

# How good is the learning and development in our community?

Evaluation resource  
Updated September 2016

# Contents

- 01 | Foreword
- 02 | Using this Framework
- 04 | How good is the learning and development in our community?
- 05 | The Quality Indicators
- 06 | What key outcomes have we achieved?
- 08 | How well do we meet the needs of our stakeholders?
- 10 | Impact on staff and volunteers
- 12 | Impact on the community
- 16 | How good is our delivery of key processes?
- 20 | How good is our operational management?
- 26 | How good is our strategic leadership?
- 34 | Useful Appendixes

# Foreword

I am delighted to commend to you this refreshed self-evaluation resource to support the community learning and development sector. The Scottish Government is committed to building the capacity of the community learning and development sector to better self-evaluate for improvement.

This resource *How good is the learning and development in our community?* has adopted the Framework for Evaluation of the Quality of Services and Organisations<sup>1</sup> common to most public services. All the frameworks developed by Education Scotland sit under this overarching framework. *How good is the learning and development in our community?* shares a common language and basis with other Education Scotland self-evaluation frameworks including *How good is our school4?*, *How good is our third sector organisation?* and *How good is our culture and sport?*. All these frameworks are structured around six questions which are important for any service to answer.

1. What key outcomes have we achieved?
2. How well do we meet the needs of our stakeholders?
3. How good is our delivery of key processes?
4. How good is our operational management?
5. How good is our strategic leadership?
6. What is our capacity for improvement?

The quality indicators within *How good is the learning and development in our community?* reflect the context within which community learning and development partners operate. The quality indicators focus specifically on the impact of community learning and development provision and will include work with young people, adults and communities.

The emphasis on impact and outcomes reinforces the principle that self-evaluation is not an end in itself. It is worthwhile only if it leads to improvement. It is designed to help you to evaluate your performance and to identify priorities for action. It is important that the framework is owned by those who seek to use it for self-evaluation leading to quality improvement.

Signed

Bill Maxwell  
Chief Executive Education Scotland

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<sup>1</sup> [http://www.educationscotland.gov.uk/Images/Overarching%20Framework%20updated%20131112\\_tcm4-736045.pdf](http://www.educationscotland.gov.uk/Images/Overarching%20Framework%20updated%20131112_tcm4-736045.pdf)

# Using this Framework

## Why use this resource

- It helps those adopting a CLD approach to their work understand what they are doing well and what they can do better.
- It will support you to understand and improve the impact you are making.
- It supports staff and volunteers at all levels to become more confident with self-evaluation.
- It is free to use.
- It gives you challenge questions to prompt discussion.
- You can use part or all of the resource.
- It can be used alongside other evaluation resources.
- It shares a common language with other evaluation frameworks developed by Education Scotland.

## A note about the term 'self-evaluation'

This term is used to cover the way in which individuals, groups and partnerships explore their progress and identify what has improved and what still needs to improve. It is a way of using evidence to assess achievements, success and areas that require action. It is never an end in itself but a means to inform action which will lead to increasingly positive impacts on the people and communities you work with.

## How to use it

As you look through the document you will see a number of quality indicators which focus on specific areas for improvement. They will help you identify your strengths and areas for improvement. They will help you understand the difference you are making and what you need to do next. They are designed to support you in thinking about how well you use resources and ideas from elsewhere and plan for coming changes.

## Each Quality Indicator has:

- A general statement and themes to tell you what it covers.
- Challenge questions you can ask yourself.
- Examples of evidence you could gather when exploring your strengths and areas for improvement and assessing the impact of these.
- Illustrations of what *very good* could look like.  
These illustrations are intended to provide examples of evidence and practice, not to be fully comprehensive, nor used as a checklist.

## Getting started

You can start with any quality indicator and can look at them in any order. You do not need to use every quality indicator, but they do relate to each other so looking at more than one or two will give you a broader understanding of your impacts. Some practitioners choose to start by looking briefly at all of the quality indicators. By doing this they identify those that are most appropriate for them to explore in more detail.

## Who should be involved?

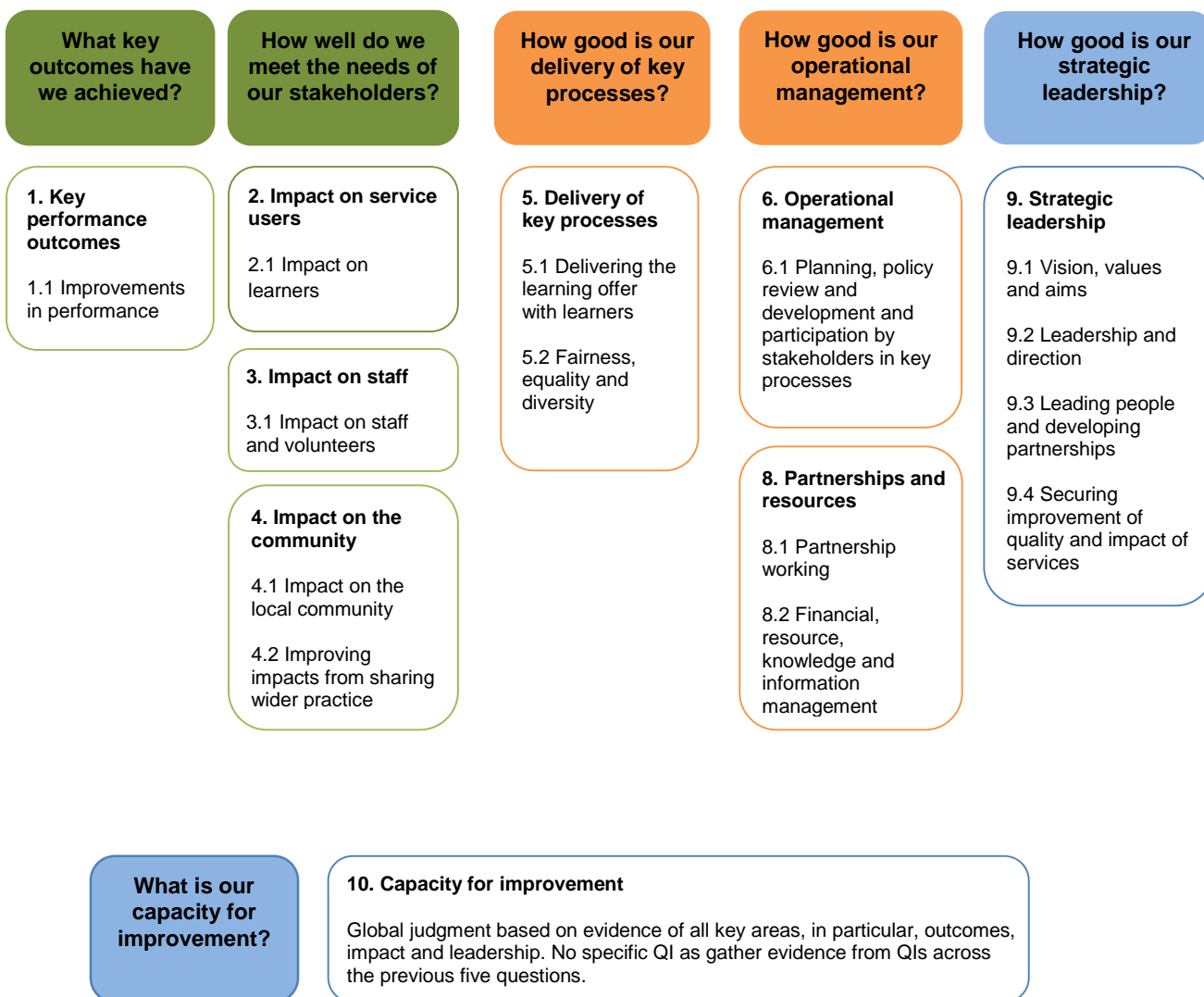
Everyone can contribute to self-evaluation. Usually the best way to use a self-evaluation resource is to involve as wide a range of people as possible. You may also want to involve partners and other stakeholders.

