



Shetland Islands Council Community Learning and Development

Adult Learning Community Work Youth Services

Quality Improvement Toolkit



Improving quality is everyone's responsibility

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Introducing the Shetland CLD Quality Toolkit

This Toolkit aims to support CLD staff in Shetland to

- improve the quality of CLD work and*
- to increase awareness of the local and national guidance, policy and plans which inform our work.*

This is the 2nd version of the toolkit amended in response to changes in national guidance, local circumstances and collaborative work with Aberdeenshire Council. Thanks to everyone who has contributed.

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Our mission

***Working together to strengthen
communities and improve
people's life chances
through learning.***

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- CLD purpose, priorities and principles
- Policy context for CLD in Scotland
- Outcomes for CLD in Scotland
- The Concordat and Single Outcome Agreement
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CLD purpose

The Scottish Government issued [Strategic Guidance for Community Planning Partnerships](#) in June 2012 to set out its expectations in relation to Community Learning and Development. The guidance states that the purpose and priorities of CLD should be:

“Empowering people, individually and collectively, to make positive changes to their lives and their communities, through learning”

CLD national priorities

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

CLD principles

Empowerment: *increasing the ability of individuals and groups to influence matters affecting them and their communities.*

Participation *supporting people to take part in decision making*

Inclusion, equal opportunities and anti-discrimination: *Recognising that some people may need additional support to overcome the barriers they face*

Self-determination: *supporting the right of people to make their own choices*

Partnership: *ensuring resources, varied skills and capabilities are used effectively*

Policy context for CLD in Scotland

You are encouraged to familiarise yourself with national documents which provide guidance for CLD work. Here are the key documents. Your line manager will be able to guide you about which are the most relevant to your area of work. If you do not have access to the Internet, your line manager will be able to provide a hard copy (diagram taken from Scottish Government's CLD Strategic Guidance for Community Planning Partnerships)



The outcomes for CLD In Scotland *(taken from Scottish Government's CLD Strategic Guidance for Community Planning Partnerships)*



The Concordat and Single Outcome Agreements

The 'Concordat' between local government and the Scottish Government underpins the funding provided to local government and is subject to a [Single Outcome Agreement](#) that is negotiated by every council and its Community Planning Partners. This SOA demonstrates how the Community Planning Partnership contributes to the National Performance Framework - Scotland Performs. CLD contributes to a number of the Local Outcomes and to most of the National Outcomes, Smarter, Fairer & Wealthier, Healthier, Greener, Safer & Stronger.

Details of how we do this and the targets we have set are in the Community Planning and Development and the Schools Service Plans.

The purpose of the Shetland Performance Framework is

“To work together and with communities to make Shetland a place where people want to live, because of our quality of life, employment opportunities, our strong sense of community and our stunning environment”.

15 Shetland Outcomes are very closely aligned to the national outcomes
in the [National Performance Framework](#)

1. Shetland has sustainable economic growth with good employment opportunities
2. We take pride in a strong, fair and inclusive society; and in our culture
3. We have financial sustainability and balance across all sectors with efficient and responsive public services and a reduced reliance on the public sector
4. We are more innovative and enterprising, and our skills increase and develop to match new employment opportunities
5. Our young people are successful learners, confident individuals, effective contributors and responsible citizens
6. We have improved the life chances for children, young people and families at risk
7. We have supported people to achieve their full potential at all life stages – from birth and early years through working lives to old age
8. We have reduced key risk factors for poor health outcomes
9. We have tackled inequalities by ensuring the needs of the most vulnerable and hard to reach groups are identified and met, and that services are targeted at those most in need
10. Shetland stays a safe place to live, and we have strong, resilient and supportive communities
11. We have strong voluntary and social enterprise sectors, with increased capacity to deliver services based on needs and aspirations of local communities
12. We live in well-designed, sustainable places
13. Our internal and external transport systems are efficient, sustainable, flexible and affordable, meet our individual and business needs and enable us to access amenities and services
14. We live and work in a renowned natural and built environments which is protected and cared for
15. We deliver sustainable services and make sustainable decisions which reduce harmful impact on the environment.

National resources for practice development



CLD Standards Council's purpose is to work with the sector to establish and maintain high standards of practice in CLD across Scotland. Its responsibilities are to:

- Deliver a professional approvals structure for qualifications, courses and development opportunities for everyone involved in CLD
- Establish a registration system available to practitioners delivering and active in CLD practice
- Develop and establish a model of supported induction, CPD and training opportunities



The Standards Council has created I-Develop as a CPD portal for CLD practitioners

i-develop is a web-based framework to support creative and innovative learning and development for CLD practitioners, based on the values, principles, skills and competences they need as communities, individuals and employers.

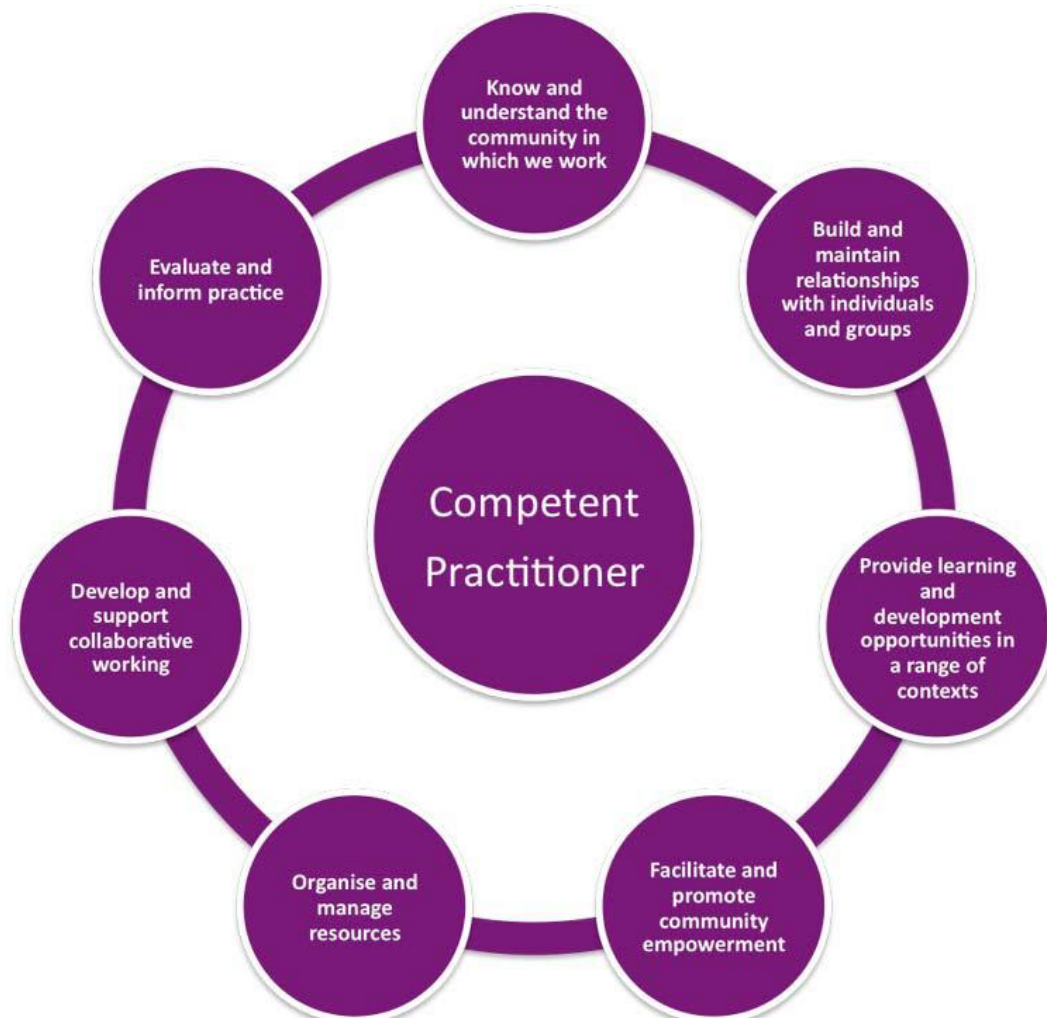
The Framework integrates the theories and practices that help shape effective CPD for the CLD sector, such as peer sharing, communities of practice, learning journeys and reflection-in-action in order to shape a learning community of practitioners across CLD.

You will find a wide range of resources to help you develop your practice on the i-develop framework.



CLD Competencies and Code of Ethics

CLD practitioners need to be competent in the following areas. A breakdown of what is involved in these competencies and the CLD Code of Ethics is on the [CLD Standards Council Website](#).



Education Scotland

Education Scotland is the national body supporting quality and improvement in Scottish education. This body now has responsibility for CLD Inspection and Review, practice development and resources for learning and teaching including the Curriculum for Excellence. Part of Education Scotland website showcases good practice in CLD work. You can also find HMIe Learning Community reports, the *How good is our Community Learning and Development 2* quality framework and guidance about inspection on the Education Scotland site.



