

THE HIGHLAND COUNCIL
Agenda Item

EDUCATION, CULTURE & SPORT SERVICE
Report No

Community Learning & Leisure Service – Self Evaluation Peer Review
Ross & Cromarty Peer Review March 2007.

Report by the Peer Review Team.

SUMMARY

This report sets out the background, purpose and methodology of the “Peer Review” of the Ross & Cromarty Community Learning & Leisure Service. It sets out its findings on the identified quality indicators relative to the new self evaluation framework (HGIOCLD2) being used for the first time in Ross & Cromarty.

1. BACKGROUND

1.1 Community Learning & Leisure has identified a need to conduct quality assurance monitoring to identify the veracity of self evaluation against the quality indicators of How Good Is Our Community Learning & Development 2.

2. PURPOSE

The review is conducted in a supportive manner to verify/moderate the self evaluations of the Areas. This will evidence a process of self evaluation and monitoring, improve accuracy of evaluation and ensure the evidence supporting scores is available.

3. METHODOLOGY

Peer Reviews are arrived at through a negotiated process using the HGIOCLD2 broad brush self evaluation of each Area as a starting point with all grades now based on the new ‘six point scale’.

The basis of this review was agreed with the Community Learning & Leisure Manager and Community Learning & Leisure Officer of the Area being reviewed and the Peer Review Team. This identified the Quality Indicators to be verified, the focus groups to be consulted and the documentary evidence to be supplied in advance of the visit. (Scoping document – Appendix?)

QUALITY INDICATORS VERIFIED

For the Ross & Cromarty “Peer Review” a number of Quality Indicators from the new Self Evaluation framework – HGIOCL&D 2 were selected to be verified through the review process.

Key Area 2: Impact on Service Users

Q.I. - 2.1 - Impact on participants

Key Area 3: Impact on Staff and Volunteers

Q.I. - 3.1 - Impact on paid and voluntary staff

Key Area 4: Impact on the Community

Q.I. - 4.1 - Impact on the local community

Key Area 5: How Good Is Our Delivery of Key Processes

Q.I. - 5.9 - Inclusion, equality and fairness

Key Area 8: Partnerships and Resources

Q.I. - 8.1 - Partnership working

Findings

Q.I – 2.1 - Impact on participants

Ross & Cromarty Self-evaluation:

2.1 We graded ourselves level 4 because many of our participants are becoming more successful, confident and active.

- Community Learning – Level of participation in community capacity, communication between stakeholders and service and feedback info received (4)
- Youth Development – Cooking Class in Ullapool. More confidence. Evaluations in place. (4)
- HealthWays – Parenting programme in Tain. Improved self esteem and confidence (5)
- Arts and Heritage – Advice on applications and grants demand led. 2007 grants – financial support and ongoing support and quality monitoring and evaluation (5)
- Leisure Facilities – Customer throughput – HMI inspections at Tracc; feedback sheets, surveys (5)
- Libraries – reading groups increasing in number, positive feedback (4)
- Sport Development – Quarterly Reports; sports leadership, coaching highland courses and different levels UCC levels 1–5. (3)
- Active Schools – 3 sessional forms, SportScotland forms; kids feedback forms (3)
- ABE – ILP’s. Interviews

Q.I – 2.1 - Impact on participants - Youth – Good – grade 4

The peer review team agree with this grade, we saw evidence of successful, confident learners, who respected themselves and others, and had gained employment through their involvement in CL programmes. Participants reported feeling supported better by other people, healthier, more achieving and active. More respected, responsible and more included in their communities.

The young people we met enjoyed their experience of Community Learning, they were able to articulate how the experience had benefited them. There was an appropriate range of opportunities available and young people felt that they could influence the design of activities on offer.

Q.I – 2.1 - Impact on participants – Adult - Good – grade 4

The Peer Review findings support a score of 4 for Impact on Participants – Adult Learning. This is based on observing and speaking to adult learners taking part in three activities; an ABE ESOL class, a Community Learning Advanced Gaelic Class, and a Reading Group supported by the Library Service.

All the participants enjoyed the activities they were undertaking, were very motivated and had a positive attitude to learning. They were very complimentary about the facilitators and commented on how well they were supported and encouraged. The learners were able to articulate the positive impact learning was having on their lives. This included the ability to support their children’s learning,

better communication with employers and personal satisfaction. One learner also spoke of how learning had helped to improve her health and well-being. They reported improved confidence and were achieving their learning goals. They also liked the social aspect of group learning.

However, provision of resources and access to appropriate learning materials was not consistent across the board. Some learners had more input to what they were learning (social practices model) than others. In the latter case the facilitator had total control of course content and method of delivery.

Q.I – 3.1 - Impact on Paid and Voluntary Staff

Ross & Cromarty Self-evaluation:

3.1 There was considerable variation amongst functions ranging from 2 to 5 and we have generally scored ourselves 3. Where scores were low this related specifically to formalised training for sessional and part time youth workers and adult education tutors on the Community Learning side. Where the scores were high this related to leisure facilities and ABE.

- Active Schools – lots of training opportunities through coaching highland and meetings with volunteers to discuss motivation. Meet with volunteers more often and more formally to discuss. Lack of volunteers. (3)
- Community Learning – mainly paid tutors who should be offered more training to feel more valued – have confident and motivated volunteers but do not offer them training and support as programme not in place (3)
- ABE – extensive quality tutor training (5)
- HealthWays – Jog Scotland, Movin about, parenting – some confusion with Partnership organisations as to who is the main guiding organisation and we feel we could provide improved support to volunteers – time is limited. (4)
- Arts and Heritage – fairly well but due to financial restrictions cannot do lot of training – staff and contract workers good. (4)
- Leisure Facilities – PDP’s for all staff, team meetings & quarterly reports – staff involved in designing plans. Awards received this year – SHAW, CIVIC, (5)
- Libraries – Team work & motivation. Let down by lack of budget & central support. (4)
- Sport – Regular team meetings – partnership with volunteering highland and designing volunteer handbook to support recruitment of volunteer induction. Public recognition of volunteers. (4)
- Youth Work – Unrealistic targets. No SVQs, no contracts, lack of training for volunteers and part-time youth leaders however strong team in place. (2)

Q.1 – 3.1 - Impact on Paid Voluntary Staff – Youth - Adequate – grade 3

The Peer Review team graded youth 3. All the paid staff (f/t and p/t) reported high levels of confidence, satisfaction and pride with their work. However f/t staff reported frustration with the current period of change and uncertainty. Staff felt they were well supported by management. Staff reported good productive partnerships on the ground. Effective team work was taking place that included

staff at all levels. However, f/t staff had benefited from professional training other staff felt there was a need for multi level comprehensive training programme that is accredited.

Q.I – 3.1 - Impact on Paid Voluntary Staff – Adult - Adequate – grade 3

The Peer Review findings support a score of 3 for Impact on Paid and Voluntary Staff – Adult Learning. This score is based on discussions with two focus groups of paid staff and a focus group of sessional and volunteer tutors. It should be noted that there was considerable variation in different parts of the CLD service, with some scoring higher than the overall grading.

Most staff reported being highly motivated although it must be acknowledged that external factors, particularly the current process of re-structuring and budget cuts, were having an adverse affect on paid staff. However, they enjoyed working with learners and appreciated the benefits that learning activities were having on their learners’ lives. Staff felt they were making a difference. The majority of paid and voluntary staff felt supported by management and colleagues. However there appeared to be a fragmentation of the CLD team as a whole with parts of the service working well together and others less so.

Most paid staff said they had opportunities to attend training, although these were usually limited to within the Council area. They did appreciate that budget constraints were the main reason for this, but also indicated that time factors came into play when working in a rural area such as Ross and Cromarty.

Training for sessional and volunteer tutors varied, and some lacked an understanding of the social practices model of community learning. There was also a lack of support for some of the tutors and limited access to resources. The quality of venues where classes were delivered also varied. In some cases there seemed to be little contact between tutors and designated line managers, and consequently a lack of demonstrable quality assurance.

Q.I – 4.1 – Impact on the Local Community

Ross & Cromarty Self-evaluation:

4.1 We graded ourselves level 4 because active community members receive effective support and training to develop their skills and confidence. Community groups are fairly well informed about changes which affect their communities.