## Who is it for?

It is primarily a tool for CLD practitioners and those adopting a CLD approach to their work. It can be used by volunteers, part time and full time staff and managers. It can also be used by partners working together to improve services.

# How good is the learning and development in our community?

This quality framework is organised under six key questions. These questions mirror those in the Framework for Evaluating the Quality of Services and Organisations (See Appendix 3), often referred to as The Overarching Framework, common to many public and voluntary services.



Those of you familiar with the Overarching Framework may notice that some of the Quality Indicators in this framework vary from those listed in it. This is to take into account the differing needs of this sector. This list in Appendix 3 shows which QI in this framework relates to which QI in the Framework for Evaluating the Quality of Services and Organisations otherwise known as the overarching framework.

# The Quality Indicators



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

### **1.1 Improvements in performance**

This indicator focuses on partners overall performance against aims, outcomes and targets and the extent to which trends are improving over time. It takes into account how we gather, analyse and use data to identify priorities and how we plan provision, set targets and improve services.

#### **Themes**

- Performance against aims, outcomes and targets
- Trends in performance

#### **Challenge questions**

- How well are our priorities and plans informed by high quality analysis of current statistical and other information?
- How well informed is our analysis of needs? How well do we meet needs identified through CLD strategic analysis?
- What evidence do we have of positive impacts and wider benefits resulting from CLD partners' work?
- Does analysis and reporting of data demonstrate improvement? Are trends in performance improving over time?
- How well do we share information across partnerships and wider stakeholders?
- How well does our benchmarking and use of comparative information demonstrate improvement? Do we set challenging targets that lead to improvement?
- How well do our systems demonstrate our progress against outcomes and targets?
- Does shared analysis of data amongst partners demonstrate effective performance in achieving intended outcomes?

#### **Evidence of demonstrable outcomes will include but is not limited to:**

- Information indicating improvements in the lives of participants, for example, gaining skills for learning, life and work
- Achievements of participants in CLD provision resulting in improved life-chances
- Performance information demonstrating benefits relevant to priority needs. These may include reductions in crime, improving health and wellbeing, improving employment prospects and quality of life
- Benchmarking and other comparative information showing how well we are performing relative to similar services and partnerships
- Measurable outcomes or indicators that demonstrate progress against targets set in strategic, business and operational plans



### **Illustration of very good**

- Performance information shows improvement in the life chances of participants and the wider community
- Analysis of need is robust. Performance information demonstrates we are achieving challenging targets set and sustaining continuous improvement
- High quality information and analysis is used consistently and effectively to inform planning and secure improvement. Evidence gathered demonstrates improved outcomes for individuals, groups and communities
- We share and use information effectively to set challenging targets and secure improvement. There is a strong shared understanding of progress against outcomes and targets
- We are highly successful in engaging priority groups identified through needs analysis. There are sustained or increasing levels of involvement and achievement from targeted groups individuals and communities

QIs in this framework	Relates to overarching framework QIs
1.1 Improvements in performance	1.1 Improvements in performance

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

### 2.1 Impact on learners

This indicator relates to the impact of our delivery on learners. It focuses on the extent to which we are having a positive and sustained effect on improving the life chances of individuals and families. This includes looking at the difference made through early intervention and prevention. It takes account of how well learners are achieving, progressing and contributing to their communities.

#### Themes

The extent to which we:

- Have a positive and sustained impact on people's lives
- Improve learning, increase life chances, secure and improve physical and mental health and wellbeing
- Support learners to participate, achieve positive outcomes and progress
- Actively involve learners in shaping their learning

#### Challenge questions

- How well do we meet the needs of learners? What evidence do we have that we are making a positive and sustained impact on their lives?
- How do we know that we are targeting the hardest to reach individuals/families in the community?
- What evidence do we have that learners are achieving, attaining and progressing?
- How well do we reflect the context of learner's lives, address barriers and meet their individual and community needs? How do we record this and address any concerns raised by learners?
- How well do we enable learners to understand their learning and apply skills in different contexts?
- How do we ensure learners are actively engaged in shaping their own learning? How well do we ensure learners are involved in service design and improvement?
- How do we work with others to support learners to acquire skills for learning, life and work?
- How clear are learning pathways?
- How well do we use accredited learning opportunities to raise and encourage learners to progress?
- How well do we value, support and actively promote fairness, equity and diversity?

#### Evidence of demonstrable outcomes will include but is not limited to:

- Qualitative information that demonstrates the extent to which learning pathways are having a positive and sustained impact on the lives of learners and are enhancing civic life. This may include direct observation, focus groups, case studies, feedback from both learners and key stakeholders in their lives including their families
- Quantitative data which indicates positive impacts on the lives of learners. This may include participation rates, progression and trends over time

- Qualitative data which demonstrates positive impact of learning that we deliver
- Qualitative and quantitative information which shows that participation is resulting in positive impact in other areas of learners' lives
- Feedback from learners showing their involvement in evaluating learning pathways
- Records of change, progression, achievement and attainment. This may include but is not limited to successes, accreditation achieved, progression by learners to employment, training and/or further/higher education and participation in wider community life
- Examples of learners applying their learning in other contexts
- Information gathered from stakeholders; including partners, public, private and community organisations
- Information demonstrating the effective consideration and inclusion of potentially under-represented people including those from equalities groups

### **Illustration of very good**

- Learning pathways clearly meet the needs of learners. There is a positive and sustained impact on the lives of almost all participants
- Learners are achieving well, increasing in confidence and progressing to positive and sustained destinations
- Informal learning makes a positive contribution in supporting young people to progress through Broad General Education and Senior Phase. Links to the curriculum are clear and effective
- Learning pathways are clearly informed by legislation and current policy priorities
- There are clear, positive social benefits on the individual, their peer group and the wider community. Children, young people and adults regularly make an active contribution to civic life
- Almost all learners are developing and applying positive character attributes such as self-esteem, self-awareness and empathy. This results in improved life chances for example, improved mental health, reduced social isolation and improved outcomes in the labour market.
- Almost all learners report high levels of satisfaction with the service or support received. All or almost all report that participation in learning is having a positive and sustained impact on their lives.
- Learners are actively encouraged and supported to take on roles of responsibility. Learners are strongly involved in service design and improvement. As a result this is leading to clearly demonstrable and positive changes.
- There is clear evidence that the life chances of more vulnerable groups are being improved as a result of the engagement of partners either directly or indirectly.
- Learning pathways are inclusive and actively promote fairness, equity and diversity. Individuals and groups from a diverse range of backgrounds are represented. Barriers to participation by individuals and groups facing challenges are effectively addressed

QIs in this framework	Relates to overarching framework QIs
2.1 Impact on learners (can be used with 5.1)	2.1 Impact on service users

## Impact on staff

### 3.1 Impact on staff and volunteers

This indicator focuses on how well staff and volunteers are supported to develop high standards of CLD practice. It looks at the extent to which practice development supports improvement and has a positive impact on outcomes for participants. It considers how well staff and volunteers are valued and involved in shaping CLD provision. It looks at how staff actively engage in professional learning activities to improve their effectiveness. It also considers staff capability, capacity and how well leadership is developed to support the culture of learning.

