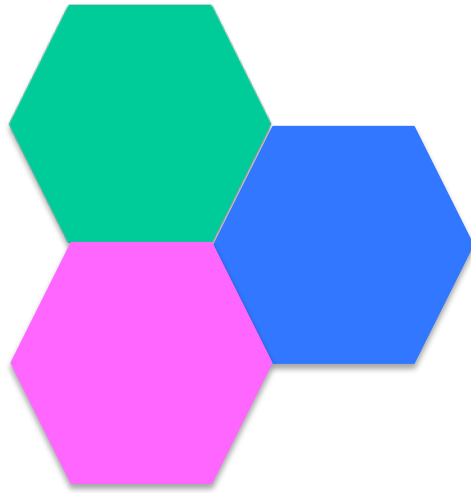


# How good is our community learning and development?

4<sup>th</sup> edition





## Introduction

Welcome to the draft version of the new framework How good is our community learning and development? (HGIOCLD) It has been developed in consultation with key stakeholders in the CLD sector. We now want to ask practitioners in the CLD sector to try it out before we develop the final version. We would welcome feedback on any aspects you consider would benefit from being changed. Please contact any member of the CLD HM Inspector team. You can also email Alona Murray (alona.murray@educationscotland.gov.scot).

The framework follows Education Scotland's overarching framework and has been developed to reflect the criteria set out in the European Framework for Quality Management (EFQM) excellence model. It focuses on high-quality leadership and provision as the enablers which can secure excellent results in terms of positive outcomes for all learners and communities. It is part of a suite of quality frameworks developed by HM Inspectors. These frameworks set out the standards we use to evaluate and report on quality and improvement in Scottish education. Each framework includes a set of quality indicators which HM Inspectors use to reach professional evaluations during inspections and reviews. Frameworks are also used by practitioners, managers and leaders to assess, evaluate and report on quality and improvement as part of their own self-evaluation.

The framework takes account of the key legislation, policies and strategies which affect learners and communities in Scotland. The quality indicators are designed to reflect the rapidly developing context within which the CLD sector operates, including the increase in online and blended to provide learning and development activities. The framework has a focus on equality, inclusion, wellbeing and rights, reflecting amongst other drivers the United Nations Convention on the Right of the Child (UNCRC). It continues to focus on closing the gap in achievement between those most disadvantaged and their peers. It reflects the move towards greater community empowerment. It supports providers to work in partnership with communities to address local priorities including addressing disadvantages created by poverty.

This HGIOCLD is the 4<sup>th</sup> edition of the framework. This edition builds on previous versions and can be used by both CLD practitioners and those using CLD methodologies in their work. Services, organisations and partnerships in both the voluntary and public sectors should use the quality indicators to undertake regular and ongoing self-evaluation. This will support them to better understand the strengths and areas for development in their CLD practice and provision.

HGIOCLD is built around a set of quality indicators with each one focusing on a specific area for improvement. They are grouped under three headings; performance and outcomes, management and delivery, and leadership and direction. Each quality indicator has:

- A general statement and three themes to explain what areas it includes;
- Illustrations of what very good practice could look like for each theme; and
- A set of challenge questions to prompt discussion.

As well as the quality indicators the framework also has a range of tools to help you to use it. These include more information on:

- Why and how to use this resource,
- The six-point scale used by HM Inspectors to provide grades as part of inspection;
- A glossary of frequently used terms.

This framework is designed to primarily be an online tool. HMI will review it annually in order ensure it reflects best practice and to add any additional tools or links.

## Tools to help you use this framework

### Why use this resource?

This framework will support you as an individual, organisation or partnership to more fully understand your strengths and any areas for improvement. This will help support you to understand and improve the impact that you are making and to ensure that outcomes for all learners and communities are improving. It can also support you to strengthen leadership at all levels. It supports the development of a shared language and understanding across all those involved in CLD in Scotland.

### Who is it for and who should be involved?

It can be used as a tool for self-evaluation by CLD practitioners and those adopting CLD methodologies in their work. It can be used by volunteers, community leaders, staff, managers and senior leaders in public services and in voluntary and community organisations. It can also be used by partners working together to improve the quality of services. It shares a common language with other quality frameworks developed by Education Scotland and can be used alongside other evaluation tools. Everyone can contribute to self-evaluation. The best way to use a self-evaluation resource is to involve a wide cross section of people from your organisation, partners and other stakeholders in a joint self-evaluation process.

### 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. Use the quality indicators to help you identify your strengths and areas for improvement, to demonstrate the difference you are making and what you need to do next. It is designed to support you in thinking about how you can use resources, learn from elsewhere and plan for change. They are grouped under three headings; performance and outcomes, management and delivery, and leadership and direction.

### Each quality indicator has

A general statement and themes to explain what areas it includes. There are illustrations of what very good practice could look like for each theme. These illustrations are intended to provide examples of the range of evidence and practice. They are not fully comprehensive, nor should they be used as a checklist. Each quality indicator also includes a set of challenge questions to prompt discussion.

### Getting started

You can begin with any quality indicator and can look at them in any order. You do not need to use every quality indicator or every theme, but quality indicators do relate to each other so looking at more than one will give you a broader understanding of your impacts and areas for improvement. It is also helpful to consider indicators from each section, performance and outcomes, management and delivery, leadership and direction to best understand how well your organisation, service or partnership is improving quality. You may want to begin by looking briefly at all of the quality indicators and by doing so, identify those that are most appropriate to explore in more detail.

## Gaelic Sector

This quality and improvement framework can be used and adopted to different community, learning and development contexts, on which a range of practitioners, partners and volunteers collaborate to support national outcomes for Gaelic. This may include for community development; youth work, family learning, supporting immersion as part of Gaelic Medium Education and other early intervention work; community-based adult learning; work to improve their health and wellbeing and volunteer development. Effective collaboration entails using and applying the quality indicators and themes to the Gaelic sector to drive change and improvement. In doing this, practitioners should refer to the [Advice on Gaelic Education](#) to ensure that the distinctive approaches to Gaelic Education are taken into account

## Glossary of terms

Within the context of this document, the terms we have used mean:

### Achievement (in relation to children and young people)

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 out with the school settings such as youth work and family learning.

### Adult learning

In its broadest sense, adult learning encompasses all 16+ post-compulsory education, taking place in a variety of settings including community venues, workplaces, colleges, universities, online and at home. It is life-long, life-wide, and learner-centred. It includes community-based adult learning which is the first step back to education for many adult learners. Community-based adult learning programmes are built around the needs of the learner, are flexible and delivered in local community settings. It is one strand of Community Learning and Development.

### Attainment (in relation to children and young people)

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.

### Blended learning

Blended learning describes models of delivery which allow learners to participate in both onsite and digital learning activities within a programme of learning. For example, coming to weekly group learning on-site activities and undertaking online activities between these weekly sessions.

### Career long professional learning (CLPL)

CLPL is a continuous process through which CLD practitioners take responsibility for their own learning and development, exercising increased professional autonomy enabling them to embrace change and better meet the needs of children, young people and adult learners.

### Community development

Community Development is a process where people come together to take action on what's important to them. It helps communities to organise, and to identify the issues they want to address, or the opportunities they want to explore. This can be done by communities of place or communities of shared identity. Community development is about making a fairer, just and more inclusive society. (SCDC) It includes building the skills and capacities of community groups and organisations. It is one strand of Community Learning and Development.

### Community empowerment

The Scottish Government defines community empowerment as: 'a process where people work together to make change happen in their communities by having more power and influence over what matters to them.' Communities may be geographically located, or they may share common interests, concerns or identities

## Community learning and development

CLD is a field of professional practice that enables people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities. Education authorities in Scotland have a statutory duty to secure CLD provision with young people, adult learners and community groups/organisations in their area. CLD methodologies may also be used by practitioners in other sectors to engage with communities and learners.

## Data

Data are facts and statistics collected together for reference or analysis.

## Digital #Learning

Digital learning is learning which is supported and enhanced by a range of digital technology and approaches. Where learners use digital learning at home as well as a learning centre for formal and non- formal learning activities these have positive effects on their attainment. Digital technologies can provide assistance to overcoming the challenges faced by some learners; improve employability skills and increase knowledge of career pathways.

## Equality

Equality is the removal of barriers and widening of opportunities for those for whom access is limited. Where equality is embedded in practice, there will be no prejudice – based discrimination

## Equity

Equity means treating people fairly, but not necessarily treating people the same. Equity in learning means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all young people and adults are well supported to secure wellbeing, skills for learning, life and work.

## Family Learning

Family learning encourages family members to learn together, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

## Hybrid learning

Hybrid learning is designed to be delivered both onsite and remotely at the same time, allowing students to move between the two methods of delivery seamlessly. This means within any learning activity some learners will be in-person and some will be online. Hybrid learning is often used to provide learners with a greater degree of choice and to improve access to learning opportunities.