- Leisure Facilities – Community consultation, suggestion boxes. CRM complaints system – management committees community consultation (4)
- Community Learning – Too large a community to deliver every community the same level of service – active community participation. Members of groups develop their skills shown by roles they take and move onto do other things. (4)

- Libraries – Reading groups have organised themselves to access grants as a voluntary body.(4)
- Sports Development – partnership working with sports council and individual sports clubs (4)
- Arts – Pockets of good practice on the West with Cultural Co-ordinator and voluntary groups. Working with 2007 grants for voluntary groups. Given out £500,000 – fifty plus projects. (4)
- Youth Development – Working in seaboard communities – start from scratch and built up to regular youth club sessions and summer arts project – community hall and community groups – parents have come forward to ask about volunteering. (5)
- Heritage – support to Museum and heritage groups – little or no advice or support to help them in development. (3)
- Active Schools – work closely with number of groups – parent’s evenings, head teacher meetings, leisure centres pupil council’s surveys. (4)
- HealthWays – strong example the veg box prescription and fruit for all on the west coast. (4)
- ABE – Access to our learners work. (4)

Q.I – 4.1 – Impact on the Local Community – Adequate – Grade 3

The Peer review team identified a number of areas of positive practice in relation to community capacity building with a balance of strengths and weakness.

Community activists reported to being supported well by staff and explained the changes in their lives resulting from involvement.

Staff outlined work which grows their own staff in leisure centres and also supports voluntary organisations in the area.

There was however a lack of understanding from some levels on the work of community capacity building, the outcomes it would bring and the evidence produced. This lack of understanding has hindered the evidencing of this section as examples of work practice and portfolio contents were limited in support of the grade.

There is clear evidence that good community capacity work is going on in the communities visited however the lack of understanding, leads to work happening by chance not as a clearly thought through and planned process.

QI 5.9 – Inclusion, Equality and Fairness

Ross & Cromarty Self-evaluation:

5.9 We graded ourselves level 5 because the CLD Plan takes on board national priorities and at a local level we target geographically; activity programmes; and specific groups e.g. parents, unemployed and those with barriers to health. There is a positive attitude to social and cultural diversity.

- Libraries – strength, Peoples Network free access to internet, specialist materials for languages Polish children and adults, stated book policy covers diversity. (5)
- Sports - opportunity to provide 0 cost events more policy work sports Scotland policy – seek external funding (3)
- Youth - one of biggest strength – radio station which banned all people under 18 but have not got to stage where the young people will be accepted treating young people as equals – recognition that youth are valuable part of community. (5)

- ABE - Learner base is excluded groups and people – provision free and local have expanded to literacy learners, ESOL. (5)
- Arts and Heritage - cultural co-ordinator, address rurality, age concern, Dingwall and Invergordon Hospital, Summer Programme work with Ian Good; working with Cromarty Arts Trust re film maker in residence. (5)
- Active Schools –try to target schools with most need for our work trying to attract external funding such as for transport for events to keep costs down and provide equipment. (4)
- CL - Altzer support group – head injuries group; geography are causes exclusion. (3)
- HealthWays - prides on equality and inclusion – targeting, price free or 50p. (6)
- Leisure Facilities – National successful High Life Scheme programme for all ages – happy hours, work with schools – is sustainable encourage all in. (6)

QI 5.9 – Inclusion, Equality and Fairness – Good – Grade 4

Adult Learning

Staff were able to identify groups of non-traditional learners with whom they had had some success in engaging. This was particularly evident in the adult literacies work undertaken by ABE. However, there was still more work to be done to reach certain groups such as the elderly. Progression routes for learners who had been engaged were also an issue.

Youth

There was clear evidence of targeting excluded groups. Staff had employed a number of strategies to effectively engage these groups.

Community Capacity Building

There is evidence of a range of provision spread both geographically and demographically across the area reviewed. The Healthways project has been a major initiative to address the inclusion agenda and has been successful. Staff were able to recognise the projects which have been aimed at excluded groups however a limited depth of understanding, in relation to the issues, was demonstrated. The HighLife scheme and subsidised pricing policies were seen as the main mechanisms for social inclusion with little emphasis to outreach from facilities to where non traditional participants are. There was also little evidence of current Needs Analyses for communities. Without such ‘mapping’ work it is difficult to demonstrate that excluded groups have been identified and hence even more difficult to evidence that exclusion is being fully addressed.

QI – 8.1 – Partnership working

Ross & Cromarty Self-evaluation:

- 8.1 We graded ourselves level 4. The CLD Partnership actively encourage and work effectively in a range of multi agency and multi disciplinary partnerships.

Productive partnerships exist with key services, voluntary and community organisation and other public and private sector bodies.

- Youth – 5
- Sport – 5
- Libs – 5
- Leisure Facilities – 4 work with HealthWays – SLA TRACC –
- No of SLA across the board (Di /Peter) Schools (Community Schools) Spa Averon, Poolewe MacPhail
- Heritage – partnership working with Museums – SLAs in place and monitored -2
- HealthWays – 5 – partnership organisations up to 35 and more try not to duplicate – good interaction with communities and public
- CL – 4 – do work effectively with Partners – CLD Partnership – Com L is the lead partner to take forward -,,,,,,
- Active Schools – health work in schools and working with Healthways 5 health promoting schools
- ABE – 27 recognised and recorded partners working with ABE
- Arts and Heritage – SLA – 2007 Age concern Highland Print Studio, Touchwood Festival and Schools – 4

QI – 8.1 – Partnership working – Adequate – Grade 3

The Peer Review Team from the meetings and evidence seen would grade Partnership Working as adequate (3). Partners acknowledge the existence of Community Planning and view this as the umbrella that all are ‘signed up to’. They also note involvement in CLD Action Planning. Partnership working is clearly an aspiration of CLD and recognised as vital to the delivery of provision. SLA and Partnership pro-forma exist to formalise partnerships. Staff assume a number of roles in partnership working from leading to participating and welcome partnership whilst partners acknowledge the support derived from and value of working with CLD staff. However few formal signed agreements exist, only one SLA was known of and, we were told, this had not been revised since its creation in 1991. Partners felt that links with CLD had weakened over the last couple of years and the opportunities for partners to meet together with CLD staff were now infrequent. Partners felt that partnership working relied more upon individual relationships rather than planned actions and often happened as a result of partners seeking help from CLD. The overall impression was that partnerships existed but were often not structured and planned, relying more on informal relationships and local needs.

Adult Learning

Staff recognised the value of partnership working and were able to give examples of successful joint projects. It was acknowledged that most of the work was of an informal nature, although some formalised agreements did exist.

Some parts of the CLD service were more involved in partnership working than others.

6. OBSERVATIONS

The Peer Review Team believe that the Ross & Cromarty Self-evaluation is generally accurate. We agree with the overall Ross & Cromarty grading for QIs 2.1 and 3.1. The youth element of QI 3.1 we would up-grade from the 2 (weak) that the youth team graded themselves to a 3 (adequate). The three remaining QIs we would reduce by a grade in each case. There are a number of recommendations following these observations which, if addressed, would make significant differences to the standard of provision. In all instances the Peer Review must be seen as a 'snap-shot in time' of specific QIs in one small area of Ross & Cromarty and may not reflect the entirety of the work delivered by the Ross & Cromarty team. There is much to celebrate in Ross & Cromarty.

7. RECOMMENDATIONS

Q.I – 2.1 - Impact on participants – Youth

- The team should consider how to sustain the long term funding of the youth facility The Place.

Good Practice

The Place epitomised a well rounded youth facility, it was designed with young people's needs in mind as a meeting place, but was also able to be utilised by other agencies engaged in more structured sessions with young people. Young people's sexual health was well provided for but in a manner appropriate to users.

Q.I – 2.1 - Impact on participants – Adult

- Ensuring all participants are given the opportunity to express their views and contribute to shaping service delivery
- Increase access to resources to aid learning and progression. This may be addressed by an awareness exercise in the range of materials available through the library service.

Q.I – 3.1 - Impact on Paid Voluntary Staff – Youth

- The team should explore local multi agency training opportunities in addition to contributing toward a Highland in-house youth service training programme.