#### Themes

The extent to which staff and volunteers:

- can identify how their practice leads to improved outcomes for participants
- feel motivated, confident and valued and have opportunities to shape practice and are involved in decisions about the provision of CLD
- 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

#### Challenge questions

- How well do we support all staff and volunteers to deliver high quality services? How do we know what difference this support makes to staff, volunteers and learners?
- Do staff and volunteers feel empowered, motivated, confident and valued? How will we know?
- How well do we develop leadership opportunities?
- What systems do we have in place for staff and volunteer feedback? How effective are they? How do we use information gathered to take forward improvements?
- How well are staff and volunteers involved in shaping practice development and contributing to decisions about CLD provision? What difference does this make?
- How well do we promote a learning culture? How well do we use Growing the Learning Culture in CLD, the CLD code of Ethics, the CLD competencies and membership of the CLD Standards Council to support high standards?<sup>2</sup>
- How do we ensure learning and development:
  - needs are identified and addressed?
  - opportunities are accessible by and meet the needs of all staff and volunteers?
  - activities improve practice?
  - contribute to effective working within teams and partnerships?
  - outcomes are analysed and used to improve impacts further?
- How well do we share skills, knowledge and experience across teams and partnerships? Is joint and development activity undertaken? What improved outcomes result?

<sup>2</sup> <http://cldstandardscouncil.org.uk/>

**Evidence of demonstrable outcomes will include but is not limited to:**

- Quantitative and qualitative evidence demonstrating improved practice resulting from learning and development opportunities. Examples of improving knowledge, skills and confidence amongst staff and volunteers
- Responses to staff and volunteer questionnaires, surveys, focus groups, meetings and interviews indicating that staff and volunteers feel motivated, confident and valued
- Feedback from staff and volunteers on how involved they are in planning and making decisions about improving CLD
- The number and range of practice development opportunities, mapped to CLD competencies framework
- Examples of us achieving nationally recognised awards, for example Investors in People or the Volunteer Friendly Award. The number of staff registered with the CLD Standards Council
- Feedback and information recording the impact of practice development on team working and partnerships

**Illustration of very good**

- Almost all staff and volunteers demonstrate a high standard of practice and are providing high-quality learning opportunities improving the lives of those they work with
- Almost all staff and volunteers are motivated, confident and feel valued. Staff and volunteers are actively engaged in our work. They are supported to be creative and innovative, learn from each other and from wider practice
- Almost all staff and volunteers contribute to shaping improvements in practice development and their views and experiences influence the way CLD is delivered
- Learning and development activities are improving outcomes for learners. A workforce development policy is in place for staff and volunteers. Almost all staff and volunteers engage in learning and development opportunities that improve their knowledge, skills and confidence
- The CLD competencies, underpinned by the code of ethics, are used as a common framework for practice development
- Opportunities to develop skills, understanding and confidence for leadership are effective. They are increasing leadership capacity. All staff and volunteers have opportunities to build their leadership skills

QIs in this framework	Relates to overarching framework QIs
3.1 Impact on staff and volunteers	3.1 Impact on staff

## Impact on the community

### 4.1 Impact on the local community

This indicator relates to the direct impact that we are having on communities, whether geographic or of interest. It focuses on measuring the extent to which communities are stronger, more resilient, supportive, influential and inclusive as a result of our input. It considers what difference we are making to improving local communities and communities of interest.

#### Themes

- Confident, skilled, active and influential community members
- Community members involved in delivering local services in response to identified needs
- Productive community networks and relationships with a thriving sense of 'place'
- Community groups and organisations with effective planning, management and evaluation arrangements
- Inclusive organisations and community groups that value social and cultural diversity

#### Challenge questions

- How well do we support communities to be strong, resilient, supportive, influential and inclusive? What difference is this making?
- What evidence do we have that individuals, groups and communities we work with are more confident, skilled, active and influential as a result of our input?
- How well do we develop relationships and partnerships with communities? How well do we support communities to improve and increase networking? How effective are these partnerships and networks?
- How well do we support individuals, groups and communities to increase their connection to place?
- How well do we support community groups and organisations to plan, manage and evaluate their work?
- How well are communities encouraged to be inclusive and value social and cultural diversity?
- How effectively do we support the communities we work with? How do we measure this?

#### Evidence of demonstrable outcomes will include but is not limited to:

- Quantitative and Qualitative evidence including discussion with stakeholders and feedback from community members, focus groups and other sources that shows a positive impact on communities
- Quantitative and Qualitative data showing participation, retention, achievement, progression and access to services by people and communities
- Records and evaluations of effective participation in community networks and partnerships
- Records which demonstrate the influence of communities that we support and where they have contributed to decision making
- Examples of how communities plan, manage and evaluate their work effectively
- Examples demonstrating that organisations and community groups are inclusive and value social and cultural diversity

### Illustration of very good

As a result of our support:

- Almost all community groups and organisations are confident, skilled and active in their communities, both geographical and of interest
- Communities are well-informed and influence and shape the impact of changes that affect their community
- Almost all community groups, deliver high-quality services and activities that respond to identified and researched priority needs
- Communities have a strong connection to 'place' and have a positive impact on it.
- Communities are empowered and actively engage as equal partners with public, private and third sector organisations. Highly effective partnership working exists between ourselves and communities contributing to improving impacts.
- Planning, management and evaluation processes are effective and accessible to community members and there is strong participation and ownership of them
- Community groups are open and inclusive in their membership. They promote their activities effectively and welcome participation from a wide cross-section of the community. As a result, a wide range of community members participate in all aspects of community activities and decisions
- Community groups value social, disability, gender, race, religion, sexual orientation, language and cultural diversity. They ensure that equality and diversity differences including economic factors which cause deprivation are identified and well understood. Equality and diversity differences which could be barriers to participation are overcome

QIs in this framework	Relates to overarching framework QIs
4.1 Impact on local communities	4.1 impact on the local community

## Impact on the community

### 4.2 Improving impacts from sharing wider practice

This indicator relates to the impact we have on the wider community and how these wider impacts lead to improvement. The wider community means geographic and communities of interest at local authority, regional, national and international level. It looks at whether we are open to new ideas, learn from leading practice elsewhere, are adaptable and respond flexibly to change.

#### Themes

- Encouraging, supporting and learning from creative and innovative practice and research.
- Influencing wider policy and practice.
- Responding rapidly and flexibly and managing change well.

#### Challenge questions

- How well do we use and support others to use new thinking and research findings to shape policies and practices?
- How well do we develop and share creative and innovative practice? How well do we learn from others' practice?
- Are staff and volunteers empowered to be creative and innovative? How do we know? Are any associated risks well-managed?
- To what extent do we influence policy and practice at a local authority, regional, national or international level?
- To what extent do we support others to influence policy and practice at local authority, regional, national and international levels?
- How well do we plan for demographic or other changes? How flexible are we in responding to changing policy landscapes and emerging needs?
- How well do we promote and support innovation, creativity and planning for change?
- How well do we take account of risk in proposed changes and innovations?

#### Evidence of demonstrable outcomes will include but is not limited to:

- Quantitative and qualitative data
- Examples of impact from innovative and creative strategies and programmes
- Activities delivered as a result of the sharing of innovative and creative practice and examples of the difference this is making
- Examples of contributions to local regional, national and international developments.
- Performance data and other information showing how we identify, plan for and respond to change



### Illustration of very good

- We have initiated a wide range of innovative and creative programmes. These are leading to significant improvements for learners and communities.
- Staff and volunteers are actively encouraged and supported to be innovative and creative. There are many examples of innovative practice from elsewhere being adapted and used by us. Innovative and creative practice is shared with partners where appropriate
- We contribute to a wide range of local, regional, national or international bodies which are influencing policy and practice
- We effectively assess, plan and respond to meet changing needs
- The risks associated with proposed changes and innovation are managed well.
- Staff and volunteers are well supported and challenged to identify and learn from the good practice of others

QIs in this framework	Relates to overarching framework QIs
4.2 Improving impacts from sharing wider practice	4.2 Impact on the wider community

## How good is our delivery of key processes?

### 5.1 Delivering the learning offer with learners

This indicator relates to relevance, suitability and quality of the learning offer planned with individuals and groups. It takes a closer look at how well we tailor learning to needs and ensure a degree of flexibility. It looks at the quality of the learner journey from initial engagement through to a meaningful outcome. It also examines what systems are in place to encourage and respond to continual learner and stakeholder feedback.