## Intergenerational Learning

Intergenerational learning supports learners of different generations to learn together. It brings people of different ages together in a way that enables them to share their experiences, knowledge and ideas to the benefit of all participants. It promotes greater understanding and respect between generations and contributes to building more cohesive communities.



### Learners

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 and organisations, early learning centres and schools, culture and sport, NHS, colleges, emergency services, third sector local and national organisations, community groups, libraries and employers.

### 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.

### Safeguarding

Safeguarding includes but is a wider than child protection. It refers to the promoting of the welfare of children, young people and vulnerable adults.

### 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.

### Workforce development opportunities

This includes all learning and development activity that both staff and volunteers engage in. It includes but is not limited to: training, career long professional learning, workforce development, shadowing, mentoring, coaching, secondment, on line learning, undertaking awards and qualifications. CLD practitioners take responsibility for their own learning and development, exercising increased professional autonomy enabling them to embrace change and better meet the needs of children, young people and adult learners.

### Youth work

Youth work is non-formal educational activities which help older children and young people to learn about themselves, others and society. Youth work activities involve enjoyment, challenge and learning. It supports young people in their personal, social and educational development and to influence decisions about their lives and their communities. It takes place in a range of settings, such as youth centres, schools or outdoors; and is delivered by youth workers, many of whom are volunteers. It is one strand of Community Learning and Development.

## More about self-evaluation

### 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?

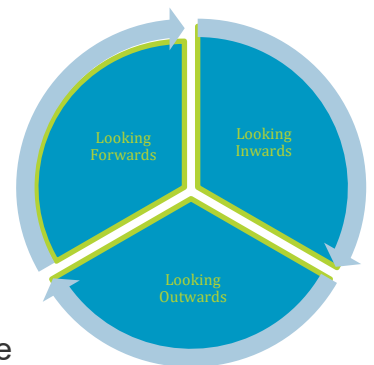
- Are we gathering evidence to assess how we are doing?
- Are we continuously measuring and evaluating the impact of the services/activities/opportunities we provide?

#### 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 and best practice and use this to support innovation and creativity and inform planning; 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.



## 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 be drawn to help us evaluate quality and these are:



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.

### Performance data

Examples of performance data would be statistical information relating to local and national outcomes. Local data such changes in levels of employment or reductions in anti-social behaviour. It should also include data about the provision you are delivering as levels of participation, learner hours completed, number of community organisations supported.

### Relevant documentation

Consider which documents demonstrate the impacts you are having? Examples could include; statements of our vision, values and aims, improvement and business plans, performance reports, reviews of CLD plans showing progress against targets, minutes of meetings showing decision making and reporting against plans, partnership agreements and terms of reference.

### Stakeholders' views

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. It can be gathered from those we work with as they start, whilst they are using and in some cases after they have finished using our services. Information should also be collected systematically from non-users and community groups.

### 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.

## The six point scale

The six-point scale is a tool for grading the quality indicators. It is mainly used by Education Scotland, local authorities and other governing bodies for the purpose of national and/or local benchmarking across a number of establishments. It is not necessary for individual CLD providers or partnerships to measure themselves against the six-point scale although they may choose to do so. It should be noted that, when a grading is applied, it is for the whole quality indicator. Individual themes should not be graded. In education, 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 professional skill than a technical process. However, the following general guidelines should be consistently applied

An evaluation of **excellent** means that this aspect of CLD provision is outstanding and sector-leading. 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, based on achieving equity and inclusion and a deep professional understanding which is being shared to support system-wide improvement. It implies that very high levels of performance are sustainable and will be maintained.

An evaluation of **very good** means that there are major strengths in this aspect of CLD provision. There are very few areas for improvement and any that do exist do not significantly diminish service users' or learners' experiences. An evaluation of very good represents a high standard of provision for all service users/learners and is a standard that should be achievable by all. There is an expectation that providers will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent.

An evaluation of **good** means that there are important strengths within CLD provision yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all service users and learners. The quality of service users' or learners' experiences is diminished in some way by aspects in which improvement is required. It implies that providers should seek to improve further the areas of important strength and also take action to address the areas for improvement.

An evaluation of **satisfactory** means that strengths within this aspect of CLD provision just outweigh the weaknesses. It 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' or learners' experiences. While the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of service users' or learners' experiences. CLD providers need to take action to address areas of weakness by building on strengths.

An evaluation of **weak** means that there are important weaknesses within this aspect of CLD provision. While there may be some strengths, the important weaknesses, either individually or collectively, are sufficient to diminish service users' or learners' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of CLD providers.

An evaluation of **unsatisfactory** means there are major weaknesses within this aspect of CLD provision which require immediate remedial action. Service users' or learners' experiences are at risk in significant respects. In almost all cases, staff responsible for CLD provision will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other partners.

|         |                |  |
|---------|----------------|--|
| 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                               |

## Summary of quality indicators

|  |  |  |
|--|--|--|
| <p style="text-align: center;"><b>Performance and Outcomes</b></p> <p>1. How well does our performance demonstrate positive impacts?</p>                             | <p style="text-align: center;"><b>Management and Delivery</b></p> <p>3. How well are services managed?</p>             | <p style="text-align: center;"><b>Leadership and Direction</b></p> <p>5. How effective is leadership at all levels?</p>  |
| <p>1.1 Performance against aims and targets</p> <p>1.2 Improvements in equality, diversity and inclusion</p>   | <p>3.1 Management and support</p> <p>3.2 Partnership working</p> <p>3.3 Sustainable and effective use of resources</p> | <p>5.1 Vision, culture and direction</p> <p>5.2 Leading people and developing partnerships</p> <p>5.3 Governance for boards, management committees, trustees</p> |
| <p style="text-align: center;"><b>Performance and Outcomes</b></p> <p>2. How well are outcomes for stakeholders being achieved?</p>                                  | <p style="text-align: center;"><b>Management and Delivery</b></p> <p>4. How good is the delivery of key services?</p>  | <p style="text-align: center;"><b>Leadership and Direction</b></p> <p>6. How effective is leadership in improving outcomes?</p>                                  |
| <p>2.1 Empowered communities</p> <p>2.2 Lifelong learning</p> <p>2.3 Improving life chances</p> <p>2.4 Impact on supported, funded or commissioned organisations</p> | <p>4.1 Delivery of community development</p> <p>4.2 Delivery of community learning</p>                                 | <p>6.1 Raising standards</p> <p>6.2 Securing improvement</p>   |

## Summary of quality indicators with themes

| <b>Performance and Outcomes</b>                                       |   |
|---|---|
| <b>1. How well does our performance demonstrate positive impacts?</b> |   |
| 1.1 Performance against aims and targets                              | <ul style="list-style-type: none"> <li>• Analysis and use of data and other information</li> <li>• Monitoring progress</li> <li>• Impact on learners and communities</li> </ul> |
| 1.2 Improvements in equality diversity and inclusion                  | <ul style="list-style-type: none"> <li>• Access and inclusion</li> <li>• Reducing barriers and inequalities</li> <li>• Fairness, equality and diversity</li> </ul>              |
| <b>2. How well are outcomes for stakeholders being achieved?</b>      |   |
| 2.1 Empowered communities   | <ul style="list-style-type: none"> <li>• Active and delivering</li> <li>• Inclusive and strong</li> <li>• Influential and equal</li> </ul>                                      |
| 2.2 Lifelong learning   | <ul style="list-style-type: none"> <li>• Learning at each life stage</li> <li>• Learning across generations</li> <li>• Resilience and change</li> </ul>                         |
| 2.3 Improving life chances  | <ul style="list-style-type: none"> <li>• Thriving</li> <li>• Success for all</li> <li>• Skills for learning, life and work</li> </ul>   |
| 2.4 Impact on supported, funded or commissioned organisations         | <ul style="list-style-type: none"> <li>• Communication and development</li> <li>• Challenge and compliance</li> <li>• Sharing and contributing</li> </ul>                       |

## Management and Delivery

### 3. How well are services managed?

#### 3.1 Management and support

- Operational planning
- Stakeholder engagement
- Staff and volunteers

#### 3.2 Partnership working

- Developing and sustaining
- Joint vision, planning and evaluation
- Adding value

#### 3.3 Sustainable and effective use of resources

- Financial planning
- Resource and knowledge management
- Compliance

### 4. How good is the delivery of key services?

#### 4.1 Delivery of community development

- Building capacity
- Effective relationships
- Increasing influence

#### 4.2 Delivery of community learning

- Design and delivery
- Learner involvement
- Opportunities to achieve and progress



## Leadership and Direction

### 5. How effective is leadership at all levels?

#### 5.1 Vision, culture and direction

- Vision, values and aims
- Culture, ethos and equity
- Leading change

#### 5.2 Leading people and developing partnerships

- Leadership at all levels
- Building and sustaining a strong workforce
- Co-production and partnerships

#### 5.3 Governance for boards, management committees, trustees

- Make-up and role
- Leadership
- Monitoring and improvement

### 6. How effective is leadership in improving outcomes?

#### 6.1 Raising standards

- Governance
- Legislation and policies
- Meeting standards and managing risks

#### 6.2 Securing improvement

- Quality Assurance
- Self-evaluation
- Capacity for improvement

# The Quality Indicators

## 1. How well does our performance demonstrate positive impacts?

### 1.1 Performance against aims and targets

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This indicator explores performance against aims and targets. It looks at how well data is gathered, analysed and used to identify and inform priorities, monitor progress and improve services. It looks at how well performance information is used to demonstrate and increase positive impacts.