Q.I – 3.1 - Impact on Paid Voluntary Staff – Adult

- A structure should be put in place for the support of all sessional tutors
- Training should be available to Adult tutors
- There should be better access to resources and suitable learning venues

Q.I – 4.1 – Impact on the Local Community

- Project/work portfolios need to include more direct evidence from participants of impact – what difference has been made by the activity learners have been involved in?
- There appears to be a lack of understanding in a couple of key areas relating to CLD – ‘What is Community Capacity Building?’ and ‘what is the difference between an outcome and an output?’ Training sessions for some staff would help to address these misunderstandings.
- There is a need to offer guidance to staff on the use of Sessional Sheets – in some instances far too much detail was being completed with sheets being used almost as LEAP plans.

QI 5.9 – Inclusion, Equality and Fairness

- Evidence of needs assessment identifying the communities and groups (geographic and thematic) which are not traditional participants will aid the team to identify impact on this sector and target resources effectively.

QI – 8.1 – Partnership working

- There is a need to more formally recognise partnership working, possibly by using Partnership Agreements, and to review SLAs annually to ensure they are still ‘fit for purpose’.
- Consideration should be given to restarting quarterly meetings with partners to build networks and maintain contact.

Signature: A.B.Northedge
Designation: Principal Community Learning & Development Officer
Date: 22nd March 2007
Author/Ref: Mr. Barry Northedge –01463 702835
Background Papers HGIOCLD2 – self evaluation
Evidence supplied in advance of review visit (Appendices)

Acknowledgements

The Review team wish to record their thanks to everyone involved in the review, particularly to those individuals in focus groups who gave of their own time to contribute freely, honestly and openly.

The Team also thank the staff of Ross & Cromarty CLLS who made the team most welcome. Staff went out of their way to ensure we were well looked after, informed and supported throughout the review, this was most appreciated by the Peer Review Team. We wish everyone success in the various projects and pieces of work we heard about.

The Team would finally like to thank the Ross & Cromarty CLL Manager and Officer for their efforts and organisation in enabling this Peer Review to take place.

Appendices:

Appendix 1 – Meeting/Focus Group/Interview and Visit notes.

Appendix Information, QI 2.1 – Youth

- *Young people attending the XL Club said they had fun at the club, that they were involved in deciding what to do and that they learned things at the club as well.*
- *They spoke about having increased confidence, better social skills including communication skills and an understanding of other people.*
- *They liked The Place but would like to see it open on a Saturday. They also thought there should be some provision in Evanton.*
- *YP using The Place said they enjoyed using it, that there was a good variety of activity for both boys and girls and that they particularly valued the trips.*
- *They liked the workers and felt they had the right manner in terms of being approachable but still running a safe facility. They felt they were able to influence the programme informally but also formally through the management committee. One young person had joined the management committee to contribute to the recent refurbishment because it was an important resource for yp.*
- *The Chicks group for young women had taken part in a wide range of activities some of the original members of this group were now moving into an informal young mothers group looking at healthy living.*
- *The Place was available as a drop in facility for much of the week and was used by yp.*
- *YP felt they did a lot of activities on the trips that they would not get the opportunity to try otherwise. They felt they learned a lot on these trips around team work and interpersonal skills.*
- *The Place was an attractive venue for young people it was well decorated, and had used wall space for mixture of photos and youth information. There was a strong focus on sexual health and the availability of condoms. Young people said that they would have no problem asking the staff for condoms.*
- *Young people had been involved in a project that utilised their interest in music. They had used the facility for band practice but had developed into filming the sessions and developing technical skills such as recording. They had also worked with a story teller to look at the local history and develop their lyric writing to incorporate this.*

- *One yp had been involved in a previous media project and had now moved into employment in this area.*
- *They had developed social and communication skills that would benefit them in this and other areas. They had also developed an awareness of their music style and appreciated that not all yp would like it.*
- *They felt The Place provided a valuable resource for yp interested in music and bands.*

Appendix Information, QI 2.1 – Adult

Adult Learners Focus Group: Reading Group

Participants:

10 readers met regularly once a month in the Dingwall library on a Tuesday evening. This was one of several reading groups in the Ross and Cromarty Area.

How would you describe your experiences of learning and being involved in learning activities?

All the readers had a positive experience through being part of the reading group. They felt it broadened their knowledge of literature and taste in different genres. They believed that taking part in the discussions challenged their perceptions on occasions. They developed their speaking skills.

They all enjoyed the social aspect of meeting as a group because of their shared interest in books and reading.

What have you gained from being involved in learning / activities?

Group members had gained the confidence to be able to express their opinions. They developed the self-discipline to read books which they might not have chosen for themselves because they felt they needed to contribute to the group discussion. One described this as “reading with different eyes”.

They gained a critical appreciation of books, for example participating in the judging of the Dundee Book Prize for emergent authors, and the Big Read.

What has your involvement enabled you to do that you couldn't do before?

Individual readers developed wider perspectives and respected other people's opinions even when it differed from their own. It enhanced their communication and listening skills, as well as their analytical skills.

As a result of reading group activity it was decided that a Readers Day would be an interesting event to hold. With support from library staff, they formed a committee involving members of all the Area reading groups (acquiring committee skills). They successfully applied for funding, again advised by HC staff (Arts Officer), and organised the day. This organisation included contacting authors and publishers and devising and distributing publicity e.g. colour leaflet. This is a good example of community capacity building.

Have you been supported and encouraged and if so, how and by whom?

Readers felt they had received a high level of support and encouragement from library staff. Their enthusiasm was praised.

The members of the group also felt supported by each other.

What say have you had over the activities and the programmes you've been involved in?

The group had ownership of the Readers' Day event and were proud and excited about this achievement.

With regard to their reading choices, this was limited to choosing from a list of multiple copy titles held centrally. Library staff ensured books were reserved and distributed when they arrived. The members appreciated the access to free resources provided by the library service which enabled them to participate in this activity at no cost ("we're getting so much out of this").

Adult Learners Focus Group: ESOL Family Literacy

Participants:

The ESOL Family Literacy classes, run by ABE are held in Dingwall on Wednesday evenings. The sessions run for two hours. The learners are placed into one of three groups, according to their level of competence with English language skills – very basic, basic, and intermediate. The three tutors who teach the groups are experienced in teaching literacy skills and ESOL.

There is a wide age range present – the oldest learner is sixty seven and the youngest are teenagers. There are also a mixture of nationalities including Polish, Dutch, Italian, and Latvian.

The responses recorded here resulted mainly from discussions with three learners from the advanced group.

How would you describe your experiences of learning and being involved in learning activities?

The learners were all highly motivated, as shown by their regular attendance and the distance some had had to travel to reach the class. They enjoyed coming to lessons and taking part in the activities. The tutor ensured that all were involved in discussions and had the opportunity to speak, listen and contribute.

What have you gained from being involved in learning / activities?

The learners had improved their English language skills – speaking, listening, reading with comprehension, and writing. They had gained confidence and increased their self-esteem. They had also had the opportunity to meet people from different cultural backgrounds and work together as a group.

What has your involvement enabled you to do that you couldn't do before?

The learners were able to express themselves verbally even though all had very little English when arriving in the Highlands. They were now confident about their ability to communicate with native speakers face-to-face, though they agreed that speaking on the phone was still difficult and sometimes a person's accent (the example given was a Glaswegian accent) could make it hard for them to understand what was being said. One learner was seeking work and felt that if she could get an interview she now had enough language skills to be able to articulate her qualities. She had already accompanied her mother to an interview (her mother was also attending classes but was in the "basic" group).

Have you been supported and encouraged and if so, how and by whom?

The group displayed an excellent rapport with their tutor. She encouraged them to speak and express their feelings and opinions on different topics and also ask questions. The atmosphere was relaxed and informal, which made the learners feel comfortable. The members of the group also supported each other. If one learner didn't know how to use a word or phrase in English they would ask a fellow student for help.

What say have you had over the activities and the programmes you've been involved in?

At the end of the session the tutor asked each person in the group what they would like to work on the following week. Topics identified by the learners included grammar, how to form questions, and explaining idioms. These were noted down by the tutor to be used in the formulation of the next lesson plan. All learners were given a book to read as homework, which would also be discussed at the next lesson. After the class, the mother of one of the students, who was herself a learner in one of the other groups, asked if she could borrow the book her daughter had been reading. The tutor also gave her a cassette of the book so that she could hear the words as she read, if she wished to do so.