#### Themes

The extent to which the learning offer:

- is well-planned and tailored to identified need
- engages learners in the planning process
- is flexible and adaptable and clearly sets out the range of services and support to be provided
- is consistently delivered to the highest standard with an appropriate level of pace and challenge
- is based on the principles of appropriate curriculum design and learning resources take account of the needs of learners
- takes account of prior learning and aspiration
- recognises and celebrates achievement and attainment
- encourages learners to reflect on their learning journey and provide opportunities and support for progression
- makes effective use of learner stakeholder feedback to inform improvement
- involves learners in an ongoing cycle of peer and self-evaluation to improve their learning

#### Challenge questions

- How do we know that the learning offer meets the needs of learners and communities?
- How well do we adapt the learning offer to changing or emerging needs?
- How do we ensure the learning we offer is consistently delivered to a high standard and provides a high quality learning experience?
- How effectively do we engage with learners and build relationships?
- How well do we support learners to identify, plan and secure progression?
- How effectively do we use learner and other stakeholder feedback to improve the learner offer?
- How well does the learning offer recognise prior learning?
- How well do we recognise and celebrate achievement and attainment?

**Evidence of demonstrable outcomes will include but is not limited to:**

- Analysis of quantitative and qualitative information through which needs have been identified and progress monitored
- The quality of learning plans and agreed improvement measures
- Self-evaluation based on appropriate, measureable targets within the agreed learning offer
- Feedback from learners and other stakeholders on the quality of the learning provided
- Collated and analysed learner and other stakeholder engagement

**Illustration of very good**

- Learners are very well supported to progress to further learning, training, volunteering or employment opportunities. Programmes of learning and development are clearly based on identified need, priorities and aspirations
- Almost all learners have access to a broad range of learning experiences and support appropriate to their needs. Prior learning and achievements are used very effectively to ensure that the learning offer is relevant
- The learning offer is built on positive, nurturing and appropriately challenging relationships which lead to high quality learning outcomes
- Almost all learners benefit from safe, accessible and welcoming environments that are conducive to learning and development
- Opportunities for achievement and progression are very well planned and are integral to the learning offer
- The personal achievements of all learners are recognised and celebrated at all stages of their learning
- Almost all learners are highly motivated and fully engaged in all aspects of their learning.
- Almost all improvement is informed by learner and stakeholder feedback.

QIs in this framework	Relates to overarching framework QIs
5.1 Delivering the learning offer for learners (can be used with 2.1)	5.1 Delivering services

## How good is our delivery of key processes?

### 5.2 Fairness, equality and diversity

This indicator relates to how well we seek to challenge and reduce discrimination, advance equality of opportunity and foster good relations. It ensures an environment which promotes the inclusion of all communities, groups and individuals. It takes account of social, cultural and economic differences. It also explores how well we promote fairness, equity, equality and diversity.

#### Themes

- Approaches to inclusion
- Recognising the impact of identity and lived experiences of discrimination and exclusion
- Identifying and reducing barriers to access and participation taking account of social, cultural and economic differences and relevant legislation
- Challenging prejudice and discrimination
- Promoting and valuing fairness, equality and diversity

#### Challenge questions

- How effective are we at ensuring inclusion and at addressing inequity?
- How effective are we at identifying and removing barriers to access and participation?
- How effectively do we target our work to reach those most affected by diversity issues?
- How well do we challenge prejudice, discrimination and foster good relations?
- How well do we promote and value fairness, equality and diversity?
- Do our strategic, business and operational plans ensure fairness, equity, equality and diversity is reflected in all aspects of our work?
- How well do we welcome and celebrate diversity?
- How well do we meet our legal obligations to challenge and reduce discrimination, advance equality of opportunity and foster good relations? (see hyperlink to EHRC in appendix 2)

#### Evidence of demonstrable outcomes will include but is not limited to:

- Data analysing participation by specific groups or sections of the community
- Quantitative and qualitative feedback from a range of stakeholders including those most affected by diversity issues
- Evidence of effective planning and monitoring to meet the needs of those potentially marginalised or excluded
- Data which provides evidence of success in maintaining or improving inclusion, equity, equality and fairness
- Evaluations from staff and volunteer development opportunities demonstrating that they are better able to take forward issues around fairness, equality and diversity, challenging discrimination and fostering good relations
- Recruitment and training policies and practice that recognise and value fairness, equality and diversity.
- Equalities Impact Assessments

### Illustration of very good

- A strong ethos and practice of inclusion permeates our work at all levels. Learners are treated with respect and in a fair and just manner
- Barriers to participation have been reduced significantly with regard to social, cultural and economic differences. This includes age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation
- Staff and volunteers at all levels are clear about and undertake their roles and responsibilities in regard to equality, fairness and diversity. They actively seek to challenge and reduce discrimination, advance equality of opportunity and foster good relations
- We actively seek and act on feedback from stakeholders including people with less well known needs and experiences to improve our capacity to be fair and inclusive and reduce inequity
- We actively identify and overcome barriers to enable participation, learning, achievement and progression
- We can evidence promotion and celebration of equality, fairness and diversity effectively in all aspects of practice.
- We always challenge prejudice and discrimination effectively.

QIs in this framework	Relates to overarching framework QIs
5.2 Fairness, equality and diversity	5.3 Inclusion, equality and fairness

## How good is our operational management?

### 6.1 Planning, review, development and participation by stakeholders in key processes

This indicator relates to the operational management of key processes. It looks at our planning, management and review of key operational processes. It explores the quality, coherence and impact of planning, monitoring, evaluation and management arrangements.

It is often helpful to read this alongside QI 9.1 Vision, values and aims

#### Themes

- Effective operational and delivery management.
- Clarity, appropriateness and coherence of operational processes and plans.
- Links with visions, values and aims and wider local and national priorities.
- Developing, implementing and evaluating key operational processes.
- Operational improvement planning mechanisms used internally and with partners such as CLD Plans
- Active participation and engagement by stakeholders in the key operational processes.

#### Challenge questions

- How effectively do we plan service delivery based on local need and participant feedback?
- How well do we make effective and efficient use of available resources including staff, assets and budgets?
- How well are local and national priorities understood by all staff and volunteers?
- How embedded are local and national priorities in operational plans?
- How clear are plans and how well are they understood by staff, partners and other stakeholders?
- How effectively are staff, volunteers, partners and stakeholders involved in the design of and commitment to the delivery of operational processes and plans?
- How well do operational plans link to the vision, value and aims of the CLD strategy?
- How effective are the mechanisms for implementing and reviewing operational processes?
- How well do we use performance information to inform our operational planning?
- How well do we monitor and evaluate our plans to ensure that we are having a positive and sustained impact on the lives of individuals, groups and communities?

