relevant.

The MI will chair this initial meeting and it should last no more than one hour. He/she will invite you and your partners to outline your successes, how you know they are leading to improvement and any challenges. This is building on the two-day strategic focused part of the inspection and, other than context, there is no need to cover areas previously discussed.

This meeting is an opportunity for CLD partners to tell us the story of the local community and the role and context of CLD within it. You may consider asking community leaders or learners to lead aspects of the discussion. It is important that everyone invited gets an opportunity to contribute to the discussion.

We will also discuss the draft timetable to ensure there is an appropriate balance that will help the inspection team answer the two questions. Activities should be planned to reflect the self-evaluation and the range of practice highlighted in the opening discussion. Inspectors should be clear why they are visiting a particular activity. We would encourage you to fully involve CLD partners and other key partners throughout the inspection process. We would also expect that schools and other education establishments will have an important contribution to the inspection.

## What engagement will partners, staff, volunteers, young people, adults and members of community organisations have with inspectors?

Inspectors will engage with partners, staff, volunteers, young people, adults and members of community organisations throughout the week. For operational managers and staff in the defined local community (including staff of CLD partner organisations delivering in the area), engagement will start with attendance at the opening discussion on Monday afternoon.



## Inspection Activities

All activities should be relevant to the key themes in the Strategic Guidance for Community Planning Partnerships: Community Learning and Development and the policy context highlighted in this guidance. Activities should include:

- Focus group(s) of learners covering a sample representing the range of work undertaken in the area (including, work with children and families, young people, adult learners, local community groups and organisations). A maximum of eight in a focus group is helpful.
- Focus group(s) of staff and volunteers working with learners from the inspection area.
- Individual interview(s) or focus group(s) with staff of key CLD partners (including other local authority services) responsible for delivery in inspection area.
- Individual interview(s) or focus group(s) of early learning and childcare, primary and secondary heads/managers of establishments as appropriate.
- Individual interview(s) or focus group(s) with leaders of key community organisations. (For example the third sector interface, development trusts, social enterprises, Scottish Charitable Incorporated Organisations, community forums / councils.)
- Individual interviews or focus group(s) of learners, parents and other stakeholders and/or observations of activities with time set aside for inspectors to talk with those taking part.
- A meeting to review and discuss the evidence for QI 1.1 for the local area including analysis from joint self-evaluation. This will include the profile of need for the local area and performance information relating to CLD including achievement. This should include key relevant data from across CLD partners.
- A meeting with CLD practitioners including partners to review and discuss examples of individual learning plans.

You may wish to consider grouping some activities in the timetable under themes. For example:

- closing the poverty-related attainment gap; early intervention and prevention; reducing social isolation; tackling health inequalities; and empowering communities;
- a focus on particular groups of learners or specific aspects of identified need within this community;
- engagement and partnership with communities and individuals to effectively build capacity locally;
- how CLD partners are engaging with schools, colleges, early learning and childcare, families, parents/carers and others to achieve excellence and equity in Scottish education;
- arrangements to support young people to engage in learning and achieve positive post-school destinations;
- how workforce development amongst partners is improving the capacity of staff and volunteers; and
- how partners are working together to implement the CLD regulations and strategic guidance, identify needs, plan and improve provision in this local community.

We will also have on-going dialogue with you about the progress of the inspection. There will usually be a meeting at the end of Tuesday and Wednesday with either the MI or DMI and sometimes both. Please ensure that you allow sufficient time in the timetable for these meetings and also allow at least one hour for the inspection team to meet together each day. There is further guidance on this in the templates section.

## Sharing of findings

We will share our evaluations of the QIs with you and partners on Friday morning. The sharing of findings will be in the form of a presentation and discussion highlighting key strengths, areas for development and any recommendations.

The sharing of findings will cover both the strategic and place-based parts of the inspection and you should consider key staff and partners who should attend. As with the initial discussion on the Monday, you should include key staff/partners and learners and/or community representatives where relevant. This may be the same people who attended at the start of the place-based inspection week. You may also wish to consider who should attend to hear the findings from the strategic part of the inspection. If you are unsure who to include, the MI will be able to offer additional advice during the inspection.

# What happens after the inspection?

We aim to provide you with a draft copy of the report within 15 working days of the end of the inspection.