#### Themes:

- Analysis and use of data and other information
- Monitoring progress
- Impact on learners and communities

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#### Level 5 illustration:

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##### Analysis and use of data and other information

We systematically gather, analyse and use appropriate data and other relevant information very well to improve services and demonstrate positive impacts. We use key information efficiently to identify existing and emerging needs and to regularly set and review priorities and targets. We work very well with partners to share key data and other information to inform and support improvement. We have a strong, shared understanding of what data and other information we require and how we will gather and analyse it, to best understand our performance and assess need. This helps us to target our collective resources effectively to ensure the best outcomes for learners and communities. Qualitative feedback from partners, learners and communities is used very well alongside quantitative data to inform planning, monitoring and reporting progress.

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##### Monitoring progress

We have clear, ambitious and achievable aims and targets informed by analysis and use of performance information. Almost all partners, staff and volunteers understand and are committed to meeting our aims and targets. We work very well with partners to regularly report and jointly review performance information which demonstrates we are achieving almost all of the ambitious targets we set. We regularly identify and benchmark against comparable provision to better understand and improve our performance. We have a strong and shared understanding of how well we are meeting our aims and targets, and improving trends over time. We use shared intelligence very well to report the impact of CLD to stakeholders, including learners and communities. We monitor effectively how well we respond to change, including unexpected events. These processes help strengthen our capacity to adapt and respond to changing needs timeously.

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##### Impact on learners and communities

Our performance information shows improving outcomes for almost all learners, groups and communities we work with. We systematically review robust intelligence about the achievements of learners and communities. We use this intelligence to inform and forward plan to support priorities. We monitor and track progress for all learners well and use this data to support learners to work towards their next steps and celebrate their achievements. We can demonstrate how well

our work builds resilience, community capacity and increases social capital. We have robust intelligence which shows we are effective in supporting community empowerment and voice, and making and sustaining positive changes over time. Our performance information demonstrates that our work is contributing to reducing persistent and systemic inequalities that effect learners and communities.

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### Challenge questions:

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1. How systematically and well do we use data and other information, including learner and community feedback, research and other reports, to identify existing and emerging needs and to inform our planning for improvement?
  2. How well do we identify and use appropriate and relevant information to enable us to analyse our performance and monitor progress over time?
  3. How well do we work with partners to identify and make best use of shared performance information to inform planning for improvement and allocation of resources?
  4. How well informed, clear, ambitious and achievable are our targets and aims?
  5. How well do staff, volunteers and partners understand and work towards meeting our targets and aims?
  6. How well do we use benchmarking and trends over time to monitor the impact of our practices and planning for improvement?
  7. How well do we report, gather feedback and share analysis on our performance with stakeholders?
  8. How well do we use data to inform and plan the next steps for learners and communities?
  9. How well are we meeting key priorities for learning, such as reducing the poverty-related attainment gap?
  10. How well does our performance information demonstrate that the communities we support are developing, progressing, identifying needs and sustaining positive changes over time?
  11. How effective are we in using performance information to understand and demonstrate how our work is contributing to reducing persistent and systemic inequalities that effect learners and communities?
  12. Overall, how well can we demonstrate the collective impact of our work on learners, groups, communities and the wider area?
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## 1. How well does our performance demonstrate positive impacts?

### 1.2 Improvements in equality, diversity and inclusion

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This indicator explores how our approaches to access and inclusion improves life chances. It considers the steps we are taking to define and reduce persistent and systemic inequalities and barriers to participation and progression. It looks at how well we promote fairness, equity, equality and diversity, and challenge discrimination.

#### Themes:

- Access and inclusion
  - Reducing barriers and inequalities
  - Fairness, equality and diversity
- 

#### Level 5 illustration:

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##### Access and inclusion

A strong ethos of access and inclusion is embedded in our organisational culture at all levels and this is reflected in our practice. Participants are respected, treated fairly, know their rights and are valued. Our approaches to inclusion and to reducing inequalities are robust, clear and effective. Community organisations we support can also demonstrate how well they are responding to and reducing inequalities. As a result, we are increasing the life chances of almost all our participants, in particular those who are most disadvantaged. We have effective systems in place to monitor and evaluate our approaches to access and inclusion. They demonstrate our practices are fair and inclusive. We regularly seek out and act on feedback from stakeholders, including marginalised groups. We learn from the lived experiences of participants to improve our approaches and impact.

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##### Reducing barriers and inequalities

We are pro-active in identifying and taking action to overcome structural and individual barriers to participation, learning, achievement and progression for learners and communities. We can demonstrate how well we contribute to reducing persistent and systemic inequalities, including the negative effects of poverty. Barriers to participation have been reduced significantly with regard to social, cultural and economic differences and for those with protected characteristics. We can demonstrate we have increasing numbers of participants from under-represented communities or groups. We work well with partners to identify barriers, including using Equality Impact Assessments, and take a collaborative approach to inclusion. We provide additional well-targeted support to meet specific and individual needs, using our shared resources well to reduce barriers and tackle inequalities.

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##### Fairness, equality and diversity

We consistently promote a culture of fairness and comply with relevant equalities legislation. We understand, value and celebrate social and cultural diversity. We actively seek to challenge and reduce prejudice and discriminatory practices and advance equality of opportunity. Our curriculum helps support equality and fosters

good relations. All staff and volunteers are clear about their responsibilities in regard to fairness, equality, diversity and inclusion and this is evident in their practice. We are pro-active in ensuring decision making groups and structures include representatives from all sections of the communities they serve. We value and learn from their lived experience and use this to ensure our work addresses barriers and unfairness. As a result, we can demonstrate that our provision meets the changing needs of the learners and communities we support.

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## Challenge questions:

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1. How well do we ensure a strong ethos of access and inclusion is embedded in our organisational culture at all levels?
2. How well do we ensure all our participants are respected, treated fairly, know their rights and are valued by us?
3. How successfully do we remove barriers to access and participation and monitor our approaches to ensure they are effective in reducing barriers to participation?
4. How well do we listen, learn from and act on the lived experiences of, and impact of identity, on learners, communities and other stakeholders to inform our approaches?
5. How effective are we in taking positive steps to overcome structural and systemic barriers to learning, achievement and progression for all learners and communities?
6. To what extent can we evidence increased life chances for learners?
7. How successfully do we use Equality Impact Assessments, and where relevant Island Communities Impact Assessments, with key partners to support work to reduce persistent inequalities?
8. How well do we plan, work, evaluate and share our resources and intelligence with partners to reach those most affected by persistent inequalities?
9. How do we know and then ensure that we systematically promote and value fairness, equality and diversity and challenge prejudice and discrimination?
10. How well do our strategic, business and operational plans embed fairness, equality and diversity in all aspects of our work?
11. How well do we ensure that decision making groups and structures are fully representative of people who are affected by persistent and systemic inequalities including those with protected characteristics?

12. How well do we meet our requirements to be proactive in working towards the elimination of discrimination and prejudice, to ensure participants are clear about their rights and entitlements, and to advance equality of opportunity?

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## 2. How well are outcomes for stakeholders being achieved?

### 2.1 Empowered communities

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This indicator looks at how strong, active and inclusive communities of interest and geography are. It considers the difference volunteers and community organisations make. It also looks at how influential communities are and how equal their partnerships are with other services.

#### Themes:

- Active and delivering
- Inclusive and strong
- Influential and equal

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#### Level 5 illustration:

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##### Active and delivering

Across our communities, volunteers and community organisations deliver services that improve lives and meet social, economic, cultural, environmental and educational needs. Community leaders, activists and organisations are ambitious for their communities. They are pro-active in working with key partners to identify and address issues in their communities. As a result of their work those who are disadvantaged by significant changes in society are better able to participate in their communities and progress in their lives. Volunteers manage assets well, sustain provision and run community facilities effectively. There is a high level of volunteering by people of all ages, including young people and those from at risk of being excluded. Volunteers are confident, skilled and committed. Their contributions are recognised, valued and celebrated regularly.