**Evidence of demonstrable outcomes will include but is not limited to:**

- Regular planning, delivery and evaluation processes
- Staff, volunteers, partners and stakeholders consistently involved in design of services
- Clear, appropriate and effective operational plans that articulate local need and national priorities
- Analysis and use of performance information which demonstrates measurable outcomes from strategic and operational plans linked to our CLD strategy and Single Outcome Agreement (SOA).
- Records of plans, including those developed with partners that are regularly monitored and evaluated. Information demonstrating how evaluation impacts on future planning and practice
- Engagement, involvement and feedback from partners that demonstrates they understand and have contributed to joint planning
- Clear systems for monitoring and reporting outcomes to staff, partners and stakeholders

**Illustration of very good**

- Very effective operational management processes that is based on local needs. High quality participant feedback ensures that staff, volunteers, partners and stakeholders make positive and sustained improvements
- Clear, appropriate and coherent operational and service plans consistently guide activities and direct staff, partners and stakeholders to improve service delivery
- Operational plans that are clear, appropriate and coherent. Staff, partners and stakeholders understand their roles and responsibilities and how they contribute to strategic and business plans and local and national priorities
- Robust systems are in place to develop, implement and evaluate plans across partnerships. This includes having clear targets and priorities, across a range of appropriate plans. Reporting mechanisms demonstrate high levels of feedback on performance against targets and priorities
- Planning for improvement is very effective. Performance information effectively informs new plans and this results in improvement. Staff, partners and stakeholders consistently play an active role in the creation, monitoring and review of plans

QIs in this framework	Relates to overarching framework QIs
6.1 Planning, policy review and development and participation by stakeholders in key processes	6.1 Policy review and development 6.2 Participation of service users and other stakeholders 6.3 Planning of key processes

## How good is our operational management?

### 8.1 Partnership working

This indicator refers to the role of CLD partners in promoting, encouraging and undertaking effective partnership working. This can include how effective partners are when taking a lead role in developing partnerships. This includes the central role of local authorities in securing and sustaining cohesive partnerships to develop and take forward CLD plans and strategies. It looks at how partnerships improve impacts. It also explores efficient and equitable working within partnerships.

#### Themes

- The development and promotion of partnerships
- Clarity of purposes, aims, roles and responsibilities within partnerships including service level and funding agreements
- Sharing of skills, knowledge and experience across partners to improve outcomes. Learning from other effective partnerships
- Joint planning and evaluation which ensures the partnership adds value

#### Challenge questions

- How well do we actively seek out, promote and respond positively to partnerships that lead to better outcomes for individuals, groups and communities?
- How effective is the local authority in sustaining partnerships to develop and take forward CLD plans and strategies?
- How clearly have the purposes, aims, roles and responsibilities in our partnerships been communicated to staff and volunteers?
- How well do we share skills, information, knowledge and experience across partnerships? How well do we undertake joint learning and development activity? What improved outcomes result?
- How well do we learn from successful shared partnerships? How do we use this information in partnerships we are in?
- How well do we plan, monitor and evaluate within partnerships? Are we clear what added value each partnership brings and what difference it makes to learners?
- Do partners know what their contribution to each partnership is? Is each partner clear what their role is?
- How well do we work with partners to plan for the future and meet changing needs?



**Evidence of demonstrable outcomes will include but is not limited to:**

- Qualitative evidence of effective partnership working, including feedback from all partners that demonstrate the difference the partnership is making to stakeholders
- Partnership agreements that are clear and regularly reviewed and evaluated
- Evidence gathered from discussions with staff and volunteers at all levels that they are clear about their role and contribution to partnerships
- Examples of partners supporting and sustaining stakeholder engagement in developing and implementing CLD plans and strategies.
- Examples of partners learning from each other leading to better outcomes for learners. Clarity of the learning offer from different partners and how this contributes to the impact of partnership working.
- Examples of shared evaluation and monitoring.

**Illustration of very good**

- Partners are very clear about their roles in achieving planned outcomes. Partnership agreements set a framework in which joint working between partners is well established
- The local authority secures and sustains cohesive partnerships effectively to develop and take forward CLD plans and strategies. A wide range of partners are actively engaged in developing and implementing CLD plans and strategies
- Engagement and communication between partners is regular, structured, supportive and efficient
- Partners are actively engaged in planning, delivering, monitoring and evaluating joint work. This work results in improved services for learners and offers value for money
- Staff and volunteers almost always understand their roles and responsibilities within partnerships. They constantly seek opportunities for improvement and development in all partnerships
- Partners regularly undertake joint learning and development activity which almost always leads to improved outcomes. They are clear about how their time is best spent within partnerships to secure positive impacts for learners.
- Individual partners provide strong leadership and are a role model for others in terms of building, sustaining and evaluating partnership working
- Partners learn from good partnership working elsewhere and use this to enhance their own practice

QIs in this framework	Relates to overarching framework QIs
8.1 Partnership working	8.1 Partnership working

## How good is our operational management?

### 8.2 Financial, resource, knowledge and information management

This indicator refers to a rigorous and thorough approach to managing budgets and an enterprising approach to seeking funding. It relates to CLD partners' capacity to manage finances, resources, knowledge and information to deliver effective, efficient services. These result in positive impacts on individuals, groups and communities. Where we act as an intermediary or broker it also relates to our capacity to effectively manage the allocation of funding to deliver positive impacts.

#### Themes

- Financial performance including: setting budgets, enterprise in securing funding, risk management, and sustainability
- Financial procedures, controls and communication. Including, where relevant, providing effective intermediary or broker services
- Resource management to support impact
- Effective knowledge and information management
- Risk management

#### Challenge questions

- How strong is our financial performance? Do we allocate budgets in line with planned internal, local and national priorities? Are we enterprising in securing additional funding? How well do we manage and reduce financial risk? How well do we plan for the sustainability of finances?
- How comprehensive and effective are our financial procedures and controls? How well do we manage funds in the role of broker or funder?
- How well do we communicate and manage financial decisions? How well equipped are budget holders to implement financial procedures and controls? How engaged are leaders in reviewing the financial position of the partnership?
- Are our resources including accommodation, specialist equipment and information technology sufficient, appropriate and accessible to meet the needs of learners?
- How effective are our arrangements for collecting, storing, retrieving, analysing and evaluating data? Do these arrangements meet legislative and service needs? How well do we share data to improve outcomes?
- How well do we manage risk including arrangements for protecting vulnerable groups?

**Evidence of demonstrable outcomes will include but is not limited to:**

- Financial plans which are coherent within wider strategic and operational planning including risk management and plans for sustainability
- Successful securing of funding and other resources from a wide variety of sources
- Sound financial procedures and checks that ensure income received by us is managed robustly. Regular communication of accurate financial information to stakeholders
- Funding arrangements set up by us when acting in an intermediary, grant awarding or broker role are clear and effective
- Records indicating effective risk management including arrangements for protecting vulnerable groups
- Quantitative and qualitative information gathered, stored and used effectively

**Illustration of very good**

- Arrangements for financial planning and expenditure are transparent and use a wide range of performance information. They include risk management and aim for sustainability
- Budgets are sourced and allocated to meet agreed priorities in line with local and national priorities. There are clear links between expenditure and plans
- All staff and volunteers with financial responsibilities are clear about and follow our financial procedures. They are effectively supported in this by those with specific financial responsibilities
- When acting as an intermediary, funder or broker role there are clear and transparent financial procedures. Where appropriate, audit procedures are understood and followed by those receiving funding
- Resources are sourced, allocated and used efficiently and effectively to meet organisational, local and national priorities. Where required, specialist equipment or accommodation is used to enable participation by those with specific needs.
- Risks are well-managed. They include robust arrangements to ensure the protection of vulnerable groups.
- Leaders are clear about financial risks and have controls in place to reduce these.
- Leaders contribute effectively to financial sourcing, planning, scrutiny and management. They actively monitor budget performance. There are clear procedures in place to identify and deal effectively and promptly with budget variances
- Information is effectively gathered, organised and used to improve outcomes. Arrangements to store, retrieve, use and share information comply with legislation. We use and share data effectively to monitor, evaluate and support improvement

QIs in this framework	Relates to overarching framework QIs
Financial, resource, knowledge and information management	8.2 Financial management 8.3 Resource management 8.4 Knowledge and Information management

## How good is our strategic leadership?

### 9.1 Vision, values and aims

This indicator looks at how well we work internally and with partners to create shared vision, sense of purpose and direction which are ambitious and challenging. It promotes positive attitudes to economic, social and cultural diversity. It focuses on the extent to which visions, values and aims guide planning for improvement. It considers how they impact on the quality of outcomes for those we work with at a local and national level.