You and the education authority will be asked to provide any comments or raise points regarding accuracy within one working week of receiving it. Education Scotland's area lead officer (ALO) for the local authority may discuss the draft report and, where necessary, any matters about continuing engagement.

Any grades Satisfactory or below will result in some form of continuing engagement.

If necessary, the MI and ALO will work with the local authority and agree the most appropriate form of continuing engagement to support the improvement of CLD. This may focus on improvement identified as part of the strategic focused part of the inspection, the place-based part of the inspection or both. It may include further reporting to stakeholders.

Following the inspection, we aim to publish the report within ten working weeks following the place-based part of the inspection. The local authority will receive a copy of the record of inspection findings<sup>6</sup> within five working days after the report is published.

If there are no further inspection activities required, then the inspection process will end at that stage.

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<sup>6</sup> The record of inspection findings (RIF) is provided to support the partners to make changes and improvements. The RIF is the set of notes used by the inspection team for the discussion of findings meeting on the final day of the inspection visit. It may also contain information that was not required for the discussion.

# Appendix 1: The PRAISE Framework

## Best practice framework for HMI inspections and reviews

The Framework is based on data gathered from: representative samples of experienced inspectors from HMI and heads of organisations that have been inspected; and feedback from post inspection questionnaires.

### The following principles were identified as underpinning best practice:

**Purpose** – being clear about the overall purpose of the inspection and retaining this throughout. Creating a shared agenda with staff in the organisation and amongst members of the inspection/review team.

**Relationships** – building and maintaining constructive relationships throughout the process as the basis of a high quality inspection/review.

**Awareness** – maintaining a high level of awareness of the context in which staff are operating, of their feelings and reactions to the process and of the inspector's own approach and its impact.

**Information gathering** – careful inquiry to gather and analyse evidence. Retaining an objective stance, testing assumptions and assimilating data before evaluating.

**Sharing information** – communicating thoroughly throughout the process to prepare and inform staff. Encouraging staff to be open in providing their perspective and providing appropriate feedback as the inspection/review progresses.

**Enabling** – treating people with respect, engaging them in professional dialogue, recognising their efforts and providing feedback in a constructive way to encourage ownership and learning to take place.

## Appendix 2: Preparing for the place-based self-evaluation discussion

The self-evaluation discussion provides an important opportunity at the start of the place-based part of the inspection for you to demonstrate how well you, your staff and partners know your services, your practice and your collective impact. It also enables us to work alongside you to begin our professional dialogue about continuous improvement. You should approach the self-evaluation discussion in a way which best suits your own circumstances. Clearly, there will be a number of different ways to structure the discussion. There are, however, some basic points to follow which colleagues who have been inspected have found work well.

The discussion can be organised around the two key questions that underpin the inspection and the report. The first question will have had a focus during the strategic focused part of the inspection; therefore, the discussion here should be weighted more to the second question. The questions are:

1. How good is our strategic leadership of community learning and development?;  
and
2. How good is the learning and development in this local community?

### We will be interested in:

- high level information that is evaluative;
- how well you, as a partnership, know the answers to the two key questions we will be answering in the public report;
- where you, as a partnership, see your strengths, including features of good practice, and aspects for development;
- where you are seeing improvements and how you know;
- what key pieces of evidence you have which underpin your knowledge of your area and the selected local community;
- how you prioritise areas for improvement;
- community engagement and consultation; and
- specific areas of practice that emerge from the strengths, innovative practice and aspects of development in your self-evaluation.

### Considering the two key questions

All of our CLD inspection activity is framed by the Scottish Government's focus for CLD:

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

When considering the key questions asked as part of this inspection, think carefully about your evidence and the QIs which underpin each question. We do not require your ratings of the QIs but we do need to understand where you have drawn your evidence from and how it helps answer each question. You may wish to take the following into account:

## 1. How good is our strategic leadership of community learning and development?

This question focuses on the themes within QI **9.2 Leadership and direction** but will also draw on aspects of the other leadership QIs **9.1**, **9.3** and **9.4** (*see note below*). The inspection will also consider certain aspects of QI **3.1 Impact on staff and volunteers**.

Note: Key themes from the other leadership QIs being considered will include:

### QI 9.3

- Strong leadership at all levels that encourages devolving responsibility and accountability

### QI 9.4

- Planning for improvement and monitoring progress
- Arrangements for reflective practice and self-evaluation

### QI 3.1

- The extent to which staff and volunteers are supported to reflect on and improve their practice through regular access to relevant, high quality learning and development activities and are developing leadership capacity.