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##### Inclusive and strong

Our community is inclusive, cohesive, resilient and strong. Community members have a clear sense of belonging and increasing pride in their community. Community organisations, groups and leaders recognise that communities are varied, diverse and rarely speak with one voice. They work well with each other and with partners to ensure that almost all sections of the community are included and represented. Their approaches to consultation, engagement and participation are inclusive. Participants in community programmes report feeling valued and welcomed, and experience that their rights are respected. Community networks are inclusive, well developed and they inform and support improvement. Increasingly, equal partnerships between voluntary organisations and public services are helping to develop, strengthen, sustain and improve outcomes for community members.

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##### Influential and equal

Community members of both geographical areas and communities of interest are influential in decisions that affect their communities. Community representatives and organisations can demonstrate how they have influenced change and improvement as a result of their input. Community members are confident to share their knowledge and experience to inform local, regional and national



developments as appropriate. Community representatives are valued as equal partners at all levels of community and locality planning. As a result, community planning is increasingly able to identify and address key priorities. Community organisations and public services work together well to co-design, deliver and resource services to best meet community needs.

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### Challenge questions:

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1. What is the level of volunteering in our community?
  2. Are volunteers representative of the diversity of the community?
  3. How well recognised and celebrated is the contribution volunteers and community organisations make?
  4. How well are community organisations responding to and addressing local issues?
  5. How do we know we are identifying and supporting those who are marginalised or at risk of being isolated in our community?
  6. How strong is the sense of belonging and pride in their community amongst community members?
  7. How well do we support community members to feel engaged and involved?
  8. How effective and inclusive are the networks within our community and how well do we support them?
  9. How influential are community organisations and activists involved in decision making structures and processes?
  10. How do we know if community involvement is informing and affecting positive change?
  11. How well-developed and equal are the partnerships between community organisations, public services and third sector organisations?
  12. How effectively do partners involve representatives of communities of interest in decisions that affect their lives?
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## 2. How well are outcomes for stakeholders being achieved?

### 2.2 Lifelong learning

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This indicator explores the extent to which participants in CLD programmes are learning at each stage of their lives. It also considers how effectively CLD support meets the needs of participants across generations. It explores how effectively community learning enables participants to deal with change in their lives, their communities and in society.

#### Themes:

- Learning at each life stage
- Learning across generations
- Resilience and change

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#### Level 5 illustration:

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##### Learning at each life stage

Our learning offers for every life stage are of high-quality and based on learner needs and aspirations. Through participation in our youth work programmes, almost all children and young people are more confident, resilient and are gaining knowledge and skills which they can apply in wider contexts. They are better able to consider and manage risk, make reasoned decisions and exercise control over their lives. Adult learners gain knowledge and skills that match their interests, aims and aspirations. Almost all adult learners achieve their learning goals. The majority of adult learners progress to further learning, training, volunteering or in their employment aims. Adult learners who have retired or are not able to work are active, involved and supported well to achieve and to address challenges in their lives

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##### Learning across generations

Our inter-generational learning programmes help to challenge stereotypes and remove barriers to inclusion through valuing everyone's contributions. As a result, our communities are stronger and thriving. Participants of all ages learn from and are confident in seeking help from each other. Participants respect and value the knowledge, languages, skills and experience different generations have and see the value in sharing their own expertise. Our work with families raises the confidence of parents and carers to support their children's learning and development. Almost all are active participants and complete programmes where appropriate. Our family learning programmes enable parents, carers, children and young people to enjoy learning together and to achieve their goals.

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##### Resilience and change

Our CLD offer supports learners of all ages and at every stage of life to adjust to changes in their lives, their communities and society. Almost all learners are more resilient and able to cope with change as a result of participating in well designed and delivered CLD opportunities. Learners report receiving appropriate and timely challenge and support to enable them to make changes in their lives and to adjust and respond to external change. We have clear evidence that those who are disadvantaged or made vulnerable by significant changes at local, national or

international level are increasingly able to participate and progress due to CLD interventions. Participation in activities and programmes supports people of all ages experiencing transition and change to feel more resilient and confident.

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### Challenge questions:

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1. How well is our learning offer for children, young people, adults and families based on their needs and interests?
  2. Are children, young people and adults able to apply their learning in other contexts?
  3. How well do we ensure learning programmes are safe and participants feel included and respected?
  4. How many of our learners are achieving their identified goals?
  5. How well are we making provision for people of all ages and stages in their lives to learn, achieve and develop their skills?
  6. Are our family learning programmes engage families from a range of social, language and cultural backgrounds?
  7. How well do our inter-generational learning programmes support participants of all ages to learn from each other?
  8. How well do our learning programmes support participants to maintain local culture, such as sustaining Gaelic?
  9. How well do our learning programmes enable participants to understand and engage in local, national and international programmes such as those relating to Learning for Sustainability?
  10. How well do we recognise, value and celebrate the achievements of children, young people, adults and families?
  11. How well are we supporting learners of all ages to be more resilient and to manage change?
  12. How well are we ensuring that barriers to participation are being identified and reduced?
  13. How confident are we that participants experiencing transitions are more confident and capable?
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## 2. How well are outcomes for stakeholders being achieved?

### 2.3 Improving life chances

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This indicator explores the extent to which our CLD offer is improving the life chances of individuals, groups and communities. It looks at how well learners are supported to thrive. It explores learning outcomes through the perspectives of inclusion and the reduction of socio-economic barriers. It looks at how well participants progress, succeed and gain key life skills.

#### Themes:

- Thriving
- Success for all
- Skills for learning, life and work

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#### Level 5 illustration:

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##### Thriving

Our CLD offer enhances the social, emotional and physical wellbeing of participants and supports almost all participants and communities to thrive. Learners, **volunteers and activists** report feeling safe and included. Their rights are respected and supported. Those who experience poor health or experience disadvantage participate and achieve their aims as well as other **participants**. Early intervention and prevention strategies are used very effectively to identify and meet emerging needs and reduce risks such as isolation, **loneliness and poor mental health**. The delivery of learning programmes is almost always well matched to **participant's** needs. **Participants** set clear aims for their learning and are supported very well to meet them. Learner, **volunteer and activist** achievements are recognised and celebrated and where appropriate, accredited. Outcomes for almost all **participants** are improving and this is life changing for many and life saving for a few.

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##### Success for all

Community members' socio-economic circumstances are not a barrier to participation in CLD activities. We are proactive in working with partners, communities and learners to reduce or remove barriers to participation. As a result, the attainments and achievements of those living in the most disadvantaged communities and circumstances are rising. They are increasingly succeeding at a rate similar to those who face fewer barriers. We work effectively with partners to reduce persistent and systemic inequalities and disadvantage, including work to close the poverty-related achievement and attainment gap. Our programmes are targeted well and support successful community empowerment and regeneration in areas of disadvantage. This is strengthening communities and reducing negative impacts on individuals, families and communities.

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##### Skills for learning, life and work

Almost all participants in our programmes gain new knowledge and skills which meet their aspirations and needs. Almost all of those with specific needs, such as

those seeking employment, are gaining the knowledge, skills and confidence that they require to progress. They are supported effectively to understand their skills and abilities and are increasing in confidence to apply them in different settings. Participants are better able to use their knowledge and skills to attain, achieve, succeed in their lives and contribute to and strengthen their communities. Learners move between providers easily, using well-developed learning pathways in order to access opportunities which best meet their learning goals. As a result, they progress well towards their ambitions.

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### Challenge questions:

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1. How well is our CLD offer enhancing the physical, social and/or emotional wellbeing of participants?
2. How well do we support inclusion, challenge discrimination, celebrate languages and diversity and remove barriers to both learning and involvement in community development?
3. How well do we support learners of all ages to understand their human rights?
4. How well do we support children and young people to understand their rights as laid out in the United Nations Convention on the Rights of the Child (UNCRC)? How well do we support them to challenge when their rights are not being met?
5. How well are those who are disadvantaged or made vulnerable by society able to participate and progress as a result?
6. How well do our early intervention and prevention strategies meet the needs of people and communities?
7. How well are we supporting and enabling the achievements of those living in the most disadvantaged circumstances or communities so they are comparable to those living in the least disadvantaged communities?
8. How effectively do we work with partners to address barriers to participation?
9. How well do we involve participants in decision making about their learning, lives and communities?
10. How effectively do we work with schools and other providers to ensure that children and young people gain access to the support they need to achieve and progress?
11. How do we know that children, young people and adults are gaining skills for learning, life and work?

12. How well are learners able to access learning pathways which support them to meet their learning goals?
  13. What is in place to measure the impact on communities as a result of learners progressing towards their goals?
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## 2. How well are outcomes for stakeholders being achieved?

### 2.4 Impact on supported, funded or commissioned organisations

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This indicator looks at the impact of intermediary or umbrella organisations, member organisations and those who commission others to deliver CLD services. This includes the capacity of supported organisations to make positive and sustained impacts on the lives of the people and communities they work with.