#### Theme

- Appropriateness and coherence of vision, values and aims
- Sharing and sustaining the vision
- Promotion of positive attitudes to economic, social and cultural diversity which challenge discrimination, advance equality of opportunity and foster good relations
- Planning for Improvement

#### Challenge questions

- What are our vision, values and aims? Are they clear? Are our vision, values and aims consistent with local and national priorities?
- How ambitious and challenging are our vision, values and aims? How well do our vision, values and aims meet changing and emerging needs? Do they support us to retain clear purpose but be flexible, creative and innovative in our practice? Do they support improvement and excellence?
- How empowered are volunteers and staff to contribute to and work towards our vision, values, aims? How well do we support stakeholders, including those we work with, to understand and contribute to our vision, values and aims?
- How well do we work with partners to develop and work towards meeting joint visions, values and aims?
- How well do our vision, values and aims promote economic, social and cultural diversity? Do they support us to meet the needs of all stakeholders? How well do they contribute to positive developments in equality of access and opportunity?
- How well do our vision, values and aims help to challenge prejudice and eradicate discrimination? How do they inform practice?

**Evidence of demonstrable outcomes will include but is not limited to:**

- Planning and performance data that demonstrates the clear links between vision, values and aims
- Examples of volunteers and staff and other stakeholders understanding, contributing to and acting on vision, values and aims.
- Examples of information gathered from discussions with volunteers and staff at all levels that they feel empowered to respond and contribute to our vision, values and aims. Examples of the impact of the services we provide.
- Examples of reviewing and adapting the vision, values and aims to meet changing and emerging needs.
- Feedback that our vision, values and aims promote positive attitudes to economic, social and cultural diversity, challenge prejudice and discrimination and foster good relations
- Feedback indicating strong understanding of our vision, values and aims amongst our staff and partners

**Illustration of very good**

- Our vision, values and aims are ambitious and challenging. They promote positive attitudes to economic, social and cultural diversity. They challenge prejudice and discrimination and help to foster good relations
- Our vision, values and aims are in line with local and national priorities. They are revisited regularly to meet changing and emerging needs. Our vision, values and aims are continually revisited and reinforced in events and activities which result in a strong sense of common purpose
- Our vision, values and aims are clearly communicated to and understood by staff, partners and other stakeholders. The empowering culture supports our staff and partners to actively contribute to and act on the vision, values and aims
- Effective working with partners to enhance outcomes through clear, coherent and shared vision, values and aims. A clearly developed culture of empowerment, improvement, innovation and excellence

QIs in this framework	Relates to overarching framework QIs
9.1 Vision, values and aims	9.1 Vision, values and aims

## How good is our strategic leadership?

### 9.2 Leadership and direction

This indicator considers the role of leaders. It relates to the corporate leadership and the way it functions to ensure effective visions, values and aims. It is a starting point for leaders to explore how effective they are. It considers the role of leaders in fulfilling their statutory duties, for example in relation to the CLD Plan. It also explores how well leaders plan for changes to legislation, regulation, policies, guidance and codes of practice

#### Themes

- Leadership, governance and planning for change.
- Links with visions, values and aims
- Consideration and compliance with legislation, regulation, codes of practice and other relevant drivers including the CLD plan
- Arrangements for safeguarding children young people and vulnerable adults
- Assessing the management of risks and meeting standards

#### Challenge questions

- How well are we driving improvement and planning for change? How well do we support others to anticipate and plan for change?
- How well do we provide governance and leadership to support our vision, values and aims?
- Are we all clear about our responsibility to meet legislation, regulations, strategies, plans and codes of practice?
- How clear are we about our responsibilities for safeguarding children, young people and vulnerable adults?
- How well are risks managed?

#### Evidence of demonstrable outcomes will include but is not limited to:

- Examples of how we are leading and managing change including feedback from staff, partners and other stakeholders
- Examples of governance arrangements that demonstrate how well we are complying with legislation and regulations
- Robust procedures for safeguarding children and other vulnerable groups
- Records of safeguarding investigations
- Risk register with appropriate entries

### Illustration of very good

- Leaders demonstrate strong governance skills, motivate others and encourage engagement in the management of change
- Leaders' communication strategies are open, transparent and effective and engage staff at all levels
- Our vision, values and aims are well understood and are shared with partners.
- Leaders ensure high quality reporting that informs appropriate governance measures. Leaders work effectively with staff, volunteers and partners to identify and manage risk
- All staff, volunteers and partners are aware of and comply with their responsibilities in respect of legislation, regulations, strategies, plans and codes of practice

QIs in this framework	Relates to overarching framework QIs
9.2 Leadership and direction	Elements of 9.2 Leadership and direction

## How good is our strategic leadership?

### 9.3 Leading people and developing partnerships

This indicator relates to our effectiveness in building capacity for leadership at all levels. It covers building positive working relationships across all staff and volunteers ensuring successful outcomes. It also looks at the effectiveness of leadership, empowerment and co-working with partners.

#### Themes

- Strong leadership at all levels that encourages devolving responsibility and accountability
- Building and sustaining effective relationships
- Strong co-production leading to positive outcomes

#### Challenge questions

- To what extent are staff, volunteers and partners empowered to take appropriate leadership roles? How well do we develop the leadership capacities of staff and volunteers at all levels?
- How do we ensure that relationships with staff, volunteers and partners are based on mutual trust?
- What is in place to ensure that staff and volunteers are clear about lines of accountability?
- How do we ensure that staff, volunteers and key partners are focused on securing improved impacts and outcomes? How will we know?
- To what extent do we promote collaborative working both internally and with partners?

#### Evidence of demonstrable outcomes will include but is not limited to:

- Planning and performance data demonstrating effective leadership
- Qualitative examples of staff and volunteers being empowered to build their leadership skills and take on leadership roles
- Examples from discussions with staff and volunteers at all levels that they feel supported to take on leadership roles and that this is enhancing the impact of the services they provide
- Data that provides indications of the success in maintaining or improving leadership and team work
- Feedback from partner organisations indicating strong and effective relationships and joint working



### Illustration of very good

- Leaders use a wide range of effective leadership skills and consistently motivate others to give of their best
- There is an empowering culture that supports all staff, volunteers, and partners to develop their leadership capacities. This is supported by robust written documentation
- Almost all staff and volunteers understand that they have a key role to play in taking forward our priorities. They feel able and are confident to exercise initiative, share responsibility and adopt lead roles in their area of responsibility. Talents are recognised and nurtured
- Relationships with partners and other stakeholders are almost always based on trust and respect. Feedback from partners and others is almost always positive

QIs in this framework	Relates to overarching framework QIs
9.3 Leading people and developing partnerships	9.3 Leading people and developing partnerships

## How good is our strategic leadership?

### 9.4 Securing improvement of the quality and impact of services

This indicator relates to how improvement is secured in services through self-evaluation. It provides a basis for evaluating how well our services are evaluated, improved and reported to stakeholders. It examines the rigour, robustness and consistency of quality assurance processes and improvement arrangements.

#### Themes

- Evaluating information from staff and partners
- Evaluating outcomes and impact
- Arrangements for reflective practice and self-evaluation
- Planning for improvement and monitoring progress
- Reporting progress to stakeholders

#### Challenge questions

- How effective are our mechanisms to evaluate information gathered from those we work with?
- How well do we evaluate the outcomes and impact of planned activities? How do we know?
- How well do we secure improvement through effective use and analysis of information?
- How do we ensure that the feedback we obtain gives us the information we need to improve? What do we do with this feedback and how do we know it is used effectively?
- What arrangements are in place for reflective practice and self-evaluation? Are they robust?
- What improvements have resulted from reflective practice and self-evaluation?
- What arrangements are in place for monitoring progress and building improvement?
- How do we ensure that staff and partners are kept fully informed about progress and improvements?
- What methods are we using to gather feedback and report to stakeholders?