Adult Learners Focus Group: Gaelic Group

Participants:

5 learners – Advanced class

The class meets weekly in Dingwall. Each session lasts two hours.

How would you describe your experiences of learning and being involved in learning activities?

Most of the participants in the class had undertaken classes in Gaelic for many years, progressing through different levels. The fact that they kept coming back for more was testament to their interest and how much they enjoyed the classes. Their motivation was varied; personal satisfaction, supporting children's learning, health and well-being. One had undertaken an accredited course.

What have you gained from being involved in learning / activities?

All learners had gained personal satisfaction from learning Gaelic. Learners also spoke of having more awareness of heritage and culture as related to the Gaelic language. One learner had been able to support his daughters when they began school (they were taught through the Gaelic medium and one was now studying Gaelic at university). Attending classes and social contact had helped one learner overcome health problems.

Learning in a group situation was seen as positive and beneficial.

What has your involvement enabled you to do that you couldn't do before?

Learners were able to understand Gaelic in spoken and written form (watching Gaelic television programmes / listening to Gaelic radio), though they did not feel they were yet fluent.

They had more knowledge and awareness of heritage and culture.

Have you been supported and encouraged and if so, how and by whom?

The tutor was praised for his encouragement, enthusiasm and support. His teaching style suited the learners. Two learners travelled 30 miles (each way) to attend the class.

The learners also felt supported by each other and felt they progressed more by learning together. An example given by one learner was the difference she had felt between attending Sol Mor Ostaig with the group and another on her own. She believed the group experience had been more valuable and enhanced her learning.

What say have you had over the activities and the programmes you've been involved in?

The tutor asked for suggestions from the learners. The learners felt they would benefit from access to more resources such as audio tapes and video recordings.

Appendix Information 3.1 – Management

CLL Manager and Officer

What support do you get in your work?

- *Lots of support from Manager, the team, networks (e.g. CLD) and partnerships.*
- *Manager felt he had to 'plough his own furrow' 4 years ago with few plans and some poor and less than motivated staff, feeling that there had been a lack of leadership before he took over.*
- *Little support to develop Community Learning Plans initially as HQ lacked the knowledge and understanding in this area – noticeable improvement since Pablo and Barry have been in post.*
- *Still a need to instil a consistent approach across Highland.*
- *Peter received informal support from Ian Murray but no PDP in place for the last three years.*
- *There is a target setting process in place with staff, CLD Action Plan sets key objectives conveyed to staff through PDPs with quarterly monitoring of progress using Sessional Recording Sheets which are used to reflect on practice.*
- *Active Schools Co-ordinators are seen as CLD practitioners managed by Peter.*

How do you know plans are making an impact?

- *Staff have regular monitoring & feedback meetings with line manager*
- *Feedback from partners.*
- *Awards gained.*
- *Anecdotal evidence from individuals.*
- *Healthways – “the best Community Development project in the country”.*
- *Strong feeling that the Manager and Officer have too many staff directly answerable to them to be able to thoroughly monitor and review impact. “the service below ‘management’ needs to be restructured to take account of the need to monitor and review.*

How would you describe your motivation towards your work?

- *The team are highly motivated, “not in the job for the money”. “Good/brilliant team, strong peer support (lack of management capacity has created a need for this) who know where they are going”.*
- *The restructure is affecting morale and the split of the area is proving difficult.*

- *Staff motivation comes from the work itself as well as the management team.*
- *Team meetings and sub-team (Libraries, Youth etc.) meetings bring people together and build spirit. The Peer Review has served to 'pull staff together' in common purpose.*
- *Project work such as the Summer Programme has also built cross-disciplinary working and team spirit.*
- *Training sessions have also been good for team building.*

What opportunities are there for you to become involved in learning through your work?

- *PDP process helps identify CPD needs.*
- *Service needs lead CPD, personal needs have to be balanced against work priorities for staff.*
- *Peter has managed to get staff on to the MDP4 programme.*
- *One member of staff is enrolled on the Highland Leadership programme.*
- *Weak on training opportunities for sessional youth workers with a lack of training being delivered.*
- *Some staff have raised concerns about the lack of access to National training opportunities.*
- *Peter self trains, Diane has accessed training opportunities.*

Appendix Information 3.1 – Community Capacity Building Staff

- *Staff reported encouraging and challenging support locally.*
- *Good meetings structure – Management meetings, quarterly staff meetings, PDPs, Network Team meetings although there was sometimes tension between the Area and Network Team for Active Schools.*
- *Strong Strategic lead.*
- *Plans seem to 'dovetail' but staff are allowed freedom and supported to take decisions.*
- *Lots of support through agencies such as Childcare Partnership and Early Years.*
- *Staff very positive about peer support – the East Ross team felt there was a good sense of being part of the CLL team.*
- *Support “falls down” outwith the area. More difficult to get decisions Highland Wide, Senior Managers (Community Development team) outwith R & C are slow at decision making.*
- *Very positive about staff support networks within R & C at all levels.*
- *Healthways has own Business Plan with bi-monthly meetings and good line management support from Diane Agnew.*

How would you describe your motivation towards your work?

What's the best thing about your job?

- *“We touch the lives of people in the community – great friendship of participants”. “Reaching in to the community”.*

- *“The sense of achievement, seeing people achieve”.*
- *“The happiness we can give others”.*
- *“Staff development – seeing ‘growth’ in people.*
- *“How the job interacts with staff and seeing participants grow in confidence and develop”.*
- *“Smashing stereotypes about libraries, bringing the pleasure of reading to people”.*
- *“Helping people gain qualifications that then help them gain work e.g. National Pool Lifeguard Qualification”.*
- *“Confidence, ownership of decisions, discipline, feedback, building lots of soft skills through activities.”*
- *“The reading group that developed into an independently constituted group that sought its own funds to develop further projects. Learners taking on responsibility, officer positions in the group and contacting writers/authors to organise their own programmes – lots of other ‘spin-offs’”.*
- *“The Ballintore Healthways group continued to meet independently, got in touch with the Active Schools Co-ordinator to gain the qualifications they needed (TOPs/First Aid etc.) to start and run their own groups.*

What opportunities are there for you to become involved in learning through your work?

- *Libraries – think that training is good, very positive about Corporate training (Employee Development) with very good in-house Libraries training.*
- *Facilities – feel they are good at ‘compulsory’ training but not so good at non-compulsory training particularly for sessional staff. Facilities have also been offered and used to support the Community Planning Forum.*
- *Active Schools – offer training to community members and groups.*
- *PDP process – staff felt that training needs were generally addressed and could give examples of where staff had been supported and encouraged to access training on relevant courses. Healthways staff are supported similarly.*

Appendix Information, QI 3.1 - Youth

- *Strong team who get support from each other.*
- *Recognition that their line management is minimal due to lack of capacity. There is a regular system of support and supervision at an individual worker level with manager.*
- *Regular YWT meetings happen x4 annually involving all levels of staff e. g sessional to YDO. A comprehensive agenda was in place and mechanisms for feedback.*
- *The staff are generally motivated however there are a number of issues that impact on motivation –short term or no contracts, pace of change and knowledge of what the change entails, how it will affect them particularly management capacity. Change from SIP to CRF funding.*

- *CPD- 2 members of staff had done work based BA. There are training ops at the very basic level for volunteer/sessional staff but nothing between this and the BA. Local managers are supportive of staff accessing training however it's is ah hoc and unstructured.*
- *The P/T staff enjoy their work, feel motivated and supported by the local worker. They see themselves as a team and use each other as a support mechanism. They have regular team meetings and are involved in the wider R and C team meeting quarterly.*
- *They contribute to the design of the programme.*
- *They take up current training ops but feel that more training should be provided and that it should be accredited.*
- *P/T staff had not seen the R and C Youth Dev Plan.*

Appendix Information 3.1 – Adult

Staff Focus Groups 1 & 2

Participants:

*Norma Christie - ABE
 Pamela Galbraith - CL
 Patricia Hnmnah - Libraries
 Graeme Ross - Leisure
 Emma Thomson - Leisure
 Marie Mackay - CL
 Wendy Sanders - Arts
 Mark Richardson - ABE
 Pauline Chapman - Libraries
 Lorna Cruickshank – Culture & Heritage*

What support do you get in your work?