Connect provides an online space for sharing practice and linking with others who share your interests – wherever you work in the community, be it with young people, building community capacity or supporting adult learning,



Youthlink Scotland is the national agency for youth work. It is a membership organisation and is in the unique position of representing the interests and aspirations of the whole of the sector both voluntary and statutory. YouthLink Scotland champions the role and value of the youth work sector, challenging government at national and local levels to invest in the sector.



SCDC provides training and consultancy support in all aspects of community development. SCDC provides support to all organisations and partnerships that work in and with communities



Community Development Alliance Scotland brings together networks and organisations at a Scottish level to promote policy and practice that supports community

development. The objectives of the Alliance are to facilitate and raise the standards of community development practice.

Networks



North Alliance aims to improve access to continuing professional development (CPD) opportunities for practitioners across the north of Scotland by developing sustainable CPD opportunities; to develop innovative and cost effective approaches to training, learning and CPD including e-learning and to make effective use of the skills, knowledge and experience that are held across the region through networking and resource sharing.



Community learning and Development Managers (CLD) CLDMS seeks to provide a national focus on professional issues, and to promote improvements to the quality of CLD provision in all sectors and demonstrate and draw attention to the benefits it can bring in the lives of individuals and communities.

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Who provides CLD in Shetland?

Shetland Islands Council CLD services are delivered through Adult Learning, Community Work and Youth Services. These sections work in partnership with each other and with a range of partners in the public and voluntary sectors.

Shetland Islands Council and other public sector bodies	Voluntary Sector	Trusts
<p>We work with colleagues in a wide range of services in the council and other bodies.</p> <ul style="list-style-type: none"> • Development Services including Shetland College • Children’s Services, • Community Care and • Infrastructure services • NHS Shetland • Police • Job Centre Plus • HIE Shetland • Skills Development Scotland 	<p>Voluntary Action Shetland Is the umbrella body supporting and representing the voluntary sector.</p> <p>We work in partnership with a range of 3rd sector partners and with volunteers in a diverse range of groups and committees.</p> <p>Third sector partners play an important role in the direct delivery of CLD</p>	<p>CLD works closely with the Local trusts</p> <ul style="list-style-type: none"> • Shetland Arts Development Agency • Shetland Recreational Trust • Shetland Amenity Trust

Key areas of work

See Community Planning and Development and Schools Service Plans for more information

Adult Learning

- **Contribute to the development of a Shetland Skills, Learning and Employability Strategic Plan and implementation of Action Plan**
- **Deliver commitments of Adult Literacies Action Plan**
- **Deliver commitments of ESOL Action Plan**
- **provide programme of community based learning opportunities including family learning and evening classes**

Community Work

- **Implementation of Shetland Partnership governance through Community Engagement Network and community fora**
- **support and provide advice to community planning partners in relation to community consultation and engagement**
- **work with community groups to rationalise community resources and improve the standards of facilities**

Youth Services

- **Develop a Shetland Youth Strategy**
- **Implementation of Opportunities for all**
- **Youth provision in communities and in schools**
- **Youth empowerment and youth information**
- **Contribute to the development of a Shetland Skills, Learning and Employability Strategic Plan and implementation of Action Plan**

Joint areas of work between Adult Learning and Community Work and Youth Services

- **Develop CLD Strategic Plan**
- **consider role of community schools & discuss options with partners**
- **develop performance monitoring and comparator data to measure impacts and outcomes of services**
- **work with partners to implement the Fairer Shetland framework**
 - **increase family learning**
 - **engagement programmes**
 - **promoting inclusion and positive social networks**
 - **increase programmes to improve health and wellbeing**
 - **targeted work to strengthen disadvantaged communities**
- **Work with partners to develop an action plan to minimise impact on welfare reform on individuals and communities**

Our pledges to young people and adult learners

We will

- Give you clear information and guidance to help you make the best personal choices about your learning and skills development
- Offer the time, place, pace and style of learning that most closely meets your needs
- Enable you to monitor your progress and record your achievements
- Provide a quality learning experience to help you achieve your learning goals
- Provide access to specialist support if you need it
- Listen to, and act upon, your views about learning
- Encourage and support you to take part if you don't normally take part
- Respond quickly to any queries you have about adult learning
- Price programmes moderately
- Offer free classes to people on low incomes or who are improving their employability, literacy, numeracy or English for speakers of other languages

Our Pledges to Communities

We will

- Provide up-to-date information and advice to community groups and projects
- Work in partnership with communities and relevant organizations to respond to community needs and issues
- Provide, in partnership with other agencies, a range of training opportunities for community organizations
- Strive, alongside partner agencies, to maintain and build the involvement of communities in decision-making, which relates to service delivery and wider planning issues.
- Provide access to Community Minibuses; ensure these are regularly serviced and upgraded; take accurate bookings for, and monitor use of community minibuses. We will also provide MiDAS training and refresher courses for all drivers.

Strategic Partnerships

The main strategic partnerships CLD currently contributes to are:

- Shetland Skills, Learning and Employability Partnership
 - Employability Operational Group
 - Community Learning and Development
- Fairer Shetland Partnership
- Community Regeneration Partnership
- Integrated Children and Young People's Forum
- Shetland Childcare Partnership
- Shetland Alcohol & Drugs Action Team
- Health Action Team
- Catalyst Group (change fund for older people)
- Community Engagement Network
- ZetTrans – Transport Working Group

A key role of these strategic Partnerships is to develop and ensure delivery of the relevant policy areas and associated outcomes of the [Single Outcome Agreement](#) (SOA) between the **Shetland Partnership** and the Scottish Government.

The Community Plan commits the Shetland Partnership to the achievement of identified and shared outcomes and targets. The single outcome agreement builds on our achievements to date and demonstrates how we will continue to bring about improvement in our communities and impact on the issues that affect them in the period 2012 – 2015.

The purpose of the Shetland Partnership is:

To work together and with communities to make Shetland a place where people want to live, because of our quality of life, employment opportunities, our strong sense of community and our stunning environment.

The main outcomes of the Shetland Partnership in relation to CLD are:

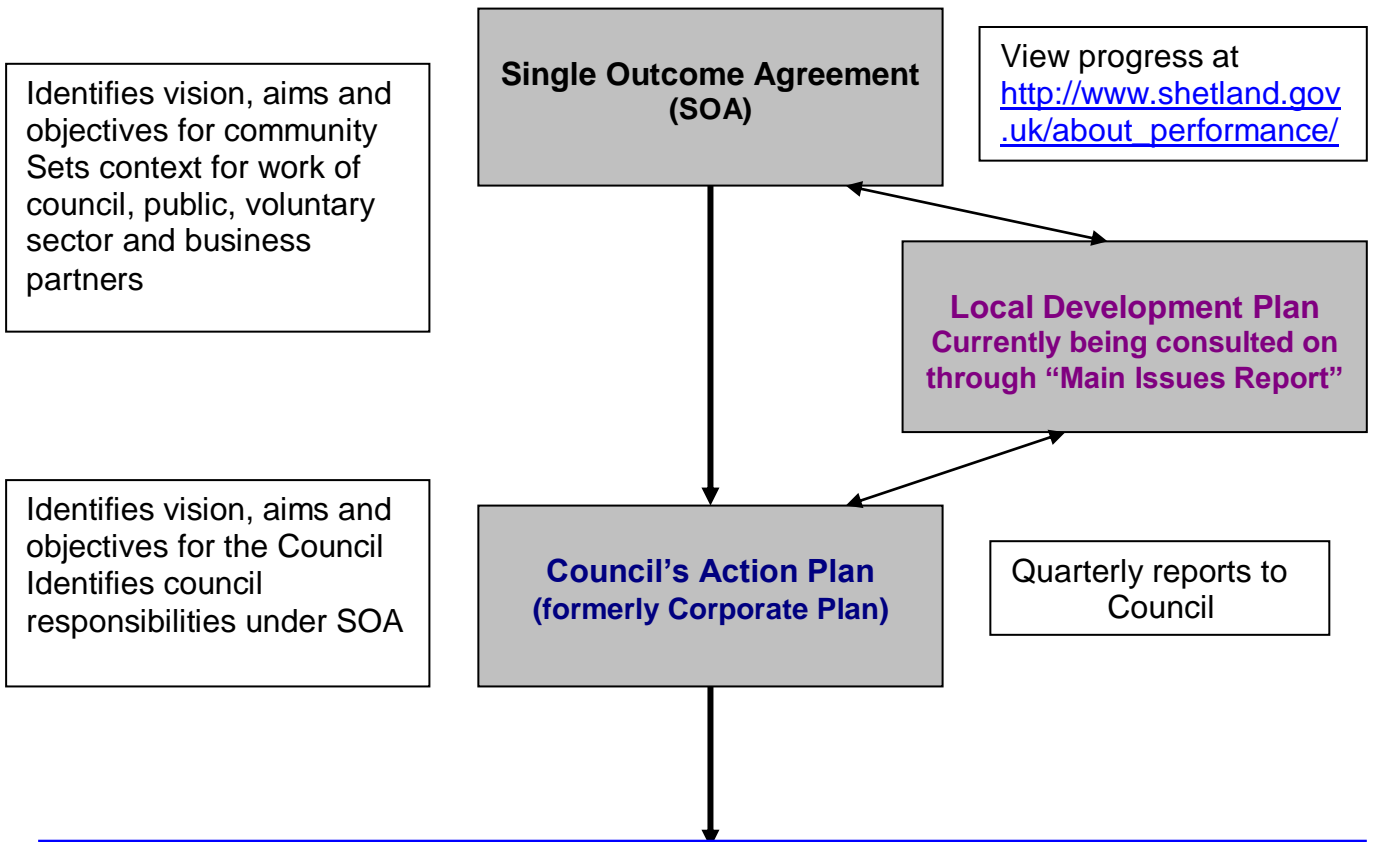
'We are more innovative and enterprising, and our skills increase and develop to match new employment opportunities'