#### Themes:

- Communication and development
- Challenge and compliance
- Sharing and contributing

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#### Level 5 illustration:

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##### **Communication and development**

We have mutual respect and trust with those organisations we support, fund or commission. We communicate effectively and efficiently and provide relevant and appropriate support based on a clear understanding of needs. We share professional learning opportunities and open up development opportunities for organisations and the people they work with. Our support increases organisations' capacity to improve and meet their aims, objectives and targets. This is resulting in positive and sustained impacts on the people and communities they work with. We learn from the organisations we support and this strengthens and improves our practice.

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##### **Challenge and compliance**

We provide appropriate challenge based on robust evidence and self-evaluation. We recognise and celebrate the successes of the organisations we support. This supports organisations to grow, develop and continue to meet their intended outcomes. Our inputs enhance the capacity of the organisations we support to be reflective, outward and forward looking. This assists them to plan and respond effectively to existing local and national priorities and to adapt quickly to changing needs. We provide appropriate support, guidance and monitoring to ensure all of the organisations we fund, commission or are responsible for, comply with relevant legislation, regulation, policies and guidance. As a result, these organisations almost always meet required standards.

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##### **Sharing and contributing**

We recognise and value the impact that organisations we support have on learners and communities. This includes contributing to local and wider developments when appropriate, including CLD planning. These organisations are well-connected to networks including those that we organise or lead. They can identify and articulate the difference engagement with networks makes to their practice. We support them to use research, innovative ideas and good practice from elsewhere to improve and benchmark their practice. We can demonstrate that almost all the organisations we

support have an improved ability to deliver, sustain, adapt or increase provision as a result of our input.

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### Challenge questions:

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1. To what extent are the organisations we support satisfied with the services we provide?
  2. How efficiently do we communicate with organisations we support?
  3. How well do we understand the support and development needs of the organisations we support?
  4. How successfully do we use development opportunities and training to build the capacity of organisations and their staff and volunteers?
  5. How effectively do we encourage organisations we support to be creative, innovative and develop new ways of working to meet changing needs?
  6. How well informed are we to provide an appropriate balance of challenge as well as support?
  7. How well do we support organisations to keep up to date and meet relevant legislation, regulation, codes of practice, policies and guidance?
  8. What evidence do we have of the organisation contributing to local, regional and national developments as a result of our support? How has our input supported their capacity to do this?
  9. How effectively do we support networks to exchange ideas, consider research and share information and expertise?
  10. How well do we support communities to develop the knowledge and skills to continue to be effective, efficient and improve their capacity to improve lives and communities?
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### 3. How well are services managed?

#### 3.1 Management and support

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This indicator looks at how effectively we plan and deliver services and activities in order to improve outcomes for learners and communities. It considers how well we engage with stakeholders to plan and review our programmes. It also explores how well our management processes enable staff and volunteers to work effectively.

##### Themes:

- Operational planning
- Stakeholder engagement
- Staff and volunteers

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#### Level 5 illustration:

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##### Operational planning

We have robust processes in place for planning, delivering and reviewing services and activities. Our operational plans are clear, measurable, appropriate, and coherent. They reflect national and local priorities, strategic plans, including partnership, community planning and CLD plans. They guide staff, partners and stakeholders well to collectively deliver and improve services. Staff and volunteers are supported effectively to understand and fulfil their roles and responsibilities. They are engaged and involved in planning for improvement which is systematic and effective, including through periods of change. This ensures that there is a clear, shared sense of purpose and ownership.

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##### Stakeholder engagement

Staff, volunteers, partners, learners and other stakeholders consistently play an active role in the creation and review of delivery plans. They are confident to challenge constructively practice and planning processes in order to support and drive improvement. We have effective and efficient processes to engage stakeholders, including those who may be marginalised. We have clear evidence of stakeholder's involvement in shaping the planning, delivery and monitoring of our services. Systematic analysis of participant and wider stakeholder feedback, including the lived experience, almost always informs practice and improvement planning which regularly leads to improved outcomes.

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##### Staff and volunteers

There are clear policies and procedures in place to support the fair recruitment, wellbeing and work of staff and volunteers. Managers are trusted by, and communicate clearly, regularly and well, with staff and volunteers. Management approaches are sufficiently flexible to take account of changing needs and circumstances whilst sustaining clarity of direction. We take account of this in our workforce planning. All staff and volunteers receive regular supervision which provides appropriate challenge, support and opportunities for professional and personal development. Staff and volunteers feel valued and are trusted to take managed risks in order to improve outcomes. As a result of these practices, staff and volunteers consistently deliver high quality services which have positive

impacts on learners, communities and where relevant supported, funded or membership organisations.

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### Challenge questions:

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1. How well do our operational plans align to national and local priorities, strategic plans, including CLD plans?
  2. How well do our operational plans align to national priorities such as the UNCRC, Learning for Sustainability and national planning for Gaelic?
  3. How clear are our policies and procedures? How do we know staff, volunteers and other stakeholders understand and follow them?
  4. How do we know our plans and policies meet the intended outcomes for learners and communities?
  5. How do we know there is a shared our sense of purpose across leaders, staff and volunteers?
  6. How well are staff, volunteers, partners and stakeholders involved in the design of and review of plans?
  7. How good are our strategies for engaging stakeholders, including those who may be marginalised?
  8. How well do we use analysis of participant and wider stakeholder learning, expertise and lived experience feedback to inform our improvement planning?
  9. How effectively do we understand and implement our human resources policies and procedures?
  10. How effective are our methods to build trust within our workforce, partners, supported organisations and wider stakeholders?
  11. How well do we support staff and volunteers so they are confident to be innovative, creative, take managed risks and share their expertise?
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### 3. How well are services managed?

#### 3.2 Partnership working

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This indicator refers to the role of CLD partners in promoting, encouraging and undertaking effective partnership working. It explores how well partners jointly plan, deliver and evaluate provision. It looks at the added value of partnerships and how they work together to improve outcomes for learners and communities.

##### Themes:

- Developing and sustaining
- Joint vision, planning and evaluation
- Adding value

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#### Level 5 illustration:

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##### Developing and sustaining

We have a positive ethos and highly value collaborative and partnership working. Leaders at all levels initiate collaborative working with individuals, other organisations and communities to develop, deliver and improve provision. Individual partner organisations provide strong leadership in the development, delivery and sustainability of partnerships as appropriate. The local authority secures and sustains cohesive partnerships well to develop, implement and evaluate the impact of CLD plans and strategies. Partnership working is negotiated fairly with an agreed set of shared outcomes, expectations and with appropriate timespans. Staff and volunteers within partnerships understand their roles and responsibilities well. We take a planned approach to improvement and development in all collaborations and partnerships.

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##### Joint vision, planning and evaluation

Partners at all levels understand and work to a shared vision and aims. There is clear ownership of the areas of work for which they are jointly responsible. We work together well to identify, negotiate, plan, deliver and evaluate joint work. We agree clear roles and responsibilities in achieving planned CLD and other community planning, strategic and national outcomes. Robust monitoring systems and clear targets are in place to support joint evaluation, planning for improvement and collective reporting to stakeholders. Partnership agreements are clear and improve the effectiveness and clarity of joint working. We undertake regularly shared learning and development activities which almost always leads to improved outcomes for learners and communities. Together we plan and manage transition or exit strategies from partnership working very well.

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##### Adding value

Our partnership and collaborative working with other organisations and communities adds value for learners and communities. This almost always results in improved services for participants. All partners are clear about their own and each other's contribution to partnership working and how this assists in securing positive impacts for learners and communities. This includes sharing resources

where appropriate to best and most efficiently meet needs. Engagement and communication between partners is regular, structured, supportive and efficient. Communities and learners have a clear role, including influencing and making decisions within the majority of our partnerships. Their lived experience is valued and this supports the effectiveness of the partnerships to which they belong. The roles and responsibilities of each partner are well understood and communicated effectively to stakeholders. We learn from good partnership working elsewhere and use this to enhance our own practice.

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### Challenge questions:

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1. How well do we actively seek out, promote, support and respond positively to partnerships that can deliver better outcomes for individuals, groups and communities?
  2. How well do leaders at all levels initiate, negotiate and resource collaborative working to improve outcomes?
  3. How effective is the local authority in developing, sustaining and supporting partnerships to develop and take forward priorities within CLD plans and strategies?
  4. How clearly developed and well understood are the vision and aims of each of the partnerships to which we contribute?
  5. How well do we ensure that within each partnership the roles and responsibilities of each member or organisation are clearly understood by everyone?
  6. How well do we ensure that all partners are equally committed to delivering the intended outcomes that a partnership is working to achieve?
  7. How effectively do we jointly plan, monitor and evaluate within partnerships?
  8. How clear are we about what added value each partnership brings and what difference it makes to learners and communities?
  9. How well do we attribute, report and share success within and across partnerships?
  10. How well do we ensure community and learner voice is representative, heard and valued within our partnerships?
  11. How well do we work with partners to forward plan and prepare to meet changing needs?
  12. How successfully do we undertake joint learning and development activities that share and develop skills, information, knowledge and expertise across partnerships, resulting in improved outcomes for learners and communities?
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### 3. How well are services managed?