All staff felt supported in their work to differing degrees. The support identified was from both management and peers and was formal and informal:

- *ABE – good support from line-managers, peers and tutors*
- *ABE – the Co-ordinator is the main support and although no specific meeting time is scheduled, meetings are flexible and responsive to need. Library staff has been supportive. Support from CLD management is available if needed.*
- *Leisure – good teamwork*
- *Libraries – good support at all levels as well as support provided by colleagues at LSU*
- *Libraries – supported by the Area Libraries Officer, colleagues at LSU who include two specialist librarians, Senior Library Assistants, and Head Teachers.*

- *CL – one participant identified that time factors could limit support given by managers. It was suggested that professional support at management level with a specialism in CL would be beneficial. Another participant praised management for the support she'd been given on return to work after a long illness and said how valuable that support had been.*
- *Arts – weekly business meetings / management have an open door policy / support from peers.*
- *Culture and Heritage – also participates in weekly meetings and acknowledged the support of management and peers. The officer also participates in a quarterly review.*

What part do you play in “shaping” service delivery – what say do you have over what you do?

All staff felt they had an important role to play in shaping the delivery of service and had an input into that provision. They also commented on the constraints they faced.

- *CL – the need for a more structured approach was identified to feed in to service delivery. A lot of work was driven by national strategies and adapted to suit local needs.*
- *Libraries – involvement in developing the Highland Libraries Operational Plan and the Ross and Cromarty Service Plan.*
- *Libraries – contributed to the Area Plan. The participant was responsible for the timetable. PDP process.*
- *Leisure – staff in facilities have a “good input” into services provided to the local communities.*
- *ABE – as all staff had input into ABE Policy, Guidelines and Action Plan they felt ownership of it.*
- *ABE – service delivery through negotiated 1:1 / group work. Contributed to ABE Strategy, Guidelines and Action Plan, as well as CLD Plans. Delivery was also shaped through the training of volunteer tutors. The participant had lobbied for progression routes for learners through CL provision.*
- *Culture and Heritage – the participant was consulted about the Area Action Plan and has subsequently been involved in its review. Objectives are identified through the PDP process. The service is also shaped by responding to community need.*
- *Arts – feeds into “the bigger picture”. Work was described as 50% proactive / 50% reactive. A lot of work had been done with communities around Highland 2007 to make them aware of the project and funding awards that were available.*

How would you describe your motivation towards your work?

All staff were highly motivated by the work they undertake. They stressed how enjoyable and satisfying their work was, particularly in relation to the service they were providing to their local communities. However, restructuring and budget cuts had a negative impact on staff motivation.

- *ABE – “not a job, a vocation”. The participant spoke about how rewarding it was to see learners develop their literacies skills. As tutors were mainly volunteers they were also highly motivated.*
- *ABE – the main motivation was “social justice through learning” and a belief in that vision. It was “knowing why you’re doing what you’re doing”. The participant described themselves as highly motivated.*
- *CL – “not a 9 to 5 job, more 24/7”. Always exciting and since returning to work had renewed motivation and realisation that motivation had to “come from within”. Another participant said that although frustrated by the constraints of the job they loved community learning.*
- *Leisure – diversity within the job was important and “opportunities to work with others keeps you motivated”. The work was challenging but there was almost an expectation that only highly motivated people choose to work in Leisure.*
- *Libraries – Library staff was motivated by the service they provide to local communities. However, the current HC restructure was having an affect on motivation. The other participants agreed with this view.*
- *Libraries – motivation was affected by different factors: the size of the Area / the work load involved in being both a staff manager and generic worker/ budget cuts / re-structuring.*
- *Arts – the participant said they had a “great job” but the re-structure was also affecting planning and constrained what they were able to do.*
- *Culture and Heritage –day-to-day work and building relationships was great. However, budget cuts had been a blow and affected motivation although the participant tried to maintain relationships. Motivation was described as “not fantastic” at present.*

How are relationships maintained between staff?

Good relationships are maintained in a variety of ways, both through face-to-face contact and the use of technology. All agreed that good communication was paramount. Well developed inter-personal skills also contributed to good relationships.

- *Leisure – regular phone contact / access to other managers when required / sharing of good practice / regular team and network team meetings.*
- *ABE – the team shared the same vision and supported each other. The “team” is made up of management, peers, and tutors. Good contact between staff, including the twice yearly meetings.*
- *ABE – is part of the CLD team but is also a specialist service / regular, informal communication with peers / twice yearly ABE team meetings / widening network through opportunities such as conferences / felt there was a need to give more support to volunteer tutors / willingness of individuals within the CLD team to develop supporting relationships.*
- *CL – It was recognised that members of the team had complementary strengths and weaknesses. There had been issues at times between management and certain individual staff, which in some cases was still on-going. The participant felt that*

this should be acknowledged whilst stressing that it did not affect their relationships with either parties and they continued to carry out their duties in a professional manner. One participant stated that no support was given to resolve issues between staff, such as mediation, and this affected relationships. They felt that parts of the service were more highly valued than others by management.

- *Libraries – Area meetings once a year for all staff /mobile drivers meeting/ resource implications mean that there are difficulties in organising meetings for local library staff. Email is an important way for staff to keep in touch with one another. There is a library service newsletter distributed to all staff.*
- *Libraries – regular meetings with the ALO and East Ross Librarian / annual staff day / regular staff meetings (difficulties were that some staff were part-time and to achieve this facilities had to be closed to the public which was not always achievable) / email / phone / cascading information / face-to-face meetings with head teachers.*
- *Culture and Heritage – weekly business meetings / Cultural Co-ordinators' meetings / informal networking / email / contact with colleagues outwith working hours / unfortunately museums network meetings no longer took place.*
- *Arts – shared office space / phone / email / Arts Network meeting / informal communication. Relationships were maintained through openness and honesty and knowing that issues and concerns could be raised.*

What opportunities are there for you to become involved in learning through your work?

All participants spoke about the opportunities they had to participate in training and learning. They also identified some of the barriers faced by working in a rural area such as cost, time and distance to travel.

- *Libraries – difficulty to get to professional courses (held in the Central Belt) but there were opportunities through distance learning e.g. a member of staff undertaking Chartership. There were also in-house training opportunities – mainly statutory requirements e.g. Risk Assessment / Recruitment Procedures. At these events you could also network with people from other services.*
- *Libraries – opportunities exist though there are budget constraints – local training / management training / Book Start (national training) / joint school/library training. The ALO responds to requests and flags up opportunities.*
- *ABE – Good in-service training through Adult Literacies. If a training need was identified it could be pursued.*
- *ABE – Implications of time away from learners (service delivery) when undertaking training could be constraining. Support given for undertaking a Post Graduate Diploma / opportunity to undertake TQAL. On-going training was offered by HALP.*
- *CL – identified that the time factor had an impact on scheduled work. One participant valued the opportunity to they had been given to undertake a degree course, although it had had a detrimental effect on their health. It was often down to the individual to identify what they needed and use the internet / email to*

- source appropriate courses e.g. an on-line Gaelic course. Learning was self-directed and there were opportunities to access training provided by partners.*
- *Leisure – The new Management PDP was a good way to identify the pathway for training. This brought benefits to the service. There is a mixture of personal and professional courses identified within Leisure at a national and local level.*
 - *Culture and Heritage – opportunities through the HC Training Unit / Highlands & Islands Museums Forum has a training element / HIE & HC Skills Building for the Future / Opportunities to attend training outwith Highland are limited, and although there is an expectation that if a colleague attends an event training will be cascaded, this doesn't always happen.*
 - *Arts – only one Arts Officer is allowed to attend a specific event outside the area, even if it would be relevant for more to go. This is due to budget constraints. Officers are choosing to attend events in their own time*

Tutors/Volunteers Focus Group

Participants:

Sharon Emmerson (Health Ways)

Robert Wylie (ABE)

Mark Newman (ABE)

Irene Johnston (Health Ways)

Sheila Hay (IT tutor for CL)

Uisdean Macrae (Gaelic tutor for CL)

Jan Stevens (Lead Scotland)

What support do you get in your work?