'Our young people are successful learners, confident individuals, effective contributors and responsible citizens'

Adult Learning and Community Work are part of the Community Planning and Development Services Plan, and Youth Services are part of the Schools Service Plan. These plans show the links between our work and the strategic outcomes in the single outcome agreement. CLD staff have team and work plans that show the links between their work and service plans. You should be able to see the links between your work and the strategic outcomes in the single outcome agreement. We call this the 'Golden Thread'

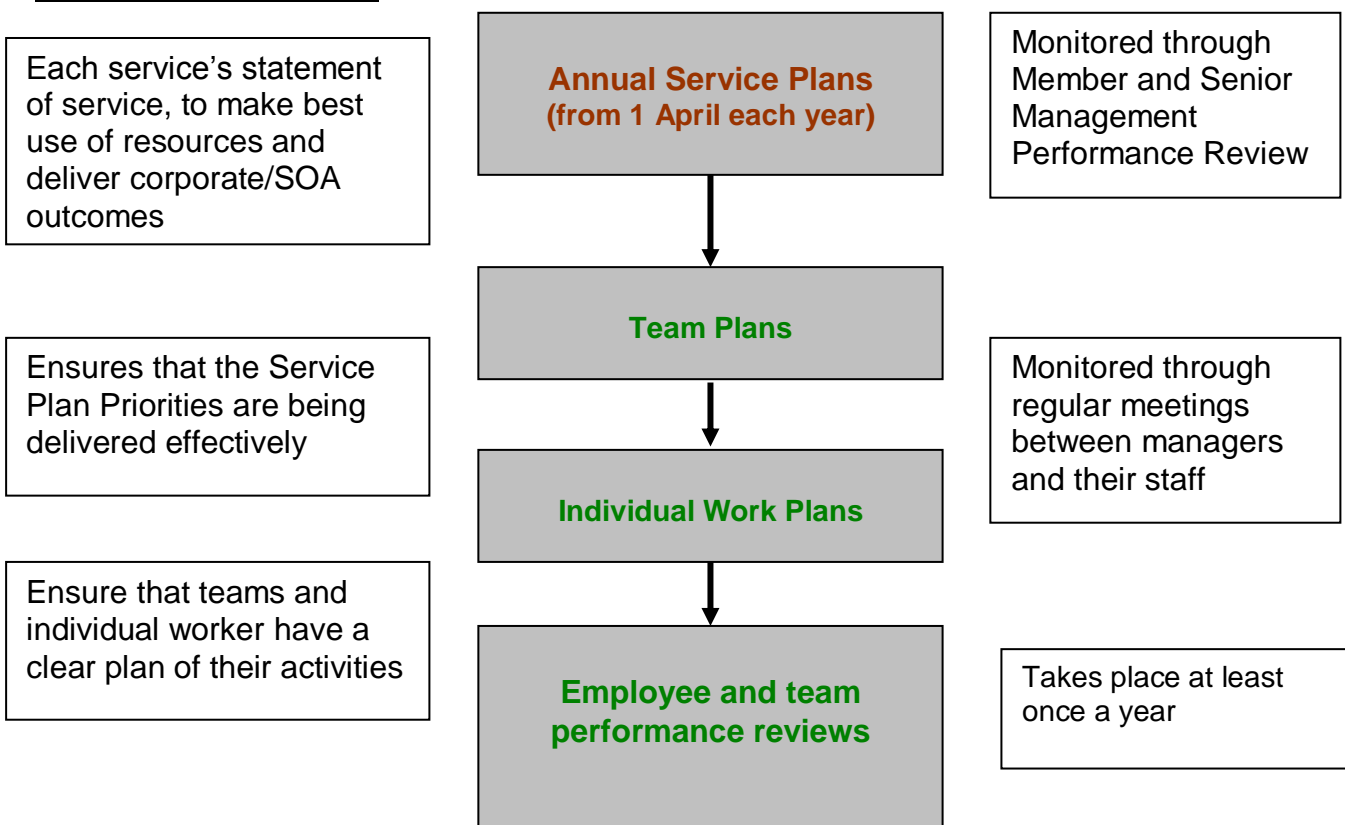
'Shetland's Golden Thread'

Strategic level



BELOW THE HORIZON

Operational level



Local Partnerships

At an operational level, much partnership work is between 2 or 3 agencies that have a common interest in tackling specific issues.

Local Service Delivery Groups

In response to local Community Planning direction, CLD supported the development of Local Service Delivery Groups, which are “groups of people who work for different organisations who provide services to the public in a local area”. Their role is :

- To improve the local planning and delivery of services
- To listen to the views of the local community on the provision of local services.
- To act in an equal and diverse manner and try to ensure that the views of as many community members as possible are heard.
- To involve the local community in the planning of local services.
- To develop a Community Profile of information about the local area, to include information on housing, schools, population etc
- To use the Community Profile as an aid to service planning.

Local Learning Partnerships

In response to changes in the way CLD is inspected and an HMIE action point for improvement, CLD is developing **Local Learning Partnerships** which are linked to the catchment areas of Secondary Schools.

There are currently 2 Local Learning Partnerships in place in the North Isles and South Shetland Membership of the partnerships is open and includes

- Schools
- College Community Learning
- CLD Services
- Local Learning and training providers
- Train Shetland
- NHS Shetland
- Voluntary Action Shetland

The aims of Learning Partnerships are:

- To identify local community learning and development priority needs
- To work collaboratively to plan actions to address needs.
- To share practice, local knowledge and research

Note: The purpose of local area forums needs to be explored and clarified in Shetland. The Community Engagement Network will consider options, taking into account the role of Local Service Deliver Groups, Community Councils and other local groups. The Network has been asked to present a report on options to the Shetland Partnership Board by November 2012.

Once the Board has discussed and approved the way forward, the Community Engagement Network will implement and establish the preferred option in the community.

CLD Code of Conduct

The following is a summary of conduct that is expected from all CLD staff. Staff are also expected to abide by the Council's code of conduct which is currently being finalised.

Community learning and development staff will

- Treat people with respect
- Maintain confidentiality within the limits of child and adult protection policies
- Listen to people and respond to their needs
- Value other people's opinions
- Respect people's rights to make their own decisions and choices
- Challenge situations that may threaten the safety and welfare of others
- Promote and ensure the welfare and safety of young people and vulnerable adults
- Challenge discrimination and prejudice
- Promote community cohesion and cultural diversity
- Provide stimulating, positive and enjoyable programmes
- Be positive, enthusiastic and encouraging
- Involve people fully in planning and evaluating their own learning and projects
- Be accountable to young people, adult learners, community groups and other stakeholders
- Support people to identify and achieve their goals
- Dress and behave appropriately
- Recognise the boundaries between personal and professional life
- Not bring personal "baggage" into work
- Use appropriate language
- Turn up on time and work the contracted/agreed hours
- Complete all required paperwork and submit on time
- Follow all recognised policies, procedures and health and safety systems
- Be a team player and make an equal contribution
- Be familiar with relevant service, team and area plans and how your work fits into the bigger picture
- Be clear about the outcomes you are trying to achieve and the methods you are going to use to achieve them
- Develop and maintain skills and competencies required to do the job
- Work closely with partners to achieve positive outcomes for participants



Shetland
Islands
Council

Shetland Corporate Competency Framework

The Council has developed a Competency Framework which applies to all staff. The framework can be summarised around nine core competencies as shown below

Communicating Effectively	demonstrate the effective use of the range of communication methods available: written, spoken, electronic, and use these methods in appropriate ways suitable to the context and situation
Performing Efficiently and Effectively	promote good performance, developing clear, structured and efficient ways of managing workload and delivering results. Staff should challenge themselves and others to perform well, and to adhere to the Council's performance management systems
Using and Managing Resources Efficiently and Effectively	demonstrate the effective and efficient use of the full range of resources used in and by the Council including time, finances, staffing, equipment, information, materials, buildings, etc
Engaging with Customers & Partners	understand the needs and requirements of their customers, to provide excellent customer service, and to involve customers in the improvement of services
Working Well Together	actively foster good working relationships with colleagues and customers in order to collectively achieve the Council's direction and ambition
Managing Change	do everything we can to help the Council change for the better – give our full commitment
Technical & Professional Knowledge	demonstrate the appropriate qualifications and level of experience required to do the job
Managing & Developing People	effectively manage and develop staff in order to achieve the Council's objectives, improve performance and job satisfaction, and to develop the workforce of the future
Providing Leadership	establish and maintain personal credibility as a modern leader in local government This competency applies to Managers and Leaders (usually Job Family Levels L and above)

Staff Development and CPD

Staff induction and CPD

Shetland Islands Council has a corporate induction checklist that new staff should complete. Line Managers should ensure that all new staff are inducted using the resources available on the Council's intranet [for staff new to the Council](#).