## 2. How good is the learning and development in this local community?

This question focuses on the themes within QIs **1.1 Improvements in performance**, **4.1 Impact on the local community** and **5.1 Delivering the learning offer with learners**.

Note: If you have focused on QI **2.1** as part of your on-going self-evaluation, you may wish to use this to support your thinking around QI **5.1** as the two are closely linked. However, it is important to note that QI **5.1** is a process QI so please consider the themes carefully.

Again, the challenge questions in How good is the learning and development in our community? provide a useful starting point for discussion.

# Appendix 3: Advice for the preparation of evidence files

The following advice was drawn together by the Community Learning and Development Managers Scotland (CLDMS) Quality Improvement subgroup members, who have been involved in preparing evidence for the previous inspection model used within their own area or as associate assessors on inspection. However, you may find that these suggestions remain helpful for the inspection teams to find relevant information quickly.

## 1. Annotation

Do not assume that the value or purpose of a particular piece of evidence will be apparent to someone who is not immersed in that particular piece of work. Labelling of evidence can be helpful to ensure that significant pieces of evidence are clearly understood. This is particularly useful for figures outlining trend information and its significance.

## 2. Structure and coherence

It may be useful to group evidence in some way which is helpful to the reader. This structure should be coherent throughout. For example, this could mean using themes identified from self-evaluation or themes from relevant QIs.

Regardless of organisational categories used, it is helpful to provide some guidance as to how evidence files have been structured in order for team members to be able to find information quickly and easily. This prevents reliance on colleagues having to provide constant direction to sources of evidence.

## 3. Relevance

Often the greatest constraint during an inspection is time. Inspection teams must use their time effectively to make sure they have a solid evaluation base to make team judgements. All evidence submitted should be relevant.

If a large amount of evidence is submitted which is not helpful to validating evaluations, the inspection team's time is taken up sifting out what is and is not necessary. This is often frustrating for staff as the inspection team may have to ask to be directed to particular pieces of evidence as it has become 'lost' in the volume of unnecessary information presented.

## 4. Repetition

'Say it once, say it well.' There is no need to present multiple versions of evidence. Be clear about why you are including a piece of evidence. It should reinforce your self-evaluation. Be confident that you have additional evidence to back up evaluations but do not present every example available.

## 5. Sampling

Remember that the inspection team expect you to be using the evidence you submit as part of your day-to-day work to drive improvement. They do not expect to see every piece of evidence you have. Sampling should be used to reflect how you use information. The way information is used is as important as the information itself.

An example of this would be gathering feedback from stakeholders. It is important that the team can see how impacts are being identified by participants (and what these impacts are) but it is also important to see how this information is being used to make improvements. In this example, the team would not expect to see every evaluation form but may well be interested in any analysis of this feedback which summarises its outcomes, impact, areas for improvement and any resulting actions.

## 6. Guidance from managing inspector

If in any doubt about preparing evidence, take guidance from your MI at the pre-inspection meeting. It would be advisable to ensure that you are presenting information in a way that the inspector leading the inspection finds most helpful to their team who are conducting the inspection.



# Templates

- Template 1A: strategic focused inspection - documents to be provided
- Template 1B: place-based inspection - documents to be provided
- Guidance for completing the strategic focused inspection - self-evaluation
- Template 2A: strategic focused inspection - self-evaluation
- Guidance for completing the place-based inspection - self-evaluation
- Template 2B: place-based inspection - self-evaluation
- Template 3: safeguarding / child protection pro forma
- Guidance on timetabling
- Template 4A: example timetable - strategic focused inspection
- Template 4B: example timetable – place-based inspection
- Guidance on preparing activity briefing notes
- Template 5: activity briefing note
- Template 6: CLD Standards Council for Scotland and Education Scotland pre-inspection data requirements

## Template 1A: strategic focused part of the inspection - documents to be provided

Please send **ONLY** the following items (electronically if possible) to your inspection administrator six working days prior to the strategic focused part of the inspection.