Participants spoke about support in terms of people (paid staff) and resources. Some felt support from staff was active whilst for others it was on a “needs only” basis.

- *ABE tutors felt well supported by the Co-ordinator and Literacies Support Worker. There were enough resources provided through the Dingwall base for tutors and learners. One tutor felt that an opportunity to meet other ESOL tutors would be of benefit.*
- *Health Ways Walk leader had been on a training course to learn the necessary skills to be self-sufficient. She knew who to contact if any problems arose.*
- *The Lead Scotland tutor received support from her own organisation.*
- *Gaelic tutor felt the onus was on him to make direct contact with his CL contact if it was needed. He had received funding for books and materials, but was again basically self-sufficient as he was very experienced at delivering Gaelic at all levels.*
- *IT tutor was concerned about the inadequate level of resources and the condition of the venue she had to use. Her CL contact provides four laptops for the class. She takes along her own printer. There is no internet access.*

What part do you play in “shaping” service delivery – what say do you have over what you do?

All participants felt an ownership of the service they were delivering. In some cases they were wholly responsible for devising and delivering courses (very experienced in their field of expertise), whilst others worked within a particular framework (adult literacies / Lead Scotland).

- *Gaelic tutor has complete autonomy over his classes and has had 40 years experience. He has taught all levels and all ages.*
- *Lead Scotland tutor was responsible for programmes but responded to the needs of the individual. After an initial assessment she sourced support and courses for the learner.*
- *IT tutor had total autonomy over classes and tailored the course to the needs of the individual. She actively seeks to match the content with the context in which the learning will be used.*
- *The ABE tutors shaped content through consultation with the ABE Co-ordinator and their learners.*
- *The Walk Leader is able to plan walks but always considers the ability of participants.*

How would you describe your motivation towards your work?

All tutors were highly motivated and enjoyed the work they were undertaking.

- *Walk Leader became involved with the Health Ways project when she moved to the area. Her initial motivation was to get to know the area and meet local people. She goes out in all weather and enjoys the activity.*
- *ABE tutors enjoy their ability to support learners and see their progress – it was “like getting a box of chocolates”.*
- *IT tutor got satisfaction from learners’ understanding and realising that a computer was a useful tool and not something to be afraid of.*
- *Lead Scotland tutor became involved for personal (family) reasons. She enjoyed supporting people with disabilities and being able to help them to make a difference to their lives.*
- *Gaelic tutor became involved in CL after a career in teaching. He recognised the huge demand for Gaelic language skills. He enjoyed teaching at all levels.*

How are relationships maintained between staff?

There was a variation in the closeness of the working relationship between tutors and CLD staff. Some CLD staff were regarded as being pro-active in maintaining relationships and contact with tutors, whilst others were more remote.

- *ABE tutors felt they had an excellent relationship with paid staff and maintained regular contact with them. This included email and phone calls as well as face-to-face meetings.*
- *Lead Scotland tutor said that there was no direct relationship with HC CLD staff, although she knew contact was made at managerial level.*
- *Walk Leader had a remote relationship with CLD staff – no regular contact.*
- *IT tutor had regular contact when the laptops were delivered by CL staff member.*
- *Gaelic tutor had little contact with his designated CL staff member but felt he had a good informal relationship with other CLL staff.*

What opportunities are there for you to become involved in learning through your work?

The response to this question was varied with some tutors aware of opportunities and willing to pursue these in their chosen field of activity, whilst others felt no need to do so.

- *ABE tutors had undertaken the ITALL course and wanted to take up the option of accreditation through the SQA PDA. One felt he might like to eventually seek paid employment in adult literacies work.*
- *The Walk Leader had undertaken an initial one day course and was also offered a “How not to get lost” course. Other courses were flagged up by Health Ways staff.*
- *IT tutor felt she had no more to learn in the IT field, but would take other courses for personal satisfaction (e.g. music).*
- *The Gaelic tutor felt the same as the IT tutor.*

Appendix Information, QI 4.1 – Impact on the Local Community

- *Community group members in Evanton and Dingwall expressed their understanding of the role of staff in relation to the good quality support and guidance offered. This was valued by members and allowed them to develop their confidence to take action.*
- *‘Marie looks for opportunities to support group’*
- *These members (4) although showing quality work demonstrated only a minority of activists in the area. ‘learned that you need to be in a group to make your voice heard’*
- *Practise in leisure facilities demonstrated good community capacity building to engage both young and old with enthusiasm and involve them in training and development to bring further skills to their community. This was evidenced by the young lifesaving club in Invergordon and their process of growing their own staff.*
- *This work was however not displayed for the team and not recognised by staff as community capacity building.*

- *Library reading group included members who had established a constituted group and could explain the benefits.*
- *Staff in focus groups displayed only limited understanding of the ethos, values and outcomes of community capacity building.*
- *The issue of needs assessment was discussed and this appeared to be lacking.*
- *'training/advice offered on expressed need however concern over unidentified need'*

Appendix Information, QI 5.9 – Inclusion, Equality & Fairness

Managers

- *Youth workers work within and outwith school to make contact with young people.*
- *Targeted work on the bottom 20% with XL clubs and one to one working.*
- *ABE are doing a 'wonderful job in trying to address exclusion.*
- *A number of good inclusion projects such as – 'Blokcs Learn Together' and 'Parents on the ball' – a partnership approach with the National Children's Home.*
- *Very conscious attempts to reach groups excluded both geographically and thematically.*

Staff

- *Staff expressed a feeling that the Highlife scheme and pricing policy was an example of the Area/HC commitment to equality of access.*
- *Young Scot card*
- *Active schools staff gave examples of free activities which included all without a financial barrier.*
- *Libraries trying to breakdown barriers to extend client profile.*
- *Info for migrant workers from all sectors was placing the facilities we offer in literacy and libraries as core for migrants.*
- *Healthways, non traditional participants are their target group however partners viewed this as variable.*
- *Evidence of wide range of users within leisure facilities and understanding displayed of the barriers to participation.*
- *Good use made of publicity to showcase non – traditional participants as a tool to attract other's of a similar profile.*

Partners

What effort is made to engage with excluded communities, groups and individuals through the CLD programmes and activities?

- *Summer programme, targeting via 'Surestart'.*
- *Literacy programme very inclusive meeting migrant needs and working with partners.*
- *CLD staff have a poor understanding of accessibility and exclusion. How do we know that CLD work is inclusive?*
- *Work with excluded groups should be mainstream.*
- *Effort is made to respond to expressed need however CLD are not good at researching and identifying need.*
- *It was recognised that some local based needs assessment has taken place, up to 3 years ago. Partners were not always aware of CLD involvement in this and no evidence of a clear link through assessment to priorities of CLD.*
- *There is not a clear link through from local needs analysis to CLD programmes.*
- *Partners could help by offering training but aren't asked, this highlights a need for more networking to ensure that support services are available to enable access to activities.*
- *Some staff have a good grasp of equality issues, some do not have this high on the agenda, questions raised about training of staff.*
- *DDA issues apparent through out community facilities.*

How are inclusion, equality, fairness and positive attitudes promoted by the Area and its' activities?

- *CLD staff do have positive attitudes.*
- *In relation to DDA there is not a lack of awareness but there is a lack of finance to address all the needs.*
- *When people register/book for an activity do we offer them the opportunity to 'disclose' a disability?*
- *Who can help raise awareness of accessibility issues – need to work more with relevant partners.*
- *The Healthways programmes have made a difference.*
- *Leisure Centres need to look more closely at the programming of activities.*
- *Partners stated that "they could function without CLD staff but are richer because of them".*
- *The Averon Centre remarked on 12-15 years of good support from the Highland Council.*
- *CLD staff value partners.*
- *Partners said that "the quality of their service was better for working with the Highland Council and the Highland Council were better for working with partners!"*

Adult Staff group - 1 only

What effort is made to engage with excluded communities, groups and individuals through the CLD programmes and activities?

Efforts are made to identify and engage excluded groups through CLD programmes. Participants were able to give examples of this including:

- *Balintore Residents Group – despite initial mistrust of the Authority the CL officer was able to develop a positive relationship with this group through working with two people trusted by the residents*
- *The elderly were seen as a group who were often ignored. The worker proactively targeted this group. Initially this was done through organising social activities.*
- *Libraries – mobile libraries also provide a service to the elderly and house-bound.*

Which excluded communities, groups or individuals are included in the programmes?