#### 3.3 Sustainable and effective use of resources

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This indicator refers to how well organisations manage finances, resources and information in order to deliver effective, efficient services, which result in positive impacts on individuals, groups and communities. It also relates to their capacity to comply with legislation and regulation.

##### Themes:

- Financial planning
  - Resource and knowledge management
  - Compliance
- 

##### Level 5 illustration:

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##### Financial planning

Our arrangements for financial planning and monitoring expenditure are transparent, systematic and include effective risk management. We plan for change very well and are pro-active in seeking ways to sustain or improve services. We are enterprising in attracting funding or other resources to increase positive outcomes and impacts for learners and communities and address unmet or changing needs. Resources are allocated, including to third parties, to meet agreed priorities in line with local and national plans and CLD priorities. All staff and volunteers with financial responsibilities are clear about and follow financial policies and procedures. They are supported well by leaders and those with specific financial responsibilities. We follow clear procedures to assist in identifying and acting effectively and promptly with any budget variances.

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##### Resource and knowledge management

Resources are well managed, deployed and targeted to improve outcomes for individuals, families and communities, and meet organisational, local and national CLD priorities. Organisational and partnership planning takes into account all available resources and unmet needs. Partners work very well together to share and target resources to improve outcomes for learners and communities. Where appropriate, specialist equipment, accommodation or other identified measures are shared effectively to enable those with specific needs to participate. The management of information is purposeful and clear and is gathered, organised, communicated and used efficiently to improve outcomes and evaluate progress against plans. Arrangements to store, retrieve, use, and share information comply fully with current data protection legislation.

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##### Compliance

Staff and volunteers at all levels in the organisation are aware of and comply with their responsibilities with regard to legislation, regulation, policy, guidance, standards and codes of practice. The organisation monitors and responds appropriately and timely to changes in legislation and policies. Communication about risk management and compliance is frequent and clear. We have clearly understood approaches to and an appropriate balance between being innovative

and the management of risk. Safeguarding procedures are up to date and regularly reviewed. Staff and volunteers at all levels in the organisation are aware of and meet their responsibilities to safeguarding vulnerable people including learners, staff, volunteers and partners.

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### Challenge questions:

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1. How do we know our financial performance is strong?
  2. How comprehensive and effective are our financial procedures and controls?
  3. How well equipped are budget holders to monitor and implement financial procedures and controls?
  4. Are we enterprising in securing additional funding, planning for change, succession planning or sustainability of our finances?
  5. How well do we identify, attract and allocate resources to meet priorities?
  6. How do we know our resources including accommodation, specialist equipment and information technology is sufficient, appropriate and accessible?
  7. How well do we use information technology and other resources and tools to improve provision and accessibility for learners and communities to participate fully?
  8. How well do we work with partners to ensure the overall resources available for CLD are targeted as effectively and efficiently as possible?
  9. How effective are our arrangements for collecting, storing, retrieving, analysing, evaluating and sharing data?
  10. How successfully do we manage risk and approaches to change in order to balance supporting innovation and ambition whilst reducing any negative impacts?
  11. How well do we respond to and comply with and implement changes in relevant legislation, regulation, policy, standards and codes of practice?
  12. How well are our systems and processes ensuring the safeguarding of vulnerable people?
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## 4. How good is the delivery of key services?

### 4.1 Delivery of community development

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This indicator looks at how well services and organisations deliver community development support and increase community capacity. It examines how well practitioners build trusting, valued and respectful relationships with communities. It looks at what structures and systems are in place to empower communities.

#### Themes:

- Building capacity
  - Effective relationships
  - Increasing influence
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#### Level 5 illustration:

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##### **Building capacity**

Leaders at all levels, support partners, staff and volunteers well to identify and work with communities of interest and/or geography. Our work is clearly based on identified community needs and is almost always planned with communities. We work together very well to identify, plan and deliver community development in line with legislation. Capacity building support is delivered to a high standard and on time. It is appropriately resourced and reaches those communities with the greatest needs. We are skilled at tailoring programmes to meet individual and changing needs, including using a variety of delivery methods such as digital technologies as appropriate. This increases the capacity of activists and volunteers and supports them to progress, including taking up leadership roles. As a result, communities are better able to work collectively to co-produce and co-deliver in response to change. They are confident in planning and evaluating the difference they are making and recognising their contribution to decision making, building strong, resilient and empowered communities.

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##### **Effective relationships**

Our partnership working with communities is based on mutual trust and is valued and respected. Communication is clear and regular. Practitioners are experienced and well supported by leaders in building respectful, inclusive, trusting and equitable relationships with communities. As a result, practitioners' relationships with communities includes an appropriate balance of relevant challenge and support. As practitioners, we understand and help in managing the differing expectations of communities. We achieve consensus and resolution of conflict whenever possible but also ensure decisions are made in a timely manner. We have a strong understanding of the social, political, economic and environmental influences on communities. As result, strong relationships influence decision making and communities report high levels of satisfaction with the support they receive.

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## Increasing influence

Leaders at all levels value community organisations and representatives as equal partners to make informed decisions about communities of interest and/or geography. In line with the Community Empowerment (Scotland) Act 2015, policies, planning structures and resource allocations reflect a commitment to co-production with communities. This supports a wide range of community members to participate in decision-making processes. We work well with our partners to gather efficiently the views of people of all ages to help inform decisions. We take a well-supported, fair and sustainable approach to moving greater control to community organisations and local people. This may include financial support, help with governance arrangements or professional advice and information. As a result, community empowerment and influence is increasingly informing decision-making processes and the targeting of shared resources.

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## Challenge questions:

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1. How well do we plan our community capacity building offer so that it is clearly based on the identified needs, priorities and aspirations of all stakeholders?
2. Is our community capacity building support delivered to a high standard? What standards do we use to monitor and measure this?
3. How well do we use flexible approaches, including using digital technologies, to ensure that the support we provide to community groups and organisations is effective, appropriate, timely and best meets their needs?
4. How well do we support community groups and organisations to plan, manage and evaluate their work and comply with legislation?
5. How effectively do we anticipate and plan for social, economic, environmental, demographic and policy changes to ensure our services continue to be relevant and responsive to our communities?
6. To what extent are we building the resilience and preparedness of our communities to engage in learning and actions relating to climate justice, the protection of biodiversity and the transition to a net-zero society to realise the ambitions of the United Nations Sustainable Development Goals?
7. How do we know our relationships with communities are respectful, inclusive, equitable, and built on mutual trust?
8. How well do we invest in and use workforce development to enhance our capacity and the capacity of partners to support and work with communities?
9. How successfully do we work with partners, including community organisations and activists, to develop policies, plans and services?



10. How well are our plans and services based on identified need? Do they have good buy-in and are mutually beneficial and well understood by all stakeholders?
  11. How effectively do we enable community members to take on responsibility and progress in a way that is appropriate, well-supported and sustainable?
  12. How effectively do our policies, plans, resource allocations, and practice, ensure appropriate representation, recognise and address power imbalances and shift greater control to the community?
  13. How well do our policies, planning structures and resource allocations reflect the aspirations set out in the Community Empowerment (Scotland) Act 2015?
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## 4. How good is the delivery of key services?

### 4.2 Delivery of community learning

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This indicator looks at how well services and organisations identify learner needs and design and deliver high quality community based learning experiences. It examines what is in place to engage and support learner involvement. It explores how well our processes support learners to achieve and progress.

#### Themes:

- Design and delivery
- Learner involvement
- Opportunities to achieve and progress

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#### Level 5 illustration:

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##### Design and delivery

Our programmes are clearly based on identified learner needs, priorities and aspirations and are in line with national and local priorities. We ensure learning opportunities are inclusive, accessible and address persistent and systemic inequalities. As a result we reach learners with the greatest needs and at times of transition or change. We are skilled at tailoring programmes to meet individual and changing needs, including using a variety of delivery methods including digital technologies as appropriate. Almost all learners have access to an appropriate range of learning experiences. The support they receive takes account of prior learning and achievements. Almost all activities are delivered to a very high standard with an appropriate level of pace, support and challenge. We regularly evaluate and benchmark our learning offer to ensure we meet standards and inform improvement planning.

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##### Learner involvement

Our provision is informed and developed in discussion with learners and communities. Learners are actively involved in shaping both their own and the wider learning offer. This ensures provision continues to meet the changing needs of learners and communities and results in clearly demonstrable and positive changes. As a result, almost all learners are highly motivated and actively engaged in all aspects of their learning. The learner-centred offer is built on positive, nurturing relationships. There is appropriate challenge that leads to high quality learning outcomes. Learners are actively encouraged and supported well to take on roles of responsibility and support others' learning. Almost all learners report high levels of satisfaction with the service or support received.