A CLD Specific Induction is currently being developed.

Continuing professional development

In planning for improvement, we regularly review the skills and training needs of staff to ensure that we have the correct mix of skills to achieve outcomes

All staff need to undertake staff development to ensure that the service continues to improve the quality of its work and to ensure that they keep building their own skills and knowledge. See the Council's [Training and Development Policy](#) for more information.

Information about staff development needs is gathered through annual appraisal and support and supervision sessions. These needs are met through a range of CPD and training including:

- [Train Shetland](#) short courses
- Professional CLD courses (see Standards Council for information about courses which are CeVe approved, (validated as professional CLD courses)
- CLD sector specific training Upskilling and specialist training e.g. literacies)
- Study visits
- Practice sharing
- In house training
- Specialist national networks such as Literacies and ESOL
- Action Research

There is currently a national drive to upskill the CLD workforce, "Growing Excellence". Shetland has formed an alliance, the **North Alliance** with CLD services from Aberdeen, Aberdeenshire, Moray, Highland, Western Isles and Orkney to pool and make best use of available staff development resources and is currently implementing a business plan for collective staff development.

CPD culture

The CLD standards council has produced a report entitled "A Learning Culture for the Community Learning and Development Sector in Scotland which has a vision for all CLD practitioners:

"Participation in continuous professional development activities will be a central and established part of their practice. Through this they will demonstrate and enhance their commitment to a culture of learning"

These can be summed up using the model developed by the Standards Council which looks at the range of ways we as practitioners in Shetland take ownership of our CPD.

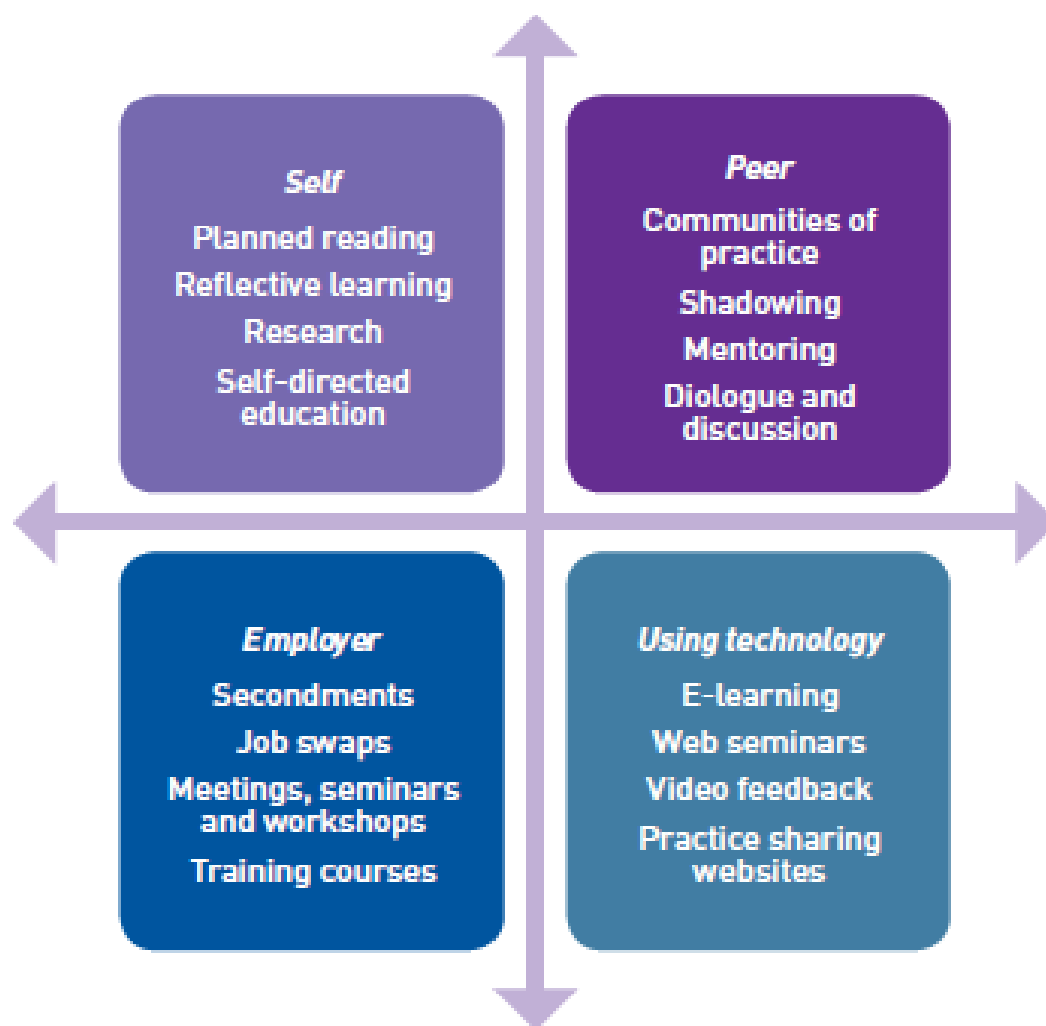


Illustration: CPD approaches, ideas and techniques

Employee annual review

The Shetland Islands Council requires line managers to conduct an annual Employee Review for every member of staff. Staff are recommended to make themselves familiar with the Council's policy. Performance appraisal is an opportunity to consider your strengths and to look at opportunities for development and improvement to your own practice and to the service

Support and supervision

In addition to Employee Review, staff are required to take part in regular Support and Supervision sessions. Supervision has an important role to play in your development as a CLD practitioner. It relies on effective relationships and open communication; you should feel comfortable about discussing strengths, limitations and needs clearly and honestly. Feedback, both informal and formal, from your line manager is an essential feature of supervision but you must also take responsibility for participating actively in the process and for monitoring your own performance in practice.

Prior to the supervision session you should

- Review your work plan
- Identify and note achievements
- Note any concerns and topics for discussion in supervision
- Make an agenda.

During the supervision session you should

- Agree the agenda with your line manager
- Take initiative and participate equally in the discussion
- Review your performance, expressing both strengths and limitations
- Explore any issues that have given you cause for concern
- Specify particular learning needs which you have identified and prioritise them
- Establish which needs might be met and how
- Agree a course of action

After supervision session you should:

- Review the session
- Make a note including actions points of the session

Sessional staff and volunteers

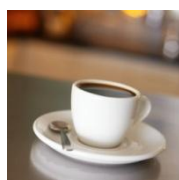
Adult Learning and Youth Services are dependent on sessional staff in order to deliver quality services. Adult Learning and Youth Services have a bank of volunteers who support the delivery of learning programmes. Staff training and development includes opportunities for sessional and volunteer staff to develop their knowledge and understanding of quality improvement.

Information gathered from tutor evaluations is reviewed and informs future planning. The Adult Learning tutor handbook sets out a wide range of information about tutoring including information about induction, Adult Learning procedures, professional development and quality improvement.

Team meetings

A number of meetings and activities involving staff take place throughout the year. All of these provide staff with the opportunity to discuss issues around quality improvement.

Meetings also include:



CLD Quality Teas

Involve all CLD staff, are voluntary and are held every 2 months. The purpose of these meetings is to focus on professional dialogue about CLD and developing and sharing practice

CLD events Throughout the year a number of team events are organised. Some events are focused on team building activities whereas others look at more specific aspects of CLD, for example Service Planning. Youth Workers plan and hold an annual Conference.

Resources

We have access to a range of resources, finance, people, equipment and buildings. We regularly review resources to make sure we make good use of them to achieve the best outcomes for learners and communities.

CLD has access to a range of equipment that it uses in order to deliver learning programmes and activities. It is important that learning resources promote diversity and are relevant to learners' needs. Staff are required to assess the suitability of learning materials and resources for each programme. Staff must abide by IT procedures and policy when using ICT equipment.

Equal Opportunities



CLD adheres to Equal Opportunity policies and procedures of the Shetland Islands Council.