- *Leisure – Webster Stratton parenting course – enabled staff to build a relationship with participants, who then had the confidence to come to other events and make use of the facilities.*
- *Libraries – People with health issues – the Well Read scheme (with NHS). Crews from Cruise ships had free access to the internet through the Peoples Network. The self issue system allowed privacy e.g. people borrowing literacy materials.*
- *ABE – groups identified by the Scottish Executive – limited initial education / ESOL / unemployed / facing redundancy / offenders and ex-offenders / Gypsy/Travellers / people with disabilities*

What efforts are made to address the barriers to participation experienced by excluded communities, groups or individuals?

Participants were aware of possible barriers to participation and actively sought solutions to overcome them.

- *ABE provided a free, confidential service / 1:1 provision was flexible and could be organised at a time and venue to suit the learner and tutor.*
- *Childcare for mothers' classes in leisure facilities.*
- *Libraries visit schools and do outreach work in the community.*

Are any special services or measures put in place to address exclusion?

- *ABE access to library facilities outwith opening times. Library use and Hi Life membership was encouraged.*
- *Leisure – GP referral system: Prescription for Health. Hi Life cards allowed social inclusion because it encouraged participation from lower income groups.*

How are inclusion, equality, fairness and positive attitudes promoted by the Area and its activities?

ABE – ITALL promoted fairness and equality

Appendix Information, QI 8.1 – Partnership Working

Managers

- *Managers have placed a very high emphasis on partnership working for more than 30 years*
- *Some Key partners still do not engage in partnership e.g. North Highland College*
- *Some Partnerships are formalised through Partnership Agreements (Healthways) and SLAs (the Averon Centre) and there is a simple pro-forma to be used to formalise partnerships*
- *The CLD Action Plan has a vision statement that all participating partners have signed up to*
- *In some way all CLD staff should be involved in partnership working but some are more committed than others*
- *Community Planning has developed reasonable partnership working and CLD are 'signed up' to this*

Partners

- *It is evident that staff are looking to work in partnership, in work with young people there is a lot of contact with the HC Youth Development Officer*
- *Partnership needs to work both ways and partners commented that HC only look for partners 'when there is nowhere else to go'*
- *Partners felt and stated that HC should have a key 'catalytic' role to pull voluntary/community groups together and that this role seems to have weakened or become less of a priority for HC over the last couple of years*
- *Some partners felt that they were more pro-active in seeking partnership to support the client group than CLD and that they weren't being involved as much as they could be to support specific groups*
- *Partners see the Well Being Alliance as 'the 'umbrella partnership' that all are 'notionally' signed up to but there is nothing more formal*
- *Partners recognised that they had been involved in planning meetings and that 'lines of communication' were open and they were supported but still expressed that they have a lack of input to planning – the WEA had three staff on their local committee in a voluntary capacity. Partners look to CLD staff as the 'ears on the ground' in local communities*
- *The 2007 work had brought more 'focus' and clarity of role to partnership working*

- *There was a strong feeling that there were not enough opportunities for partners to meet, there used to be quarterly networking lunches which were an ideal way of keeping in touch and identifying possible joint working but these no longer took place – this was seen as a loss*
- *Some projects felt they received ‘lots of support from CLD after they had sought help’ with CLD staff being involved in the planning of the project*
- *Partners stated that the numerous staffing and structural changes in HC often meant it was unclear who to go to for support, in some cases this could impact on the sustainability of work and projects*
- *Partners were aware of one SLA being in place and this was last revised in 1991. As far as they were aware there were no other formal/written agreements in place*
- *Partners also stated that planning happens informally and that there was often not enough time to formalise plans – they recognised and stated that ‘they were not good at evidencing partnership working’*
- *Current partnerships were based on trust rather than formal agreement*
- *Partners commented that the loss of grants had impacted upon the ability of partners to continue to deliver provision*
- *One partner commented that they were ‘lease-less and unloved’, they had needed to seek connections with HC, the key contact link was weak as a result of staff changes and illnesses*
- *Partners also stated that in some instances HC ‘hold back community enthusiasm and that work was not delivered in true partnership, partnership depended upon individual relationships rather than planned actions*

Staff

- *Library staff felt they worked through a number of partnerships e.g. work with the WEA*
- *Leisure facilities spoke of partnership work with the NHS, youth referrals*
- *Lots of internal partnerships exist with staff from other Council and CLL depts. and services – Healthways, schools, Sports Dev.*
- *Staff felt that they assumed a variety of roles in partnership working from; leading, initiating, supporting, delivering and participating*
- *TRACC felt that partnership for them was defined by the Management Agreement*
- *Staff stated that SLAs existed for pools, school libraries and ‘Bookstart’ with the NHS*

Adult Staff Focus Group

What effort is made to engage with partners to plan, organise and deliver the CLD programmes and activities?

There is a proactive approach to working with partners. All participants recognised the value of partnership working.

- *Leisure – public consultation / programmes demand led. Good local knowledge was needed when devising programmes.*
- *ABE – Partners helped in the referral process and often were able to provide venues for tutor and learners to meet. Projects with such partners as libraries and Ross County Football Club had been planned and delivered together.*
- *ABE – CLD Partnership in Ross and Cromarty should play an umbrella role but seemed not to be moving forward. There was a lot of effort made to engage partners as Spotters and Referrers. There was a frustration that some CL staff had not taken on board the need for their involvement in providing progression routes for learners.*
- *Libraries – East Ross CLL Partnership was a good vehicle for disseminating information on activities.*
- *Libraries – work with ABE and ESOL (self-directed learning to enhance their skills) / Silver Surfers sessions. The infrastructure of resources provided by the library service was of benefit to partners.*
- *CL – Partnerships could be strengthened by having funding available for projects. Although funding and time constraints were a problem for everyone these could be lessened or overcome by working together.*
- *Culture & Heritage – Summer programme: Area focus groups were used to identify courses and put forward ideas which were then taken forward to planning meetings / Museum monitoring (independent museums) to ensure targets agreed in Service Level agreements were met. This also involved future planning / Highland Promise – schools approached officer to help them develop projects.*
- *Arts – Almost all work was undertaken in partnership in either a lead or secondary role: funding partners / community partners / in-house partners.*

Which partners are engaged in planning, organising and delivering the CLD programmes and activities?

Staff spoke of wide and diverse partnerships who were actively involved in planning, organising and delivering CLD in Ross and Cromarty.

- *Leisure – worked with partners who shared their vision – health and well-being / Swimming Pools, Pitches, and Pavilions*
- *ABE – many partners including private partners (businesses). There were strengths in multi-agency groupings.*
- *CL – Different partners for different pieces of work. One participant felt that managers should become more involved in developing partnerships across Ross and Cromarty.*
- *Libraries – actively worked with Health Visitors to deliver the Book Start programme. Libraries also worked with ABE. The Invergordon District Initiative was also cited as very useful.*

Who is responsible for developing partnership working?

All participants took varying degrees of responsibility for developing partnerships within their specialist areas of work.

Are any partnership agreements in place to support the work?

Participants stated that most partnership work was based on informal arrangements (plans confirmed in writing / minutes of meetings record agreed responsibilities and timescales), although some formal agreements did exist:

- *Leisure*
- *Highland Adult Literacy Partnership (funding)*
- *Book Start*
- *Well Read*
- *Strathpeffer Spa Pavilion*
- *Museums*
- *SNH*
- *Readers Group*
- *HALP (funding agreements)*
- *Health Ways*

One participant felt that more structure and formality was needed in partnership agreements and that this was an issue for management to take the lead in.

What role does the Highland Council CLD staff play in developing and facilitating partnership work?

All participants were pro-active in developing and facilitating partnership work. They saw this as part of their role.

- *Libraries – front line staff were often the first to flag up partnership possibilities.*

Outline the working partnerships that exist.