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##### Opportunities to achieve and progress

Opportunities for achievement and progression are very well planned and are integral to the learning offer. We recognise and celebrate the individual achievements of almost all learners at all stages of their learning. We encourage and enable learners to reflect on their learning journey and set challenging but realistic goals. Learning opportunities are enjoyable, stimulating, increase personal

development and where appropriate increase community participation. Learners are very well supported to progress to further learning, training, volunteering, or employment opportunities. We work very effectively with partners to identify, plan and deliver clear and appropriate learning and other pathways. These pathways support participants in their journey to reach their intended goals and to access the services and support they need to meet challenges in their lives.

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### Challenge questions:

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1. How well do we work with partners to ensure our learning programmes meet identified needs, priorities and aspirations?
  2. How well do we review our pathways to ensure they are aligned to national and local priorities, address persistent and systemic inequalities and can adapt to changing needs?
  3. How well we use a rights based approach to support learner participation?
  4. How well do we ensure the learning we offer is designed and delivered to a high standard and provides a high quality learning experience?
  5. How skilled are we in adapting and tailoring programmes to best support each learner and to meet changing need?
  6. How effectively do we reflect the context of learner's lives, address barriers to enable participation and progression and meet individual and community aspirations?
  7. How well do we use flexible approaches to learning, including digital technologies to enable learning in a place and at a time that meets learner needs, is safe and supports their aspirations?
  8. How successfully do we use learner and other stakeholder feedback to improve the learner offer?
  9. How well do we ensure learners are actively engaged in shaping their own learning and in the wider service design and improvement?
  10. How well do we enable learners to identify, work towards and meet their personal goals?
  11. How well do we support learners to identify, plan and secure progression?
  12. How well do we recognise and celebrate achievement and attainment?
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## 5. How effective is leadership at all levels?

### 5.1 Vision, culture and direction

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This indicator looks at vision, culture and direction within an organisation. It focuses on how well vision, values and aims inform planning for improvement. It considers how well these promote equity and nurture a positive culture and ethos. It focuses on economic, social and cultural diversity. It also explores how well leaders at all levels respond to, plan for and deliver change.

#### Themes:

- Vision, values and aims
- Culture, ethos and equity
- Leading and delivering change

#### Level 5 illustration:

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##### Vision, values and aims

Our vision, values and aims are clearly outlined, ambitious, and in line with local, regional and national priorities. These form a clear and coherent part of the wider community planning vision. They are informed by the social, economic and cultural context of our communities. Learners, communities, volunteers and staff play an important role in their development. Visions, values and aims are revisited regularly to ensure they continue to meet changing and emerging needs. They are communicated well and inform a shared sense of direction for CLD. They are underpinned by the values of self-determination, inclusion, empowerment, working collaboratively and the promotion of learning as a lifelong activity.

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##### Culture, ethos and equity

We have a strong culture of empowerment, continuous improvement and innovation. Our vision, values, aims and objectives promote equality, diversity and inclusion. They support stakeholders to challenge prejudice. They demonstrate a shared ethos and commitment to achieve the highest possible standards. We have a shared understanding of our ambition to increase equity so all communities and learners can succeed. We promote success for almost all learners and communities regardless of their economic, social or cultural backgrounds. Effective leadership at all levels supports staff, partners, learners and communities to feel valued, be innovative and work together well to achieve the positive outcomes set out in our vision.

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##### Leading and delivering change

Our leaders are forward and outward-looking. We respond and plan well to challenges and opportunities. We manage the planning, delivery and pace of change, including rapid and unexpected change effectively. Change processes almost always take account of and balance needs, risks and opportunities very well. Leaders utilise a range of methods to communicate well with learners, communities, volunteers, staff and wider stakeholders in regard to leading and driving change. Staff at all levels and volunteers take increasing responsibility for implementing and driving change. At all levels we are empowered to be innovative and take informed and managed risks in response to change. We have clear and

effective processes in place to monitor the delivery and impact of change and adjust provision to meet the needs of learners and communities.

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### Challenge questions:

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1. How ambitious and challenging are our vision, values and aims?
  2. Are our vision, values, aims and objectives clear and consistent with local, regional and national priorities? Do they align with wider community planning priorities?
  3. How well are our vision, values, aims and objectives shaped by the social, economic and cultural context in our communities and by the lives of the people we work with?
  4. How successfully do our vision, values and aims support us to promote equality, diversity and inclusion?
  5. How well do we develop, deliver and sustain a strong culture of empowerment, improvement and innovation?
  6. How well have we developed a shared ethos that is committing us to achieve the highest possible standards? Does our shared ethos enable success for almost all learners and communities regardless of their economic, social or cultural backgrounds?
  7. How effectively do we support staff, volunteers, partners and communities to feel valued and work together to achieve the positive outcomes set out in our vision?
  8. How effectively do we lead our organisation through planned or unexpected change?
  9. How well do we engage staff, volunteers and partners at all levels to anticipate and plan for change?
  10. How effective are we in identifying and responding to new and emerging needs?
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## 5. How effective is leadership at all levels?

### 5.2 Leading people and developing partnerships

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This indicator explores our effectiveness in building capacity for leadership at all levels. It looks at how well leaders build a culture of learning and how well practice development supports and drives improvement. It also looks at the effectiveness of how work is undertaken with partners to improve outcomes.

#### Themes:

- Leadership at all levels
- Building and sustaining a strong workforce
- Co-production and partnerships

#### Level 5 illustration:

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##### Leadership at all levels

We have an empowering culture that supports all staff and volunteers to develop their leadership capacity and take on appropriate levels of responsibility in their areas of work. Staff and volunteers are trusted and supported effectively to take on leadership roles. There are planned, systematic and effective opportunities for staff and volunteers at all levels to develop leadership skills. These build their knowledge, skills and confidence to take on new responsibilities. This is increasing the capacity of almost all staff and volunteers to exercise initiative, be creative and improve outcomes. Their developing expertise and experience informs and improves the way their practice is delivered.

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##### Building and sustaining a strong workforce

Leaders consistently motivate and support others to deliver good quality learning and development opportunities. Staff and volunteers are committed, confident and almost always feel valued. Succession planning is helping to sustain and strengthen our workforce. We promote a learning culture within our organisation. Almost all staff and volunteers engage regularly in effective and high-quality development activities which support and improve their CLD practice and help them meet professional standards. As a result, almost all staff and volunteers demonstrate a high standard of practice. We work well collaboratively to enhance our learning and the learning of others. CLD practitioners support partnerships, staff and volunteers from other sectors to understand and use CLD methodologies well. This strengthens our capacity to sustain a strong workforce.

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##### Co-production and partnerships

Leaders are pro-active in developing, promoting and sustaining partnership and collaborative working. This includes co-production to improve shared outcomes. Our planning and delivery structures support staff and volunteers to work effectively across partnerships to deliver positive change. Mutual respect and trust is evident between staff, volunteers and partners at all levels. We understand and value each other's roles and contributions. Increasingly, community members, including children and young people, participate as equal partners and feel included in decision-making. This is helping to ensure that

community planning and community empowerment priorities meet the needs of learners and communities.

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### Challenge questions:

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1. To what extent are staff, volunteers and partners empowered to take on appropriate leadership roles?
  2. How well do we develop the leadership capacities of staff and volunteers at all levels?
  3. How successfully do we support staff and volunteers to be innovative, creative and take informed and managed risks to address changing or unexpected needs?
  4. How do we ensure that staff, volunteers and key partners are focused on securing improved impacts and outcomes? What is in place to ensure that staff and volunteers are clear about lines of accountability?
  5. How effectively do we promote a learning culture? How well do we enable partners, staff and volunteers to access appropriate and regular development opportunities that support their practice?
  6. 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 in our CLD practitioners?
  7. How well do we support partners and practitioners from other sectors to use CLD methodologies in their work?
  8. How pro-active are leaders, staff and volunteers at all levels in developing, promoting and sustaining partnership working, and co-production, both internally and with partners?
  9. How do we ensure that relationships with staff, volunteers and partners are based on mutual trust and respect?
  10. How well are learners and communities supported to, and involved in, shaping practice development and informing decisions about CLD provision? What difference does this make?
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## 5. How effective is leadership at all levels?

### 5.3 Governance for boards, management committees and trustees

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This indicator looks at the roles and responsibilities of volunteer leaders on boards and management committees in community groups and voluntary organisations or who are trustees in charities. It considers the make-up of boards. It looks at how effective volunteer leaders are at leading and governing the organisation, and monitoring performance and risk.

#### Themes:

- Make-up and role
- Leadership
- Monitoring and improvement

#### Level 5 illustration:

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##### Make-up and role

Our volunteer leaders include representatives from the community we support. They bring a range of lived experiences and represent those from diverse backgrounds and age groups. We actively seek out volunteer leaders with specific skill sets and knowledge who can help ensure that the organisation is managed and led effectively. Volunteer leaders are clear about their roles and responsibilities. They work effectively with partners, staff and volunteers whilst recognising and respecting their distinct roles. They receive appropriate support, guidance and training to enable them to fulfil their roles well. We have well developed systems in place to ensure leadership succession planning.