	Item	✓
1	A copy of the Community Learning and Development Plan in regard to The Requirements for CLD (Scotland) Regulations 2013.	
2	A brief update highlighting progress since the publication of the Community Learning and Development Plan. <i>(Maximum two-sides of A4.)</i>	
3	A copy of the governance structure showing how the local authority coordinates its provision of CLD with other CLD providers. <i>(For example, this may include the CLD Partnership(s) or similar.)</i>	
4	Most recent high-level performance report for CLD. <i>(Showing trends over time)</i>	
5	strategic focused inspection - self-evaluation <i>(Maximum two-sides of A4 – Template 2A)</i>	
6	Number of professionally registered CLD Standards Council members included in the complement of staff and volunteers	
7	Strategic focused inspection - draft timetable	

In addition, please complete the following information and give to the MI on the first day of the strategic focused part of the inspection.  
**PLEASE DO NOT SEND ELECTRONICALLY IN ADVANCE.**

	Item	✓
1	Completed safeguarding/ child protection pro forma. (Template 3)	

NOTE: Some additional documents are required for the place-based part of the inspection. These are detailed on the next page.

## Template 1B: place-based part of the inspection - documents to be provided

Please send **ONLY** the following items (electronically if possible) to your inspection administrator six working days prior to the place-based part of the inspection.

	Item	✓
1	Names of the key CLD staff, volunteers and partners within the agreed local community and a brief summary of their responsibilities.	
2	Place-based inspection - self-evaluation <i>(Maximum three-sides of A4)</i>	
3	Draft timetable <i>(For place-based inspection only)</i> .	

In addition, please provide the following information in the inspection base on Monday of the place-based part of the inspection. **THERE IS NO NEED TO SEND THESE IN ADVANCE.**

	Item	✓
1	A copy of the most recent and previous annual report.	
2	Copies of a map of the agreed local community.	
3	Information used to monitor and evaluate performance, including the quality of CLD provision and its impact on learning and achievement. Information about performance over time, including progress against CLD Plan, attainment and achievement trends and any available benchmarking data for this local community only. <i>Authority wide data only to be presented if localised data is not available.</i>	
4	Appropriate examples of CLD communications with the wider community, eg newsletters, prospectus, handbooks. Copies of CLD learning programme / offer.	
5	Details of professional learning opportunities for staff and volunteers to develop their leadership capacity and any plans for this session.	
6	Brief details of school partnership activities, including after-school care, supported study, youth achievement/ employability initiatives supported by CLD partners.	
7	Brief details of active community groups and organisations	

## Guidance for completing the strategic focused part of the inspection - self-evaluation

Please return the completed form six working days before start of the strategic focused part of the inspection.

Your self-evaluation should focus on the following question:

- How good is our strategic leadership of community learning and development?

The **nominated CLD lead together with CLD partners** should provide a summary of no more than two pages of A4, which illustrates in the context of The Requirements for CLD (Scotland) Regulations 2013 and the Strategic Guidance for Community Planning Partnerships: CLD (2012):

- key strengths of our strategic leadership; and
- areas for development.

***It is important that the nominated CLD lead and CLD partners share the completed self-evaluation summary paper with key staff and partners who will be involved in this part of the inspection process.***

Please consider current policy context. For example: closing the poverty-related attainment gap; prevention; reducing social isolation; tackling health inequalities; and empowering communities.

You may also find it helpful to refer to the QIs in How good is the learning and development in our community? This question focuses on the themes within QI **9.2 Leadership and direction** but will also draw on aspects of the other leadership QIs **9.1**, **9.3** and **9.4**. For example: Strong leadership at all levels that encourages devolving responsibility and accountability; Planning for improvement and monitoring progress; and Arrangements for reflective practice and self-evaluation. The inspection will also consider certain aspects of QI **3.1 Impact on staff and volunteers**.

## Template 2A: strategic focused inspection - self-evaluation

Please return the completed form six working days before start of the strategic focused part of the inspection.

<Insert name of local authority>

### **Context for the delivery of CLD in the local authority and key partnerships**

*(summary of the community learning and development needs in the local authority and how the local authority coordinates its provision of CLD with other CLD providers)*

### **How good is our strategic leadership of community learning and development?**

#### **QI 9.2 (and relevant aspects of 9.1, 9.3 and 9.4)**

##### **Existing strengths** *(of the local authority and CLD partners)*

<insert text>

##### **Priorities for future development** *(for the local authority and other CLD partners)*

<insert text>

#### **QI 3.1**

##### **Existing strengths** *(of the local authority and CLD partners)*

<insert text>

##### **Priorities for future development** *(for the local authority and other CLD partners)*

<insert text>

## Guidance for completing the place-based inspection - self-evaluation

Please return the completed form six working days before start of the place-based part of the inspection.