We aim to create an environment where all learners and staff are treated with respect and are not subject to discrimination.

No member of staff or learner should receive less favourable treatment on grounds of sex, marital status, religion, race, colour, nationality, class, ethnic or national origin, age, sexual orientation or disability, or be disadvantaged by requirements which cannot be shown to be justifiable.



Staff should take proactive steps to ensure that they promote a positive image of people who are more likely to be discriminated against and that they challenge discriminatory behaviour and promote inclusive and open groups and organisations.

Service and Corporate Procedures

This Toolkit sets out what is expected of staff re Quality Improvement.

In addition each service has detailed sets of procedures for its day-to-day service provision and staff are required to work within service-specific procedures.

Staff should also make themselves familiar with the following key policies and procedures.

[Risk Management](#)

[Recruitment and Selection](#)

[E-mail guidelines](#)

[Child Protection Procedures](#)

[Equality and Diversity Policy](#)

[Data Protection Policy](#)

[Records Management Policy – Freedom of Information](#)

A full list of Council policies and procedures and corporate resources are available on the Council's intranet.

Section three planning and evaluation

Contents:

- Why self evaluate?
- Tools to identify needs
- Tools to plan for improvement



Why Self Evaluate?

Staff are required to make themselves familiar with [How Good is our Community Learning and Development 2](#) the national quality framework for Community Learning and Development document and to use it to help them self-evaluate their individual work.



Self-evaluation is a key to good quality CLD work. It helps us

- Know if the work we are doing has a positive impact
- Identify where improvement is needed
- Recognise good quality work
- Inform stakeholders about the quality of our work

As a starting point to self-evaluation, we need to consider these three questions.

- Are we providing appropriate, responsive, well-promoted, accessible and high-quality services for young people, families, adults and community groups?
- Are we setting and achieving ambitious targets for participation, retention, outcomes, quality improvement and Best Value?
- Are we systematically self-evaluating and improving the quality of all the services we provide for young people, adults and the community?

We also need to consider how do we know? To do this we need to

- Collect evidence of outcomes and impact to inform our judgements of how good our work is.
- consider the performance and quality indicators, indicative themes and self-evaluation questions in How Good is Our community Learning 2

What next?

The evaluation of the effectiveness of the work we do and the extent to which we meet needs helps us see what is working well and where we should be taking steps to improve.

Plans for development are most effective when based on robust evidence of what works well, from our own self-evaluation and, when appropriate, the good practice of others and from research.

How Good is our Community Learning and Development 2 gives advice on finding out the answers to these questions, and links self-evaluation to planning for improvement and reporting on our performance.

The CLD performance and quality indicators in HGIOCLD2 are a core component of an overall quality-improvement framework. The framework has been developed to focus on six high-level questions, which encompass the key dimensions of CLD:

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

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

Each indicator is organised to help us make a judgment about the strengths and weaknesses in that key area. The themes structure the process of reflecting on and discussing participants' outcomes and our practice with fellow practitioners. Relating practice to the illustrations in *How Good is Our Community Learning and Development 2*, helps to identify strengths and weaknesses. By identifying and describing the strengths and weaknesses in an area of work we can focus on what we need to do to make improvements

When we have reviewed the evidence we agree a level against the 6-point scale

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

Tools for identifying needs



Our work needs to be planned to meet service priorities and individual or group needs. Planning often needs to be done with a range of stakeholders. **You should use the tools that CLD has adopted to plan and evaluate projects.**

Identifying needs isn't just about asking people what they want (although that can be a good starting point) it requires us to have a dialogue with communities about their needs and to use other 'intelligence'. Some of the methods of identifying needs are:

Community Profiles

Community Profiles present a range of social, environmental and cultural information focussing on 7 areas in Shetland. The information is gathered from national and local statistical data, from local research and consultations, and from the views of community members. Effective planning depends largely on a good understanding of what already exists. Profiles aim to provide a baseline of information from which service providers, agencies, voluntary and community organisations can develop a shared understanding of the needs and issues within the area. Profiles are updated via the Local Service Delivery Group (LSDG) for the area, and used to encourage LSDG members and others to work together to deliver locally appropriate solutions to identified needs.

Questionnaires and Surveys

These are used to find out public opinion. Guidelines for designing effective questionnaires and surveys are available on the Internet. Your Voice is a tool used by the Council to gauge opinion about a range of issues and to measure change in opinion over time.

Consultation

Many agencies consult with communities about their services to involve them in decision making and to gain public opinion. Consultations can range from large-scale statutory consultation to small scale consultation in a specific area. They can be specific to a community of interest, for instance parents or young people or they can be community-wide. All CLD staff will be involved in consulting with participants and with the wider community.



Staff will also be involved in supporting wider consultations by other agencies using the National Standards for Community Engagement. [VOiCE](#) is a database planning and recording tool designed to assist individuals and organisations to design and deliver effective

community engagement. VOiCE has been developed to help you:

- Plan community engagement and service user participation
- Conduct it effectively
- Monitor and record the process
- Evaluate the outcomes

It is designed to be relevant both for individual services and for integrated, cross-disciplinary community planning. VOiCE enables all users to have a common system for analysing, planning, monitoring, evaluating and recording that provides common protocols, definition of terms and understanding of different types and purposes of engagement

An electronic version of Voice is available for you to use NOW

Engaging and Identifying needs of people less likely to take part in learning or community activity



DEPRIVATION AND SOCIAL EXCLUSION IN SHETLAND

EXECUTIVE SUMMARY

Introduction

This piece of research intends to develop understanding of social exclusion and deprivation in Shetland, and other remote rural areas. This increased understanding, at a local level, can be used to inform local policy and delivery to better target resources and support and thereby reduce inequalities, and genuinely improve the day-to-day lives of people living in Shetland. It can also feed into discussions about how these issues can be addressed at Highlands and Islands and national levels.

We prioritise work with people who are less likely to take part in learning or community activity. They may face a range of barriers to taking part, isolation, lack of transport, low confidence, low levels of literacy or English, chaotic lifestyles, ill-health or substance misuse, low income, those in a carer role and more. You should make yourself familiar with the Shetland [Deprivation & Social Exclusion research](#) We engage with hard to reach learners through

- Gie it a Go events and Free taster activities
- joint work with other agencies to develop positive social networks and relationships which can lead to engagement in learning
- Encouraging agencies to make referrals to our services through Awareness Raising

Target groups could include:

- *Young people in need of More Choices More Chances*
- *Lesbian, Gay, Bisexual and Transgender people*
- *Young single parents*
- *Adults and young people with low levels of literacy and numeracy*
- *Adults who are returning to learning*
- *Offenders and ex offenders*
- *Speakers of other languages*
- *Unemployed people*
- *People who suffer from ill health or disability*
- *People who are isolated*
- *People who have additional support needs*
- *People who need support to express their ideas and influence matters*
- *Young women*

We identify needs through dialogue and also make use of a number of tools to assess needs, plan programmes and review progress. We take a social practice approach to learning, making sure that is relevant and to learners' lives. We work within the curriculum for excellence principles to design activities and courses that provide

- *Challenge and enjoyment*
- *Breadth*
- *Progression*
- *Depth*
- *Personalisation and choice*
- *Coherence*
- *Relevance.*



Tools to identify learning needs include:

- Literacies Curriculum Framework
- Curriculum for Excellence
- Rickter Scale
- SQA Assessment Tool for Literacy and Numeracy
- Individual Learning Plans
- Progress Reviews
- Focus groups
- Activity Agreements

Tools to plan work and plan for improvement

Focusing on outcomes

Once we have identified needs we need then to think about what we are going to do that can help achieve change and what outcomes we are aiming to achieve. It is important to be able to demonstrate how this has been done. (see [Delivering Change](#) for further information) **When we plan our work, we need to be clear about the outcomes we are trying to achieve and how we will collect evidence that our work is making a difference (having an impact on people's lives).**



Follow the link here ([storyboard \(video animation\)](#)) of Insight 12) for an excellent animated guide to Outcomes

Why have an outcome-based approach?

- Participants are often very clear about the outcomes they want
- Participant and worker satisfaction grows with evidence of achievement
- Policy makers and funders can see that CLD involvement make a difference
- Practice theory is based on evidence not a hunch
- Professional credibility is secured

In order to plan work, we need to assess the starting points and plan outcomes to meet identified needs.