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##### Leadership

The leadership in our organisation is strong and effective with a clear, shared vision and direction. Our vision, values and aims are well understood and supported by volunteer leaders. Volunteer leaders demonstrate strong governance skills and motivate others within the organisation. Communication between volunteer leaders and stakeholders is open, transparent and effective. Volunteer leaders are committed to supporting the organisation's capacity to improve outcomes. They ensure that effective reporting and governance arrangements, which are appropriate to the work of the organisation, are in place and monitored.

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##### Monitoring and improvement

Volunteer leaders receive regular, relevant and high quality reports to help them govern the progress and performance of the organisation. This includes relevant financial and legal information. Volunteer leaders are aware of and comply with their responsibilities in respect of legislation, regulation and codes of practice. Volunteer leaders are forward-looking and regularly consider potential future challenges, opportunities and associated risks. They work effectively with senior staff and volunteers to identify and manage risk. Staff, volunteers and other stakeholders are clear about the important role members of the board,



management committee or trustees have in regard to quality assurance. Volunteer leaders have a clear understanding of the organisation's strengths and challenges.

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### Challenge questions:

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1. As volunteer leaders (board members or management committee members or trustees) how well do we represent the community and stakeholders the organisation serves?
  2. How diverse are we? Do we represent an appropriate cross section of the community?
  3. Do we have the right mix of skills, knowledge and expertise to ensure good governance?
  4. Do we learn from practice of boards elsewhere and share our practice with others?
  5. How well do we ensure our stakeholder voices are heard?
  6. How well do we work with staff, volunteers and partners to build in succession planning to ensure the board/committee and the organisation is sustainable?
  7. Do volunteer leaders have clear roles which are distinct from the role of staff and volunteers? How do we ensure these roles are mutually understood and respected?
  8. How well do we provide appropriate governance, or where relevant leadership, to support the vision, values and aims of the organisation?
  9. How successfully do we ensure our organisation meets its obligations in regard to legislation, regulation, policies, guidance and codes of practice?
  10. How well do leaders communicate the financial, legal and other information required from staff and/or volunteers?
  11. How well do we support the organisation's capacity to anticipate and plan for change and to mitigate risk?
  12. How well do we support partners, staff and volunteers to be creative, innovative and take informed and measured risks?
  13. How well do we support the organisation's capacity to improve its impact?
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## 6. How effective is leadership in improving outcomes?

### 6.1 Raising standards

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This indicator considers the governance of CLD. It considers how well leaders are fulfilling their statutory duties and how effective they are at taking account of changes to legislation, policies and guidance in their planning. It looks at how skilled and effective leaders are at meeting and raising standards and managing risk.

#### Themes:

- Governance
- Legislation and policies
- Meeting standards and managing risks

#### Level 5 illustration:

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##### Governance

The leadership of CLD at all levels, is strong and effective with a clear drive and vision for improvement. Leaders demonstrate strong and effective governance which is informed by regular high quality reporting. This enables leaders responsible for CLD to demonstrate impact and progress towards meeting the requirements of CLD regulations. Stakeholders, including staff, volunteers and partners have a strong understanding of CLD priorities and plans. They make a valued contribution to informing priorities and co-producing in taking these forward. Community members are active participants in CLD planning and decision making processes. As leaders, we ensure duplication of effort is avoided and that shared resources are targeted well to meet priority needs.

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##### Legislation and policies

Leaders at all levels plan well for changes to legislation, policies and guidance. Our policies and procedures are clear, appropriate and up-to-date. Leaders ensure all staff, volunteers and partners comply with their duties and responsibilities in respect of legislation, regulations, strategies, policies, guidance, standards and codes of practice. We respond quickly to and adjust our practice in line with new legislation, policies, strategies and changes effecting professional practice. All partners, staff and volunteers participate actively in regular training and development opportunities to support this. We are secure and confident in responding to safeguarding and child protection issues or concerns. Our record keeping is always appropriate, up to date, robust and secure.

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##### Meeting service standards and managing risks

Leaders at all levels work effectively with staff, volunteers and partners to set out and raise service standards and to manage and mitigate risk. Our communication strategies are open, transparent and effective. We regularly and systematically undertake robust analysis of intelligence including demographic and performance data. This helps us to understand how well we are meeting standards and informs our identification of and response to risk. We have strong procedures in place to manage and minimise financial and other resource risks including staff changes.

These processes ensure we can sustain our standards and best respond to and meet changing needs. Our practice is informed and governed by well understood CLD competencies, ethics and standards.

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### Challenge questions:

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1. How do we know our leadership at all levels is strong and effective?
  2. How do we know our governance of CLD is effective, efficient and robust?
  3. How good are our quality assurance processes to enable us to monitor and report on our progress?
  4. How well do our quality assurance processes help in identifying and planning for continuous improvement?
  5. How clear are we and wider stakeholders, including staff, volunteers and partners, of our responsibility to meet legislation, regulations, strategies, plans and codes of practice?
  6. How well do we meet CLD Regulations, strategies, policies and guidance?
  7. How equipped are we to respond to changing policy or guidance? How well do we respond to and meet new and rapid societal or legislative changes?
  8. How effective and well understood are we of our responsibilities for safeguarding children, young people and vulnerable adults?
  9. How do we know we are meeting and raising standards of delivery to continue to secure improvement?
  10. How successfully are risks identified, considered and managed?
  11. How well do we take account of the risk in proposed changes in response to any new innovations which support improvement?
  12. How well do stakeholders, including staff, volunteers and partners contribute to identifying and setting priorities and coproducing in taking these forward?
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## 6. How effective is leadership in improving outcomes?

### 6.2 Securing improvement

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This indicator relates to how well improvement is secured. It examines the rigour, robustness and consistency of quality assurance processes. It considers how effectively leaders at all levels and across partnerships use self-evaluation to increase positive impacts. It also considers our overall capacity for improvement.

#### Themes:

- Quality Assurance
- Self-evaluation
- Capacity for improvement

#### Level 5 illustration:

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##### Quality assurance

Leaders at all levels set well understood service standards and expectations which drive improvement. We ensure clear and effective quality assurance processes are in place to assist in identifying strengths and any areas where improvement is required. These processes result in improved outcomes for learners and communities. Leaders at all levels, support staff, volunteers and partners to engage regularly in performance review, self-evaluation and reflection. Leaders closely monitor and report progress to stakeholders against aims objectives, targets and benchmarks. We use data and other information effectively to identify, assess and respond appropriately to emerging and changing needs and persistent and systemic inequalities.

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##### Self-evaluation

Leaders at all levels ensure self-evaluation is embedded in the organisation and across all activities. It is rigorous, comprehensive, systematic and transparent. Outcomes of self-evaluation informs, supports and drives improvement priorities. We work well with stakeholders, including community organisations to undertake joint self-evaluation. This helps us to understand and improve shared outcomes. We encourage the use of CLD methodologies and quality improvement frameworks to support this process. We have a strong understanding of the impact our practice makes on meeting local, regional and national priorities. We use a wide range of peer, local, regional and national good practice examples and research to reflect on, evaluate, inform and improve our practice.

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##### Capacity for improvement

Our planning for improvement is evidence based and ambitious in its aspirations. Our leaders ensure we have robust and sustainable policies, processes and systems in place which are reviewed regularly and applied consistently to support and drive improvement. Our leaders ensure that staff and other stakeholders have a shared understanding of these ambitions and aspirations and how they inform their own practice. Staff at all levels are supported well and enabled to take responsibility for leading and implementing change. As a result, we have

developed increased capacity to respond and adapt well to change. We have effective strategies and processes in place which monitor and evaluate the impact of changes on the outcomes for learners and communities.

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### Challenge questions:

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1. How well do leaders set out and communicate expectations and service standards that support the organisation to improve?
  2. How effective are our systems and approaches to planning for continuous improvement?
  3. How well do we support partners and practitioners from other sectors to use CLD methodologies and quality improvement frameworks in their work?
  4. How do we know outcomes for learners and communities are improving as a result of our quality assurance processes?
  5. How well do we use data and other information to identify, assess and respond appropriately to emerging and changing needs and persistent and systemic inequalities?
  6. Is self-evaluation for improvement embedded in the culture of our organisation?
  7. How well do we support staff and volunteers to understand their role in quality assurance and engage in regular and robust self-evaluation practice?
  8. How effectively do we work with partners to undertake shared self-evaluation to support planning, innovation, identify and agree improvement priorities?
  9. How well do we use research and sharing of effective practice to reflect on and improve our own practice and performance?
  10. How do we ensure there is a continued focus on improvement outcomes for learners and communities?
  11. How well equipped are leaders to consider and agree their overall capacity to improve?
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