Your self-evaluation should focus on:

- How good is the learning and development in this local community?

The **nominated CLD lead together with CLD partners** should provide a summary of no more than three pages of A4, which illustrates in the context of The Requirements for CLD (Scotland) Regulations 2013 and the Strategic Guidance for Community Planning Partnerships: CLD (2012):

- key strengths of this local community; and
- areas for development (this may include current unmet need).

***It is important that the nominated CLD lead and CLD partners share the completed self-evaluation summary paper with all staff and partners.***

Please consider the current policy context, for example: closing the poverty-related attainment gap; prevention; reducing social isolation; tackling health inequalities; and empowering communities.

You may also find it helpful to refer to the QIs in How good is the learning and development in our community?<sup>7</sup>. This question focuses on the themes within QIs **1.1 Improvements in performance, 4.1 Impact on the local community** and **5.1 Delivering the learning offer with learners**. Note: If you have focused on QI **2.1** as part of your on-going self-evaluation, you may wish to use this to support your thinking around QI **5.1**, as the two are closely linked.

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<sup>7</sup> <https://education.gov.scot/improvement/Pages/frwk4hgiocommunitylearning.aspx>

## Template 2B: place-based inspection - self-evaluation

Please return the completed form six working days before start of the place-based part of the inspection.

<Insert name of local authority and the agreed local community being inspected>

### **Context of the local community and key partnerships**

*(eg aims, and distinctive features, population, CLD needs analysis, area profile, formal partnership structures and management arrangements, rationale for priority areas of work)*

### **How good is the learning and development in this local community?**

QI 1.1

**Existing strengths** *(of this local community)*

<insert text>

**Priorities for future development** *(in this local community)*

<insert text>

QI 4.1

**Existing strengths** *(of this local community)*

<insert text>

**Priorities for future development** *(in this local community)*

<insert text>

QI 5.1

**Existing strengths** *(of this local community)*

<insert text>

**Priorities for future development** *(in this local community)*

<insert text>

## Template 3: safeguarding / child protection pro forma

### Inspection self-evaluation form for child protection and safeguarding CLD Inspections and Reviews

#### **PART A: TO BE COMPLETED BY NOMINATED CHILD PROTECTION COORDINATOR**

Name of inspection or review	
Local Authority	
Name of designated person for child protection and safeguarding for the CLD partnership	

Please arrange for the nominated Child Protection and Safeguarding Coordinator/s to provide self-evaluation evidence related to child protection and safeguarding. You should focus on the effectiveness and impact of your practices, any relevant issues you have been addressing and/or improvements you have been making. Sign and date the pro forma and hand it to the MI at the start of the Strategic Focused Inspection.

During the inspection the co-ordinator/s should make the following documentation available to the inspection team:

- Child protection and safeguarding policy documents,
- Records or logs of incidents of bullying,
- Information related to current or recent complaints,
- Training records demonstrating that all staff and volunteers regularly undergo child protection and safeguarding training.
- Where relevant samples of files includes those who are on the child protection register, records of administration of medicines, accidents and injuries, attendance statistics.



Please complete this prior to the two day Strategic Focused inspection and hand it to the Managing Inspector when they arrive.

**Child protection and safeguarding frameworks**

- Please provide information on the child protection framework/s you and your partners follow. Include the key document/s on child protection and safeguarding you follow in a folder for the inspectors to look at during reading time as part of the Strategic Focused Inspection. Please note below what these documents are and how they take account of the National Guidance for Child Protection in Scotland (2014)?

**Evidence**

**Sharing Child Protection Concerns**

- State how you share child protection information to ensure children and young people are well supported following a child protection concern?

**Evidence**

- **Workforce development**

Briefly state what arrangements are in place to ensure that the workforce across the partnership (including all staff, volunteers and partners) are aware of their responsibilities in line with the National Framework for Child Protection Learning and Development (2012) and in regard to safeguarding. Include how effectively do these arrangements ensure that the workforce are kept informed with new developments in child protection, such as female genital mutilation, Prevent, etc.

**Evidence**

Please provide self-evaluation evidence related to the following areas of safeguarding focusing on any relevant issues you are currently or have recently been addressing and/or improvements you have been making.