Using LEAP to plan work

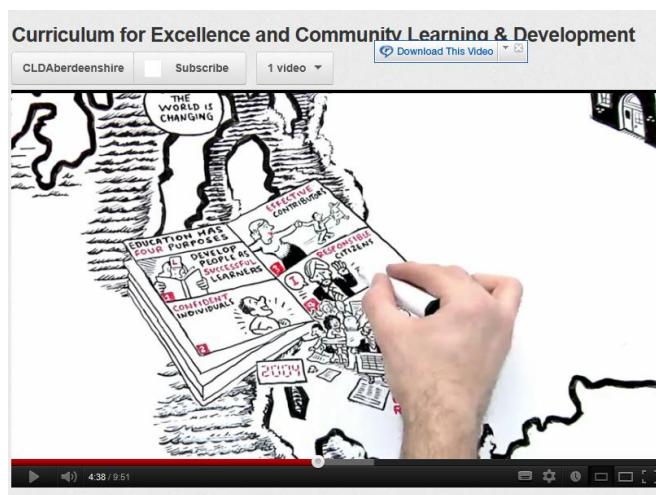
In planning a piece of work staff need a Project Plan. You should use LEAP to plan projects. Leap will help you consider

- What is the need?
- What difference do we want to make?
- How will we know we made a difference?
- How will we go about making the difference?
- What resources will we use?
- What methods will we use?
- In what ways will we use them?
- How are we making sure it is happening?
- Have we made a difference?
- What are the lessons we have learned?
- What will we need to do now?

Most staff will use the LEAP framework which covers all of these steps LEAP is available on line and there are resources which will help you on the [LEAP](#) website

Curriculum for Excellence – Experiences and Outcomes

Curriculum for Excellence is one of the most significant changes in the approach to education in Scotland. The North Alliance has produced [a short film](#) to explain the concept and to highlight the importance of the LD approach within the new CfE.



Within CfE the language of Experiences and Outcomes is used to identify the level of outcomes. The Youth Work and Schools Partnership has produced an excellent resource called [Building Capacities through Experiences and outcomes](#).



Staff are also recommended to use the [Education Scotland My experiences and Outcomes](#) online tool. You require a Glow user name and password to save information.

Using Illuminating Practice to self evaluate

We use Illuminating practice to self-evaluate and record the outcomes of our work. Illuminating practice provides a framework for you to record how well you have met the needs of groups and to recognise how you can improve future work. Illuminating practice reports contribute to the CLD annual Self Evaluation. Elements include;

1. **Project Summary** – a short description about the project
2. **What was the need to be addressed?** – Why you are doing the work/project, how do you know there is a need?
3. **Who was involved?** *What role did they play?* – Who was involved in planning and carrying out the work? Partners? How did they contribute?
4. **What Resources were needed** – e.g. specialist equipment, funding, venues, staff time
5. **What actually happened?** – did you do what you planned to do, was it done within timescales planned, were resources adequate, did people take part etc. If not what was different?
6. **What was the output of the project?** – Outputs are the specific products of a programme or project. These will be quantifiable things such as the number of people taking part or number of training programmes delivered, or any products made.
7. **What were the learning outcomes of the project?** – What changes came about as a result of the activity (some outcomes aren't always planned)

Reflecting on practice

Reflection is an essential element of your own learning and practice development. There are many ways of developing reflection as a crucial skill for practice. Staff are encouraged to develop their practice through systematic reflection. For some a reflective diary can be a good start, for others reflective recordings of your role in projects and events can work well, others reflect with other practitioners. Whatever you choose, it should be systematic and an honest personal appraisal of your role, what went well and what could be improved for future practice

You may use Reflective Recordings to consider your role in the project or work. Reflective recordings are personal to you and are a useful way of analysing your role, what worked well and what could have been improved.

Observed practice

Observed Practice is a useful way of finding out about good practice and can help triangulate the impact of our work. It can assist us to analyse why some methods work, and why others methods have not. It is a tool for improving practice and learning about our role in supporting people to achieve their goals. The role of observer should that of a 'critical friend'. Adult Learning has a system for the observation of staff. New tutors are observed within their first term and all other tutors observed at least once every two years.

Annual CLD Self Evaluation

The information and activities detailed in this Toolkit are used to inform the Annual CLD self-evaluation. Staff, learners, tutors and partners have the opportunity to contribute to the process. Self Evaluations are built up progressively. Illuminating Practice reports from the 3 teams contribute to an annual CLD self-evaluation. In addition consultation takes place with key stakeholders and learners using questionnaires and/or meetings.

Timeline

By end April:

- Collate & analyse learner & community group evaluations of projects
- Collect & collate staff/ partner Illuminating Practice
- Collect performance information re participation levels etc.



By End May

- Distribute Partner and staff consultation (survey monkey and/or focus group)



By end August

- Collate stakeholders views
- include Action points from HMIE Inspections reports
- Review progress on previous year's improvement plan and current year's performance.
- Finalise findings and put together joint CLD improvement plan
- feed into service improvement & planning cycle
- report performance to stakeholders.

Section four involving stakeholders

Contents:

- National Standards for Community Engagement
- Involving learners
- Involving partners and staff
- Reporting to stakeholders
- Celebrating success

CLD actively involves learners and communities in everything that we do. We aim to make sure that young people, adult learners, families and communities are at the heart of any decisions made that affect their lives. This section outlines the tools we use to



involve stakeholders. **Local authorities have signed up to a set of national standards for community engagement and CLD practitioners must apply these in our work.**

National standards for Community Engagement

The Involvement Standard We will identify and involve the people and organisations with an interest in the focus of the engagement

The Support Standard We will identify and overcome any barriers to involvement

The Planning Standard We will gather evidence of the needs and available resources and use this to agree the purpose, scope and timescale of the engagement and the actions to be taken.

The Methods Standard We will use methods of engagement that are fit for purpose

The Working Together Standard We will agree and use clear procedures to enable the participants to work with one another efficiently and effectively

The Sharing Information Standard

We will ensure necessary information is communicated between the participants

The Working With Others Standard

We will work effectively with others with an interest in the engagement

The Improvement Standard

We will develop actively the skills, knowledge and confidence of all the participant

The Feedback Standard

We will feedback the results of the engagement to the wider community and agencies

The Monitoring and Evaluation Standard We will monitor and evaluate whether the engagement meets its purposes and the national standards for community engagement

Involving learners

We take a learner centred approach.

- negotiating learning that is relevant and useful to learners in their everyday lives
- designing flexible programmes that take account of individual learning styles, prior knowledge and circumstances
- identifying and removing barriers to participation.
- using informal methods and venues to foster the supportive relationships and trust necessary to engage people in learning.
- providing guidance and advice, supporting learners to make informed and realistic choices about their learning and work
- signposting learners to relevant agencies and other providers
- recognising learner achievement and celebrating success

Learners are involved in planning and evaluating their own learning and progress, and are central to improving the overall quality of services

How do we involve learners in improving services?

We ask learners about their views about their learning programme, what they have learnt and if it has had any impact on their lives. - *Has learning made any difference in their everyday life?*

We use these tools to involve learners in planning, recognising progress and improving quality

- **Evaluations** All adult learners are asked to complete an Evaluation on completion of their course. Youth Services staff use a range of methods to find out from young people what they have learned from Youth Work programmes and projects
- **Progress reviews** are an opportunities to recognise progress and to evaluate impacts of learning They also give an opportunity to check out that what might be improved for each individual learner to help them achieve their goals
- **Technology: Voxur** is a video in a box – it can be used to record learners' opinions about their learning and how their experience can be improved. **Survey Monkey** allows us to survey individuals who have access to www.youngscot.org/shetland - online surveys and votes of the day on a range of topics
- **Focus groups** with learners to review their experience of learning and how we can improve the quality of learning provision.
- **Annual Youth Work Satisfaction Survey** – undertaken with young people across Shetland to seek their views on their experience of club/centre based Youth Work
- **Curriculum for Excellence:** Youth Services align planning to experiences and outcomes in the CfE

Involving partners

Joint projects are evaluated by partners using Illuminating Practice and this feeds into the overall annual CLD Self-evaluation We carry out an annual stakeholder survey to find out partners views about how we can improve services.

Involving staff

All staff have a responsibility for improving quality of their own work and that of CLD teams and partnership projects. Staff are consulted on an annual basis about how the quality of CLD work in Shetland can be improved.

Reporting to stakeholders

We use a range of ways to report progress to stakeholders:

Youth services report through the Schools Service and Adult Learning and Community Work report through Community planning and Development Service on a number of performance indicators as part of the Council's performance monitoring. This is done on a 6monthly basis.

Quality and standards reporting



From 2013 CLD teams will produce one annual Quality and Standards report to report progress to Stakeholders at the end of August.

The teams continue to report successes and news through a range of newsletters, the press, websites and social media

Reporting to funders

From time to time CLD services access external funding in order to deliver specific projects. We collect information as required by funders and report the outcomes of our work according to their requirements. This information feeds into our overall self-evaluation.

Reporting to learners and communities and partners

We use a range of methods to report to learners and communities

These include:

- CLD Quality and Standards Reports
- Youth Services annual report card
- Newsletters
- Websites – including learnshetland.com, Young scot pages and the shetland.gov.uk
- social media and e bulletins

Celebrating Success

We celebrate achievement in a range of ways and build this into our programmes.