#### Evidence of demonstrable outcomes will include but is not limited to:

- Qualitative and quantitative data and feedback from staff and partners
- Examples of a cycle of self-evaluation linked to planning for improvement
- Examples of where self-evaluation has led to positive change
- Examples of feedback reported to stakeholders that leads to change

### Illustration of very good

- A variety of effective methods to gather feedback from those we work with
- Evaluation that is almost always rigorous, comprehensive, systematic and transparent
- Staff and volunteers reflect regularly on their practice and make improvements.
- Self-evaluation is conducted at regular intervals using self-evaluation frameworks. Improvements are made as a result
- Effective arrangements to plan and implement service improvements are in place and lead to improvement
- Regular and robust use of a range of effective methods to report progress to key stakeholders.
- Partner or stakeholder self-evaluation leading to improved impacts

QIs in this framework	Relates to overarching framework QIs
9.4 Securing improvement of the quality and impact of services	9.4 Securing improvement of the quality and impact of services

# Useful Appendixes



## Appendix 1: Glossary of terms-within the context of this document, the terms we have used mean:

**Participants/learners/service users**-This term covers any recipient of the services of a partnership or partner delivering CLD provision. It includes, but is not limited to, people you may call; clients, customers, children, young people, adults, stakeholders, families, volunteers community activists and community members.

**Partners**- This includes both those organisations and groups delivering learning and development in the community and other services and organisations who contribute to partnerships. This may include but is not limited to CLD Services, schools, Culture and Sport, NHS, colleges, Police, third sector, community organisations, libraries and employers

**Volunteers**-This term is used to cover all those who contribute to your area of work but are not paid to do so. It will include all those called volunteers. It may also include others such as board members, trustees, management committee members, those on advisory groups, unpaid interns, those on work placements, those undertaking community service, volunteer fundraisers, helpers and those on secondment from other organisations

**Protected characteristics**-The protected characteristics in the Equality Act (2010) are; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation

**Learning and Development opportunities** -This includes all learning and development activity that both staff and volunteers engage in. Includes but is not limited to: training, career long professional learning, workforce development, shadowing, mentoring, coaching, secondment, on line learning, undertaking awards and qualifications

**Attainment**-this refers to measurable progress that children and young people make as they progress through and beyond school. In a CLD context this will particularly relevant to the development of skills for learning, life and work

**Achievement**- this refers to the totality of skills and attributes embedded in the four capacities of *Curriculum for Excellence*. It will be developed in school and in out of school settings such as youth work and adult learning

**Family Learning** - is a method of engagement and learning that can foster positive attitudes towards lifelong learning, promote socio-economic resilience and challenge educational disadvantage

**Safeguarding**- is a much wider concept than child protection and refers to the promoting of the welfare of children, young people and vulnerable adults.

## Appendix 2: Useful links

### **Designing and Evaluating Behaviour Change Interventions**

This document shows a 'logic model' approach to evaluation around crime and justice but may have a wider application.

<http://www.gov.scot/Resource/0047/00472843.pdf>

### **Equality and Human Rights Commission guidance for all**

Information about protected characteristics and a glossary of terms.

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/guidance-all>

### **Evaluation Support Scotland - Evaluation page**

This site provides information and resources about self-evaluation. It provides more information about setting outcomes, collecting information, analysing and reporting, and learning from your findings.

<http://www.evaluationsupportscotland.org.uk/evaluation/>

### **Good Governance Code**

A code of governance written for voluntary and community organisations.

<http://www.governancecode.org/>

### **Place Standards**

The Place Standard tool provides a simple framework to structure conversations about place. It allows you to think about the physical elements of a place (e.g. its buildings, spaces, and transport links) as well as the social aspects (e.g. whether people feel they have a say in decision making).

<http://www.placestandard.scot/#/home>

### **Standards Council for Community Learning and Development for Scotland**

The Standards Council for Community Learning and Development for Scotland is the body responsible for the registration of CLD practitioners, the approval of training courses, and the continuing professional development of the sector workforce.

<http://cldstandardscouncil.org.uk/>

### **Scottish Government - National outcomes**

Scottish Government's webpage where they have summarised the 15 national outcomes with links to provide more information on each one.

<http://www.gov.scot/About/Performance/scotPerforms/outcomes>

Some suggested key documents which you may want to reference and work to:

**Getting it right for every child (GIRFEC)**

<http://www.gov.scot/Topics/People/Young-People/gettingitright/background>

**Curriculum for Excellence**

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatiscurriculumforexcellence/index.asp>

**National Improvement Framework for Scottish Education**

<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

**Other Education Scotland self-evaluation frameworks**

**How Good is Our Culture and Sport? (currently being updated)**

[http://www.educationscotland.gov.uk/inspectionandreview/Images/HGIOCS%20-%20251012\\_tcm4-712897.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/HGIOCS%20-%20251012_tcm4-712897.pdf)

**How Good is Our School?**

<http://www.educationscotland.gov.uk/resources/h/hgios4/introduction.asp?strReferringChannel=educationscotland&strReferringPageID=tcm:4-615801-64&class=l1+d86716>

**How good is our third sector organisation?**

<http://www.educationscotland.gov.uk/communitylearninganddevelopment/support/selfevaluation/hgiotso/index.asp>

## Appendix 3: Framework for Evaluating the Quality of Services and Organisations (Overarching Framework)

This document is based on the Framework for Evaluating the Quality of Services and Organisations (known as the Overarching Framework). This framework is the basis for many models of evaluation across public services and the third sector.

The Overarching Framework provides a systematic structure for self-evaluation. It is firmly based on the principle that the most effective way of improving standards is to use a combination of rigorous evidence-based self-evaluation alongside independent external inspection or review.

The Overarching Framework is generic. It does not assume a particular organisational structure, type or size. It can be used in its entirety, or quality indicators can be selected to reflect the purpose of individual organisations and meet the specific needs of their stakeholders. Quality indicators can also be used selectively for external scrutiny or validation. The framework can also be used in conjunction with a number of other quality models and awards, for example, the Public Service Improvement Framework (PSIF), Investors in People, Customer Service Excellence Award and ISO 9001 (British Assessment Bureau). It can be used by individual services, but will have particular value where provision across partnerships is being evaluated.

The framework can also be used thematically by extracting key quality indicators or elements for a specific purpose. The Overarching Framework is organised under six high-level themes which enable systematic evaluation of the quality of services across ten inter-related key areas. The six high-level themes focus first on the demonstrable outcomes and impact of an organisation or service, and then look at the key areas which contribute to these.

### How it links to 'How good is the learning and development in our community?'

At the end of each of the quality indicators (QIs) in this resource you will see a separate box. In this box is noted which quality indicators in the Overarching framework this QI relates too. The summary diagram of the Overarching Framework is a table of all the QIs in How Good is the Learning and Development in our Community? and the QIs they relate to in the overarching framework.