- **Curriculum:** developing children's, young people's and protected adults' understanding and awareness of safeguarding issues and developing their resilience
- **Digital technology:** ensuring children, young people and protected adults use the internet including social media and mobile technology safely
- **Equalities policy/ framework** which takes account of key equalities and all protected characteristics
- **Complaints:** Please provide brief details of any recent or current complaints,
- Arrangements for **first aid**

And where appropriate policies and practices related to

- **Physical intervention and restraint**
- **Bullying and recording of violent incidents**
- **Attendance and exclusions**
- **administration of medicines**

**Evidence** (*Continue on further pages as required.*)

Name:

Post held:

Signed:

Date:

**PART B: To be completed towards the end of the place based inspection.  
This form will be completed by the MI / Member of the inspection team during  
discussion with a representative of the CLD partnership.**

I have discussed with relevant staff the safeguarding and child protection return provided by the CLD partnership to the inspection team and met with those responsible for co-ordination of work relating to child protection and safeguarding. Based on the evidence provided by the CLD Partnership, as above, and by the inspection team's activities, we have agreed the following with the CLD partnership:

These issues have been drawn to the attention of appropriate senior staff and logged on the inspection RIF. Accountability for appropriate action that needs to be taken to address these issues now resides with the senior leaders within the CLD partnership including a representative of the education authority.

*To be completed at the end of the place-based part of the inspection.*

Signature of CLD Partnership nominee: \_\_\_\_\_

**Name:** \_\_\_\_\_

**Post Held:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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Signature of MI / DMI: \_\_\_\_\_

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Guidance on timetabling

This is a **proportionate** inspection model. Timetables should seek to clearly illustrate the areas you have identified in your self-evaluations. **For this reason, they should be a representative sample of visits, individual interviews and focus groups and not an attempt to fit in everything.** If you require further advice, please discuss with the MI.

### Programming

- In drawing up both timetables, assume team members are working a normal working week. Evening meetings should be kept to a minimum and where team members are working in the evening please allow some space during the day. Please do not fill every session.
- Please ensure you allow for travel time between appointments and breaks for lunch and dinner.
- Don't forget to leave enough time for team meetings as suggested in the templates.
- Inspection activity also includes time for reading and writing.
- Sessions should be set up in advance of the inspection for focus groups and interviews and timetables agreed and finalised at the initial meeting. For every visit scheduled on the inspection timetable, you are asked to provide a short illustration of purpose of visit and leave in the inspection base ready for the team's arrival. (See Inspection activity briefing notes)
- Please create **one timetable** to cover all team members for the place-based inspection and please do not schedule more than three activities at any one time.

### Some practical considerations

- Please provide a suitable base for the team to work during the strategic and place-based parts of the inspection. It is helpful if this is lockable so valuables such as laptops and confidential paperwork can be kept secure.
- The team will need access to power sockets for our own laptops.
- Access to secure Wi-Fi is helpful but not essential.
- Access to tea and coffee making facilities.
- Somewhere nearby to purchase lunches is helpful but again not essential.
- Use of a projector and screen in the team base on the Thursday of the place-based part of the inspection from 12.00 noon.
- Use of a projector and screen for the sharing of findings presentation.

## Template 4A: example timetable - strategic focused part of the inspection

<Insert name of local authority>

Please complete and return this to the inspection administrator six working days before the strategic focused part of the inspection.

Team base: <insert address including postcode>

Day	Morning				Afternoon			Evening
<b>Tuesday</b> HMI 1 (MI)	Opening discussion with CLD nominated leads.	Time to review paperwork / written evidence	Lunch	Meeting with key CLD partner leads	Inspection activities	Inspection activities	Inspection activities	
<b>Tuesday</b> HMI 2 (DMI)					Inspection activities	Inspection activities	Inspection activities	
<b>Wednesday</b> HMI 1 (MI)	Meeting with chief officers	Inspection activities	Lunch	Team Meeting	Meeting with CLD lead (s) (usually 2-3pm)	Travel		
<b>Wednesday</b> HMI 2 (DMI)	Inspection activities	Inspection activities						

## Template 4B: example timetable – place-based part of the inspection

<Insert name of local authority and the agreed local community being inspected>

Please complete and return this to the inspection administrator six working days before the place-based part of the inspection.