- Award Ceremonies
- Class Celebrations
- Exhibitions and displays of work
- Events that showcase talent
- Press and radio coverage
- Community Newsletters
- websites and use of social media such as You Tube, facebook and Twitter

Contents:

- Getting ready for inspection
- Preparing Evidence
- Your role
- Learning Community QI visits

Getting ready for inspection



You should look at the Education Scotland website re preparing for a Learning Community Inspection, in particular look at:

[What you need to do before an inspection of the learning community surrounding the school](#) the Education Scotland website gives clear information about what you can expect from a Learning Community Inspection. Inspections are changing to reflect the new Strategic Guidance. You are encouraged to look at the site to look more closely at what is involved. On the Site you will find all the information and documents you need to prepare. The key documents are:

1. National Briefing Document

This provides more detail about the purpose of this inspection, and how it will be done.

2. Summary area profile and self-evaluation

The catchment area of a secondary school is unlikely to be a geographic boundary that is meaningful to your work. HMIE does not expect you to be able to provide reports on self-evaluation in line with this boundary. You may have service self-evaluation documents, or have evaluated the impact of a particular project which operates in the area we are looking at. We are very happy to see these as evidence of rigorous self-evaluation. This form is intentionally short, and you should try not to expand it beyond its current size. It **is most helpful if this evaluation is conducted by all key CLD delivery partners**. It is not intended for the local authority alone.

3. Documents to be provided to inspection team

The inspection team is looking for only the most important key documents. They will use these to gain an impression of the CLD providers and what they are doing in the area to be inspected. It is helpful for some documents to be provided in advance. Whereas others can be made available at the start of the inspection week.

4. Inspection timetable

The CLD inspection team normally consists of four people: three Associate Assessors and an HM Inspector. The CLD HMI is also part of the associated secondary school inspection team and so is not available for this inspection for all of the week. Team members are no longer deployed to lead on a National Priority for CLD.

5. Safeguarding/child protection pro forma

This important pro forma enables HMIE to fulfil its duties in relation to the protection of children and vulnerable adults. The Managing Inspector will discuss the completed form with you early in the inspection week. After it has been completed once, it can simply be updated for future inspections.

Please also make use of Journey To Excellence, where you will find examples of good practice from across Scotland

Other matters to consider:

Base for inspection team: a small room should be identified as a base for the Inspection team. It is helpful if this room is close to the associated secondary school being inspected. If inside the school, it is preferable if a separate room can be provided.

Briefing for inspection team: More information on this is found within the National Briefing Document. This is a professional discussion with the inspection team based on the self-evaluation provided to Education Scotland. It should last for one hour in total, and focus on providing some background to the area and the self-evaluation

Preparing for the self-evaluation discussion This is an advice paper aimed at CLD managers to help them in preparing for the self-evaluation discussion which takes place early in the inspection week

Learning Community Self-Evaluations

We need to work with partners to complete a short self-evaluation of CLD activity in the Learning community being inspected. Some of the work re the characteristics of the area can be prepared in advance of the inspection. The information gathered from stakeholders and Illuminating Practice will influence the Learning Community Self-evaluation.

Preparing evidence

We keep evidence so we can show that our work has made a difference. When planning activities you should be clear about the evidence you will collect to show the impacts and the outcomes of your work. Try to obtain evidence from more than one source. This makes it more likely to be reliable. Ideally you should try to triangulate your evidence, which is to use 3 mutually supportive pieces of evidence. An example of this would be observation of participants, reviewing their work, and participant feedback. Inspectors don't have the time to read through boxes and boxes of evidence, so it is important that you are clear about what constitutes robust evidence and that you organise evidence in a way that is accessible for Inspectors. This can be discussed with line managers, through Quality Teas or during Quality Assurance visits.

Having obtained your evidence it should be analysed so that it can inform judgements on future actions, whether to continue as before or to take action to improve performance.

Your role

The Illuminating Practice reports that you complete inform the CLD overall self-evaluation about how well CLD is performing. It is vital that you develop confidence in evaluating your own work and take part in Quality Improvement activities so you can develop your knowledge and understanding of planning for improvement. You also need to ensure that you collect evidence of the impact of your work systematically. You may be asked to take part in focus groups and interviews about your work as part of the inspection process. You may also be asked to arrange visits to projects or to set up meetings with learners or community groups.

QA Visits to Learning Communities

Purpose

The Quality Improvement Team are developing guidance regarding the format of quality assurance visits to Learning Communities. The toolkit will be updated when this is finalised.

Draft Quality Assurance visits aims

- Support CLD staff and partners to self-evaluate and improve the quality of learning opportunities provided.
- Give staff and partners the opportunity to discuss the Inspection process and have any questions answered
- Highlight any areas that need improvement and areas of good practice

Purpose	Stakeholders and impact
<ul style="list-style-type: none"> • To provide an opportunity to present a piece of work in a safe and supportive environment • To create a space for reflection and discussion about the outcomes and impact of the work • To confirm/validate self-evaluation gradings of pieces of work • To build confidence in self-evaluation principles amongst staff 	<ul style="list-style-type: none"> • Local staff – increased confidence to demonstrate outcomes of practice and to engage in professional dialogue • Increased knowledge of local staff of their own work and that of colleagues • Wider staff – opportunity for staff to see examples of good practise across Shetland • CLD increased evidence based of the impact of CLD activity across Shetland
Deliverables	Measures of success
<ul style="list-style-type: none"> • Staff are reflecting on and reviewing a range of current examples of practice • The annual cycle of Quality Assurance visits is embedded into the quality improvement, planning and reporting cycle • Bank of illuminating practice report produced and reviews and contributing to annual CLD Quality and Standards reports 	<p>Short term:</p> <ul style="list-style-type: none"> • Increased use of IP case studies • Increased confidence to discuss outcomes and impacts <p>Medium term</p> <ul style="list-style-type: none"> • Embedded process of review and evaluation across Shetland • Good quality CLD reports to quantify the impact of CLD in Shetland <p>Long term</p> <ul style="list-style-type: none"> • Inspection ready services across Shetland

Quality improvement tools available on Quality CLD area of The 'Z' (community development) drive



LEAP

- Examples of completed LEAP proposals online and paper are available on



Illuminating Practice

- Guidance and blank template
- Examples of completed Illuminating Practice forms

Self Evaluation

- Latest CLD self evaluations

Improvement Plan

- Format for Quality Action Plan



Quality and Standards Reports

- Quality and Standards Reports



VOICE

Examples of completed VOICE plans

Reflective Practice/Recordings

- Examples of Reflective Practice

CLD Illuminating Practice Template – Notes

Self-evaluation is vital to our work. It enables us to

- consider how we are doing
- how we can plan for improvement and
- consider and record the difference our work is making.

The three services making up the Council's Community Learning and Development: Adult Learning, Community Work and Youth Services have agreed that workers should use the Illuminating Practice pro-forma to self-evaluate their work as ongoing practice.

These will be used to plan for improvement and to inform self-evaluation for HMIE Inspections.

Use these notes as a guide to self-evaluate the community learning and development work you are involved in. The template reflects the language used in How Good Is Our CLD2? If you do not have a copy you can access it at

<http://www.hmie.gov.uk/documents/publication/hgio2cld.pdf>

1. **Project Summary** – a short description about the project
2. **What was the need to be addressed?** –Why you are doing the work/project, how do you know there is a need?
3. **Who was involved?** *What role did they play?* – Who was involved in planning and carrying out the work? Partners? How did they contribute?
4. **What Resources were needed** – e.g. specialist equipment, funding, venues, staff time
5. **What actually happened?** – did you do what you planned to do, was it done within timescales planned, were resources adequate, did people take part etc. If not what was different?
6. **What was the output of the project?** – Outputs are the specific products of a programme or project. These will be quantifiable things such as the number of people taking part or number of training programmes delivered, or any products made.
7. **What were the learning outcomes of the project?** – What changes came about as a result of the activity (some outcomes aren't always planned)
Outcomes – tick boxes to indicate if outcomes relate to family, work, community or personal life. (see overleaf for a list of potential outcomes for these categories)
Also see capacity building outcomes – work that strengthens the ability of groups so that they are better able to set out and achieve their aims.

See Pages attached from Delivering Change for more on understanding the Outcomes of Community learning and Development. and categories:

<http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/research/deliveringchange>

Outcomes are the changes that come about as a result of us taking action. Some of these are fairly quick as a direct result of the action we have taken, some are longer term and might be the result of various factors, our action might be only of these.

We have divided outcomes into outcomes for adults and young people

- Successful learners
- Confident individuals
- Responsible citizens and
- Effective contributors

And capacity building outcomes

- 'Confident, skilled and active community members'
- Active and influential roles in local and wider decision making
- Developed local services in response to priority needs
- Effective planning, management and evaluation arrangements
- Ensuring that groups are inclusive and value social and cultural diversity
- Productive networks and relationships with other agencies and organisations

8. **What was the impact of the project – and how do you know?** – What difference did it make to participants lives or the community? What evidence do you have ?