Apart from those already mentioned other working partnerships included:

- *Lead Scotland*
- *Learndirect*
- *Outdoor Education*
- *Shirlie Project*
- *Homestart*
- *Gaelic Language and Culture – cross border with Sutherland*
- *Forestry Commission*
- *Community Woodland Trust*

- *Schools*
- *NHS / Dingwall Hospital*
- *Age Concern*
- *Community Groups*
- *Museums*
- *SNH*
- *Nurseries*
- *Readers Groups*
- *Countryside Rangers*
- *Highland Print Studio*
- *Jobcentre +*
- *Calman Trust*
- *Social Work*
- *SPS*
- *Youth Highland*
- *Ross County Football Club*
- *Careers Scotland*
- *Health Ways*

Appendix 2 - Review Team

Eleanor Somerville - Area Libraries Officer, Badenoch & Strathspey

Julie Simmons - Adult Literacies Strategy Officer, Highland

Pablo Mascarenhas - Principal Youth Officer, Highland

Helen Allan - CLL Officer, Caithness

Mags Duncan-Stirling - CLL Manager, Badenoch & Strathspey

Barry Northedge - Principal Community Learning & Development Officer, Highland

Appendix 3 – Peer Review Programme and Focus Group Participants

ROSS AND CROMARTY COMMUNITY LEARNING AND LEISURE

PEER REVIEW

TIMETABLE

Tuesday 13th March	Community Capacity	Adult	Youth
	Barry Northedge Mags Duncan-Stirling	Julie Simmons Eleanor Sommerville	Helen Allan Pablo Mascarenhas
10am-11am	Management Team - Peter's Office	Staff Focus Group (Adult 1) CLL Offices at Library Building, Dingwall	Staff Focus Group (Youth 1) Dingwall Community Centre – Games Room
11-11.30	<i>BREAK</i> CLL Offices at Library Building, Dingwall		
11.30-12.30	Partners Focus Group Dingwall Community Centre – Games Room	Review / write up	Review / write up
12.30-1.30	<i>LUNCH</i> CLL Offices at Library Building, Dingwall		
1.30-2.30	Staff Focus Group (CC) Dingwall Community Centre – Games Room	Staff Focus Group (Adult 2) CLL Offices at Library Building, Dingwall	Youth Partners Focus Group- Alness Academy Community Wing
2.30-3.30	Write up / travel to Invergordon	Tutor/Volunteer Focus Group CLL Offices at Library Building, Dingwall	Pupil Focus Group Alness Academy (<i>contact – Robert Dinneen</i>)
3.30-4.30	Facilities Visit Invergordon Leisure Centre	Review / write	Review and travel to Dingwall
5-6	<i>DINNER</i> Tulloch Castle Hotel, Dingwall		
6.30-7.30	Travel to Milton Community School	Participant Focus Group Advanced Gaelic Class Dingwall Community Centre - End Room (<i>contact – Uisdean Macrae</i>)	Staff Focus Group (PT/Sessional Workers) The Place, Alness
7-8	Participant Focus Group - IT Class	Participant Focus Group - Reading Group	Youth Focus Group The Place, Alness

	Milton Community Wing at Milton Primary School (contact – Marie Mackay/ Sheila Hay)	Dingwall Library (contact – Jill Meredith)	(contact – Janette Douglas)
--	--	---	--------------------------------

Emergency contact: :Di Agnew 01349 868477 (Work) 07747790504 (Mobile) 01349862757 (Home)

Ross and Cromarty Peer Review Focus Groups

Tuesday 13 March 2007

Partners Focus Groups

Youth Partners Focus Group

Peer Reviewers: Helen Alan and Pablo Mascarenhas

1.30-2.30 at Alness Academy Community Wing

Louise Murray (Women’s Refuge)
Malcolm Lochhhead (Youth Highland)
Graham Nutt (Tain and District YMCA Youth Café)
Anne Marie Dineen (CSW)
WARA/Westend Youth Project rep
Heather Muir (Careers)
Mike Dunthorne (Boots n’ Paddles)
Winona (Bridgend Centre)
Jo Feldsend (Dingwall Youth Café)

Adult/Community Capacity Building Partners Focus Group

Peer Reviewers: Barry Northedge and Mags Duncan-Stirling

11.30 – 12.30 pm at Dingwall Community Centre, Games Room

Ian Goode
Nicola Ewing (HIE)
Barry Mackay (Ross County FC)
Susan Russell (NHS)
Hilary Lawson (WEA)
Lynda Wilde (LEAD)
Shona Simon (Dingwall Community Centre)
Sunny Rind (Averon Centre)
Helen Kermode (Invergordon Off the Wall)
Hazel Bailey (KALE)

Tutors/Volunteers Focus Group

Peer Reviewers: Julie Simmons and Eleanor Sommerville

2.30 – 3.30 pm at CLL offices at Library Building, Dingwall

Sharon Emmerson (HealthWays)
Robert Wylie (ABE)
Mark Newman (ABE)
Irene Johnston (HealthWays)

Sheila Hay (IT tutor for CL)
Uisdean Macrae (Gaelic tutor for CL)

Staff Focus Groups

Adult Learning Staff Focus Group (One)

Peer Reviewers: Julie Simmons and Eleanor Sommerville
10.00 – 11.00 am at CLL Offices, Library Buildings, Dignwall

Norma Christie
Pamela Galbraith
Patricia Hnmnah
Graeme Ross
Emma Thomson
Marie Mackay

Adult Learning Staff Focus Group (Two)

Peer Reviewers: Julie Simmons and Eleanor Sommerville
1.30 – 2.30 pm at CLL Offices, Library Buildings, Dingwall

Wendy Sanders
Mark Richardson
Pauline Chapman
Gary Faulds
Susanne Standish White
Lorna Cruickshank

Community Capacity Building Staff Focus Group

Peer Reviewers: Barry Northedge and Mags Duncan-Stirling
1.30 – 2.30 pm Dingwall Community Centre, Games Room

Charlotte Macarthur
Catherine Morgan
Susanne Standish White
Cath Giles
Scott Lindsay
Lianne Skinner
Andy MacLeod
Kevin Thomson

Youth Staff Focus Group (One F/T)

Peer Reviewers: Helen Alan and Pablo Mascarenhas
10.00 – 11.00 am at Dingwall Community Centre, Games Room

Nigel Brett Young
Fiona Richardson
Dawn Fraser
Robert Dineen
Lindsay Munro
Wilma Kelt

Janette Douglas

Youth Staff Focus Group (Two Sessional/P/T Youth Workers)

Peer Reviewers: Helen Alan and Pablo Mascarenhas

6.30 – 7.30 pm at The Place, Alness

Jan Morgan

Helen Ross

Jennifer Taylor

Helen Martin

Appendix 4 - Pre-visit Information/Documentary Evidence

A range of information and documentary evidence is sought that will need to be cross-referenced with the Ross & Cromarty Self Evaluation and the focus groups.

Could the following examples of evidence be provided:

The most recent publicity materials and programmes for all CLD activity (three samples from the last year – equally spaced over the period – early, mid-term and latest examples)
Any guidance materials such as course descriptions, activity information sheets etc. (three samples from the last year – equally spaced over the period – early, mid-term and latest examples)

Programmes/training/activities to build community capacity within communities (as much as is available for the last six months)

A record of all community groups currently being engaged with and supported (simple list with contact names will suffice)

Examples of agendas and minutes from meetings with named groups above (an example from the last meeting of each group)

Examples of agendas and minutes from staff meetings with named groups (an example from the last meeting of each group)

Any CPD records and lists of programmes from the previous year.

Calendar of PDPs for all staff (list of dates of PDPs not PDPs themselves which should be confidential)

Records of any monitoring and evaluation of work with community groups (a couple of examples)

All LEAP plans and reviews for work with community groups and other projects

Documentary evidence of examples of where the review of a plan has influenced future work (a couple of examples)

Documentary evidence of examples of where an action point from a meeting has influenced future work (a couple of examples)

Copies of any local plans with links to Highland and National Plans/Strategies highlighted also showing links through to individual work plans if possible.

An up to date list of all active partners

Records of Partnership Projects with any supporting planning documents (a couple of examples)

SLAs for work with any partners/community groups

Evidence of impact on individuals resulting from our work (a couple of examples)

Examples of Health & Safety procedures and records for establishments (examples from 2 establishments will suffice)

Any other supporting papers need to be readily available on request during the visit.

It would also be of great help to provide simple maps of where to find venues for any meetings and focus groups.

The information needs to be ready to give to the Peer Review Group as soon as available.