Team base: <insert address including postcode>

Day	Morning			Afternoon				Evening
<b>Monday</b>	<b>Travel</b> Usual arrival time by 12.00			Initial meeting with key operational leads for CLD in this local community		Inspection activities	<b>Inspection team meeting</b> (minimum one hour)	Inspection activities
<b>Tuesday</b>	Inspection activities	Inspection activities	Inspection activities	Inspection activities	Inspection activities	<b>Inspection team meeting</b> (minimum one hour)	<b>MI / DMI Meeting with CLD lead(s)</b> (maximum half-an-hour)	Inspection activities
<b>Wednesday</b>	Inspection activities	Inspection activities	Inspection activities	Inspection activities	Inspection activities	<b>Inspection team meeting</b> (minimum one hour)	<b>MI / DMI Meeting with CLD lead(s)</b> (maximum half-an-hour)	<b>No Inspection activities</b>
<b>Thursday</b>	Inspection activities MI / DMI meeting with CLD Partnership safeguarding lead		<b>Writing</b>	<b>Inspection team meeting</b>				
<b>Friday</b>	<b>Inspection team meeting</b>		Sharing of findings meeting Usually around 11am	<b>Travel</b>				

## Guidance on preparing activity briefing notes

This guidance is designed to assist local CLD managers and partners to develop a briefing note for each activity on your inspection timetable. Please note while it is very helpful for a briefing note to be prepared, this is not a requirement of the inspection.

For every visit scheduled on the inspection timetable, please provide a short briefing note for the team. These briefing notes should be left in the inspection base ready for the team's arrival. Where a folder of evidence has been created about this particular activity then this briefing note might helpfully form the first page of the folder. The note could include:

Information about the activity:

- what type of activity it is, for example, an observation of a learning activity, a focus group, a telephone interview, a partnership meeting, etc; and
- who the team member will meet.

With focus groups and meetings in particular it is helpful to include a short list of those who are likely to be present and which learning opportunities they participate in or organisations they represent.

Information about **why** this activity is on the timetable (summary information):

- a short explanation of why the activity is being programmed;
- how it relates to the self-evaluation summary or QI you have sent to the inspection team; and
- a very brief indication of the strengths and/or areas for development it may demonstrate represents.

Contact information:

- the name and mobile telephone number (if possible) of the main contact for the group (who can provide further information or be advised of any delays or programme changes).

Practical information so the inspection team member can easily find the venue:

- the address and postcode of the venue, including nearest local parking;
- which room the activity is in; and
- where relevant, a map.

If you are providing a folder of evidence, it would be helpful to include an index of the evidence the folder contains.

You may wish to consider coding each activity on the timetable to correlate to the briefing note and or evidence folder.

## Template 5: activity briefing note

Please complete and leave these short briefing notes in the base for the inspection team to look at on arrival.

The name of the activity	
Main contact for the group	
Type of activity	
Time	
Venue (including room)	
Address	
Postcode	
Parking	
(Mobile) number for main contact	
Other telephone number for the group	

Map (if appropriate)

Summary information

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List of likely participants (\*when activity is a meeting or focus group)

Name	Learning opportunity they participate in Or organisation they represent
Add more boxes as required	

Index of other evidence (where relevant)



## Template 6: CLD Standards Council for Scotland and Education Scotland pre-inspection data requirements

<b>Inspection Area:</b>						
<b>Contact Person:</b>						
<b>Question</b>	<b>Answers</b>					
<b>1a.</b> How many CLD practitioners do you have in <u>your organisation</u> ?	Number of paid practitioners		Volunteers		Total	
<b>1b.</b> How many paid full time equivalent (FTE)	FTE					
<b>1c.</b> What is your estimate of the total number of CLD Practitioners within <u>CLD partners</u> in your area?	Number of practitioners		Volunteers		Total	
<b>2a.</b> How many of <u>your organisation's</u> CLD practitioners are registered members of the CLD Standards Council?	Associate Members		Full Members			
<b>2b.</b> Do you ask <u>CLD Partners</u> if their practitioners are registered?	Yes		No			
<b>3.</b> Do you provide professional learning opportunities for CLD practitioners?	Yes		No			
<b>4a.</b> When recruiting staff and volunteers, do you ask for membership of the CLD Standards Council?	Yes		No			
<b>4b.</b> If yes, is it an essential or a desirable criteria?	Essential		Desirable			
<b>5.</b> Are the CLD professional competences and values an integral part of your performance appraisal processes?	Yes		No			

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