9. **What was learned from the project?** What did you learn from this project that will have an impact on further projects/ work?

10. Planning mechanisms

Priority Focus – tick the appropriate box

Did you use **LEAP** to plan and evaluate?

What quality indicators does the work link to? See HGIOCLD 2 for more information –

What evidence do you have about the project and its impact?

What quality level would you rate the project at? **Excellent** – a model of its type, **very good** – major strengths with few areas for improvement, **good** – important strengths with a significant impact, **satisfactory** strengths just outweigh the weaknesses, **weak**, some strengths, but important weaknesses, **unsatisfactory** – major weaknesses with unsatisfactory outcomes

11. **Next Steps:** you might want to re-design the project as a result of what you have learned, or it may be a one-off project, or it may be ongoing.

12 **Completed by** –you should involve partners and participants in self-evaluation wherever possible.

Impacts



The online resource Effective Self Evaluation in CLD: A guide for practitioners and managers is a good source of information on gathering impact evidence. Impacts are the direct result of intentional CLD activity. They are the effects, or changes to individuals or communities that can be attributed directly to CLD activity. HMIE inspection now focuses primarily on the impacts of CLD.

Impacts are statements like

- “ I now feel confident to....”
- “As a result of taking part in xxx I am now taking a more active part in xxx”
- “I think my English has improved”

Outcomes

Outcomes are the changes that come about as a result of us taking action. When we decide something needs to happen we set aside resources to do it (these are called **inputs**) we apply methods to do it (**processes**) and achieve things, like an activity we have delivered or something we have produces (these are **outputs**) the Outcomes are changes that happen as a result of that chain of events.

Building community capacity

Work that strengthens the ability of community organisations and groups so that they are better able to set out and achieve their aims. This can include support ehmt o be better at being involved in consultation and planning, managing community projects and taking part in partnership sand community enterprises.

Community Planning

How service providers work in partnership with communities to improve how they plan and coordinate services. The overall aim is to make sure that services promote the wellbeing of the community that they serve. Service providers include the public private and voluntary sectors. Find out more about [Community Planning](#) at the Scottish Government website.

Community Engagement

The National Standards define community engagement as:

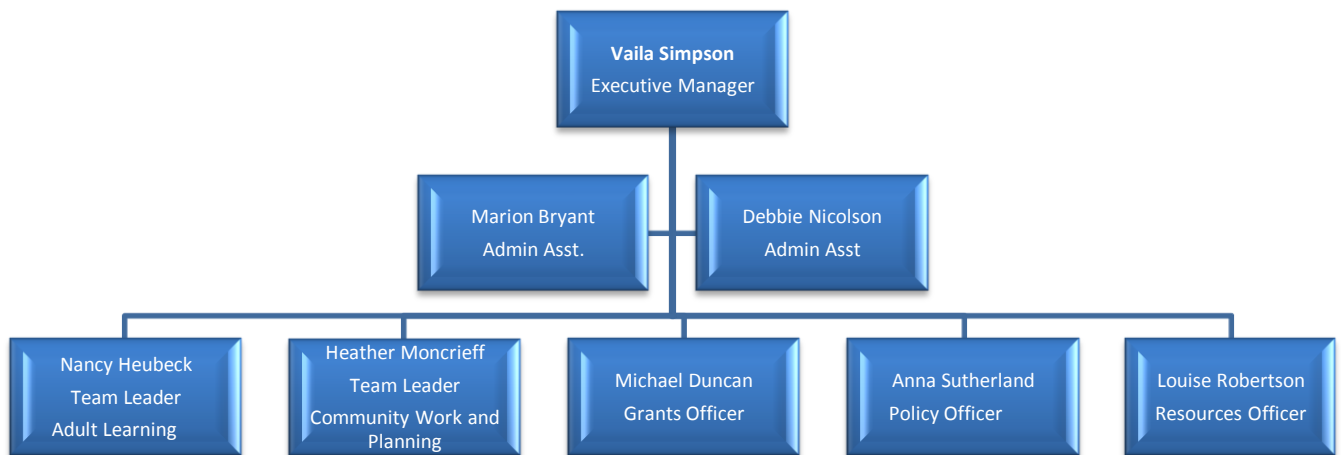
'Developing and sustaining a working relationship between one or more public body and one or more community group, to help them both to understand and act on the needs or issues that the community experiences'.

Co-production

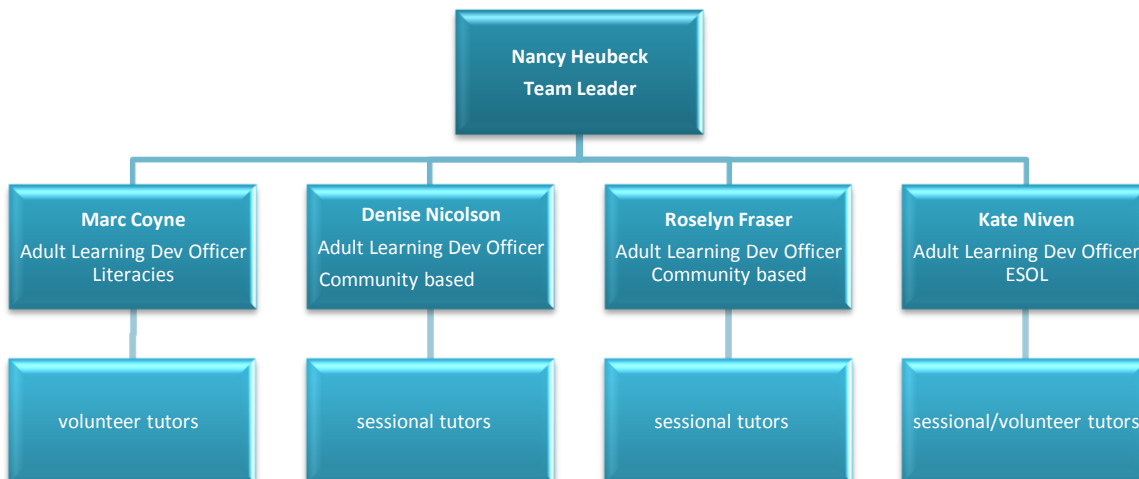
Co-production refers to a way of working where decision makers and community members, or service providers and users work together to create a decision or service which works for them all. The approach is built on the principle that those affected by a service are best placed to help design it. It recognises that if organisations are to deliver successful services they must understand users' needs and engage with them closely in the design and delivery of services.

Community Planning and Development Service

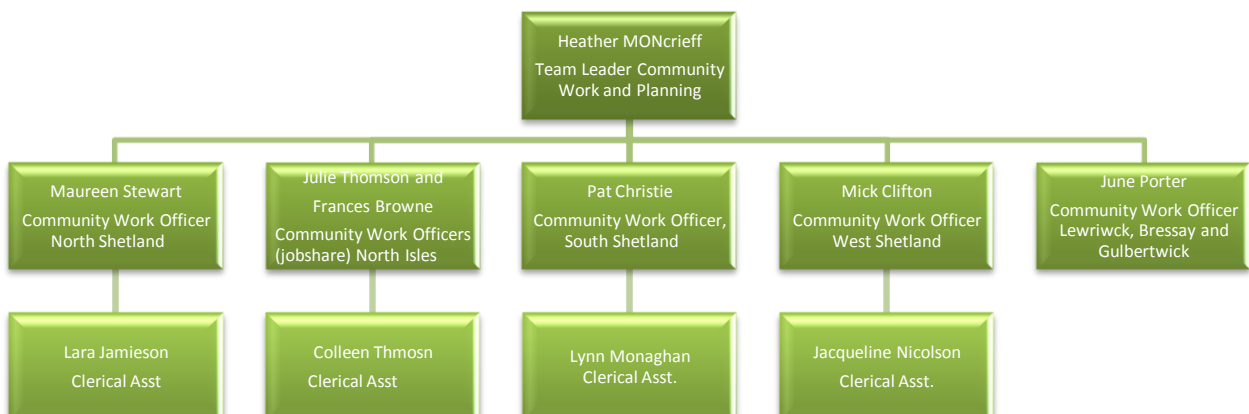
Community planning and Development are part of Development Services led by Director Neil Grant



Adult Learning Team



Community Work TEAM



Youth Services are part of the Schools Service which in turn is part of Children's Services led by Director Helen Budge. The team consists of 1 x Team Leader, Brenda Leask, 6 Youth Development Workers, 4 Bridges Support Workers, 2 Admin assistants and youth workers. The team is currently being restructured.

Contact Information:

Adult Learning and Community Work and Planning
Community Planning and Development Service
Shetland Islands Council
Council Headquarters
8 North Ness
Lerwick, Shetland ZE1 OLZ
telephone: 01595 743888
www.shetland.gov.uk

Youth Services
Schools Service
Shetland Islands Council
Islesburgh Community Centre
King Harald Street
Lerwick, Shetland ZE1 OEQ



Shetland Islands Council