**What key outcomes have we achieved?**

**1. Key performance outcomes**  
1.1 Improvement in performance  
1.2 Adherence to statutory principles and fulfilment of statutory duties

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

**2. Impact on service users**  
2.1 Impact on service users

**3. Impact on staff**  
3.1 Impact on staff

**4. Impact on the community**  
4.1 Impact on the local community  
4.2 Impact on the wider community

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

**5. Delivery of key processes**  
5.1 Delivering services  
5.2 Developing, managing and improving relationships with service users and other stakeholders  
5.3 Inclusion, equality and fairness

**How good is our operational management?**

**6. Operational management**  
6.1 Policy review and development  
6.2 Participation of service users and other stakeholders  
6.3 Planning of key processes

**7. Staffing**  
7.1 Management and deployment of staff  
7.2 Career-long professional learning

**How good is our strategic leadership?**

**9. Strategic leadership**  
9.1 Vision, values and aims  
9.2 Leadership and direction  
9.3 Leading people and developing partnerships  
9.4 Leadership of innovation, change and improvement  
9.5 Securing improvement of quality and impact of services

**What is our capacity for improvement?**

**10. Capacity for improvement**  
Global judgement based on evidence of all key areas, in particular, outcomes, impact and leadership

**8. Partnerships and resources**  
8.1 Partnership working  
8.2 Financial management  
8.3 Resource management  
8.4 Knowledge and information management

QIs in this framework	Relates to overarching framework QI/s
1.1 Improvements in performance	1.1 Improvements in performance
2.1 Impact on learners	2.1 Impact on service users
3.1 Impact on staff and volunteers	3.1 Impact on staff
4.1 Impact on the local community	4.1 Impact on the local community
4.2 Improving impacts from sharing wider practice	4.1 Impact on the wider community
5.1 Delivering the learning offer with learners	5.1 Delivering services
5.2 Fairness, equality and diversity	5.3 Inclusion, equality and fairness
6.1 Planning, policy review and development and participation by stakeholders in key processes	6.1 Policy, review and development 6.2 Participation of service users and other stakeholders 6.3 Planning of key processes
8.1 Partnership working	8.1 Partnership working
8.2 Financial, resource, knowledge and information management	8.2 Financial management 8.3 Resource management 8.4 Knowledge and information management
9.1 Vision, values and aims	9.1 Vision, values and aims
9.2 Leadership and direction	Elements of 9.2 Leadership and direction
9.3 Leading people and developing partnerships	9.3 Leading people and developing partnerships
9.4 Securing improvement of quality and impact of services	9.4 Securing improvement of quality and impact of services

# Appendix 4: More about self-evaluation

## Three key questions

## Three key components and triangulation

At the heart of self-evaluation are three questions:

### How are we doing?

- Are we providing appropriate, accessible, high quality services/activities/opportunities?
- Are we setting and achieving ambitious targets?
- Are we systematically improving the quality of what we offer?

### How do we know?

- Are we gathering evidence to assess how we are doing?
- Are we continuously measuring and evaluating the impact of the services/activities/opportunities we provide?

### What are we going to do now?

- Are we using the evidence we have gathered to support our strong outcomes and change those that need more development?
- Are we using robust evidence to plan for future developments so they best meet the needs of those we work with and other stakeholders?

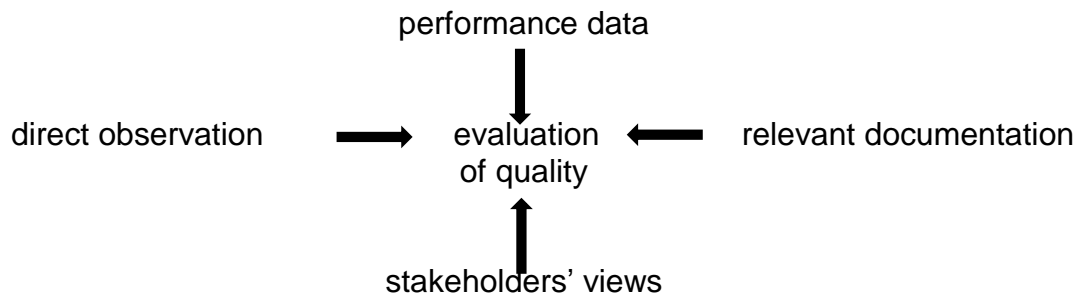
The three key components of a culture of evaluation and improvement are:

- **Looking Inwards** – to evaluate performance at every level and use the information gathered to decide on what needs to be done to improve;
- **Looking Outwards** – to learn from others, research, best practice and use this to facilitate innovation and creativity and inform improvement actions; and
- **Looking Forwards** – to explore what the future might bring and use this information to anticipate what change is required to ensure we are responsive to future needs.

### Triangulation (gathering evidence)

Self-evaluation includes gathering evidence which can tell us how well we are meeting the needs of those we work with and other stakeholders, and what difference we are making. There are four main sources from which evidence can ultimately be drawn and these are:

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



No single source will be sufficient to provide robust evidence and hence good self-evaluation will include a mix of evidence from a range of sources. The principle of triangulation has been tried and tested over many years. It entails looking at one source of evidence, backed up by another and agreed by at least a third line of enquiry.

### Performance data

Examples of performance data would be statistical information relating to local and national outcomes.

### Relevant documentation

Examples of relevant documentation could be a statement of our vision, values and aims, improvement plans and public performance reports.

### Stakeholders' views

Information can be collected systematically when those we work with are accessing and using our services. Information should also be collected systematically from non-users and community groups.

Whatever approach is used, gathering information from those we work with is an essential part of the self-evaluation process. Without it, we will find it very difficult to understand the impact of our work. It is almost impossible to have any degree of confidence in the outcomes of self-evaluation without including the views of those we work with.

### Direct observation

Direct observation involves visiting activities and observing the inputs of staff/volunteers and the outcomes for participants/learners at first hand. This would involve looking at delivery models, methodology and resources as well as the motivation of the people we work with.

There are many tools, resources and organisations which can help you learn more about self-evaluation and planning for improvement. Links to some of the organisations that can help you with this are in Appendix 2.

## Appendix 5: The six-point scale

Some CLD providers and partnerships like to assess their performance against a scale. The one below is used by Education Scotland. It is not necessary to use it, only do so if it helps you to assess and understand your performance. When a grading is applied by Education Scotland, it is for the whole quality indicator and not individual themes within it.

Level 6	excellent	outstanding or sector leading
Level 5	very good	major strengths
Level 4	good	important strengths with areas for improvement
Level 3	satisfactory	strengths just outweigh weaknesses
Level 2	weak	important weaknesses
Level 1	unsatisfactory	major weaknesses

An evaluation can be arrived at in a range of contexts. We need to bear in mind that awarding levels using a quality scale will always be more of a judgement than a technical process. However, the following general guidelines should be consistently applied.

An evaluation of **excellent** applies to provision which is sector-leading and where the experiences and achievements of the people we work with are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating. It implies that very high levels of performance are sustainable and will be maintained.

An evaluation of **very good** applies to provision characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish service users or learner experiences. It is a standard that should be achievable by all. It implies that it is fully appropriate to continue to make provision without significant adjustment. However, there is an expectation that the provision/partnership will take opportunities to improve and strive to raise performance to excellent.

An evaluation of **good** applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of **good** represents a standard of provision in which the strengths have a significantly positive impact. However, the quality of service user/learner experiences is diminished in some way by aspects in which improvement is required. It implies that the provision/partnership should seek to improve further the areas of important strength and also take action to address the areas for improvement.

An evaluation of **satisfactory** applies to provision characterised by strengths which just outweigh weaknesses. An evaluation of **satisfactory** indicates that service users/learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on service users' experiences. However, while the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of service user/learner experiences. It implies that action should be taken to address areas of weakness by building on strengths.

An evaluation of **weak** applies to provision which has some strengths, but where there are important weaknesses. In general, an evaluation of **weak** may be arrived at in a number of circumstances. While there may be some strengths, important weaknesses will, either individually or collectively, be sufficient to diminish service user/learner experiences in substantial ways. It implies the need for prompt, structured and planned action

An evaluation of **unsatisfactory** applies when there are major weaknesses in provision requiring immediate remedial action. Service user/learner experiences are at risk in significant respects. In almost all cases, staff responsible for provision evaluated as **unsatisfactory** will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other partners

## Appendix 6: Key question diagram

**How good is the learning and development in our community?**



**How do we know?**



**What key outcomes have we achieved?**

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

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

**How good is our operational management?**

**How good is our strategic leadership?**

**What is our capacity for improvement?**



**What are we going to do now?**

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