

RESOURCE 2:

COLLATED HGIOCLD2 FRAMEWORK DETAIL OF MOST FREQUENTLY USED QUALITY INDICATORS

(current as at May 2013)

QIs COVERED ARE:

- QI 1.1 Improvements in Performance**
- QI 2.1 Impact on Participants**
- QI 3.1 Impact on paid and voluntary staff**
- QI 4.1 Impact on local communities**
- QI 5.9 Inclusion, equality and fairness**
- QI 5.10 Improving services**
- QI 8.1 Partnership working**
- QI 9.1 Vision, values and aims**
- QI 9.2 Leadership and direction**
- QI 9.3 Developing people and partnerships**
- QI 9.4 Leadership of change and improvement**
- QI 10 Capacity for improvement**

This resource sets out the most frequently used Quality Indicators in the national CLD evaluation framework (HGIOCLD 2).

All content is collated directly from HGIOCLD2, apart from the suggested questions in c) below.

For each quality indicator covered, the following information will be provided:

- a) Related 'measures' and 'indicative themes';
- b) The brief explanation of the indicator;
- c) Examples of self-evaluation questions to use ('**Challenge Questions**' in blue font), plus some other suggested questions developed for specific contexts;
- d) Examples of existing evidence available to use; and
- e) Illustrations of effectiveness of CLD practice at Levels 5 and 2.

What Key Outcomes have we Achieved?
1. Key Performance Outcomes
QI 1.1 IMPROVEMENTS IN PERFORMANCE
Measures: <ul style="list-style-type: none"> a) Performance data and measures showing trends over time b) Quality of individual centres, projects and programmes including a focus on early intervention and prevention. c) Performance against aims, objectives and targets
<p>For self-evaluation with any of the following :</p> <ul style="list-style-type: none"> • paid and voluntary staff • senior management • strategic partners <p><u>Ask the Challenge Questions:</u></p> <ul style="list-style-type: none"> a) What measures of outcomes do we have? b) What trends do they reveal?

This indicator measures how effectively CLD service providers and partners gather and utilise performance data about their services. Service providers and partners are expected to select the data sets and measures which are the most appropriate for local priorities and plans. There is a clear expectation that performance data will be routinely collected, analysed, shared as appropriate, and used to inform future planning and continuous improvement.

Evidence for QI 1.1 Improvements in performance: Performance data and measures **might** include;

- Measures relating to (adult) literacy and numeracy, English for Speakers of Other Languages;
- Improvements in numbers of young people completing award schemes, for example The Duke of Edinburgh's Award, SQA and ASDAN accredited programmes;
- Trends in attainment and achievement;
- Information about the proportions of young people participating in learning and training post-school;
- Measures relating to health improvements;
- Reductions in crime and anti-social behaviour;
- Positive trends in community safety; and
- Measurable outcomes from operational plans leading to better use of resources.

Illustrations of Effectiveness (These are currently under review and will be changed as soon as the new illustrations are confirmed)

Level 5

Partners have an agreed plan for the selection and routine collection of key performance data and measures. Selected measures are robust, sustainable and relevant to local priorities and plans.

Partners consistently maintain or improve performance over time. Trends in performance are clear, enabling partners to identify shared successes and areas for improvement.

- Young people, adults and community groups make very good progress towards local targets or goals. Learners are achieving very well and are becoming more confident, successful and involved. The number of learners achieving awards and additional qualifications is being sustained or are increasing.
- A wide range and high quality of achievement for individuals and groups is consistently maintained. Learning programmes are of a consistently high quality and participants are engaging well.
- Numbers of learners engaged in programmes are maintained or are increasing. Almost all learners are supported well to progress to other learning programmes or opportunities. Increasing numbers of young people and adults are volunteering. The numbers of young people participating in work, learning and training post-school are being maintained or are increasing.
- As a result of engagement from partners, measures related to community health demonstrate improvement, crime and anti-social behaviour incidents are decreasing. Communities are safer places to live.
- Disadvantaged and minority groups are targeted well by partners. Partners are highly successful in engaging targeted groups and assisting learners to overcome barriers to learning. There are sustained or increasing levels of involvement from targeted community groups and individuals.
- Partners gather and analyse data measures effectively to monitor performance against local outcomes, indicators and targets. They perform consistently well. Partners regularly benchmark against comparator organisations or authorities and set ambitious targets for improvement.

Level 2

Partners demonstrate limited improvement to their performance over time. Young people, adults and community groups make limited progress towards local targets or goals and do not always achieve these. Partners are not sustaining performance levels. The range and quality of achievement for individuals and groups is limited.

- A few learners are achieving well but most are not. Not all learners are able to demonstrate that they are becoming more confident, successful and involved. Learning programmes are sometimes of poor quality and participants are not engaging well.
- The numbers of learners engaged in programmes are not being sustained or increasing and may be reducing. Only a few learners are supported sufficiently to progress to other learning programmes or opportunities. Volunteer numbers are low. Youth unemployment is increasing and significant numbers of young people are not achieving a positive destination post-school.
- Measures relating to community health are demonstrating poorer trends. Recorded crime and anti-social behaviour shows an increase.
- Disadvantaged and minority groups are not targeted well by partners. Barriers to participation are rarely recognised and appropriate action is not always taken. The involvement of community groups and individuals is not being sustained or increasing and may be decreasing.
- Partners are not gathering and analysing data measure well to monitoring performance against outcomes, indicators and targets. Partners are not performing well. Partners rarely benchmark against comparator organisations or authorities to identify areas for improvement.

How Well do we Meet the Needs of Stakeholders?

2. Impact on Service Users

QI 2.1 IMPACT ON PARTICIPANTS/LEARNERS

Indicative themes:

- a) Qualitative and quantitative data that demonstrates the extent to which learners are:
 - Included and participating;
 - Achieving and attaining;
 - Progressing
- b) Extent to which participants report that learners' educational experiences enable them to become:
 - Successful learners, confident individuals, responsible citizens and effective contributors
 - Safe, nurtured, healthy, achieving, active, respected and responsible, and included

For self-evaluation with any of the following :

- participants (but see also alternative questions in black below)
- paid and voluntary staff
- senior management
- local or strategic partners

Ask the Challenge Questions:

- a) What evidence do we have that learners are:
 - Participating and included
 - Achieving and attaining
 - Progressing?
- b) To what extent are we helping participants to become:
 - Successful learners
 - Confident individuals
 - Responsible citizens
 - Effective contributors?
- c) To what extent are we helping participants to be:
 - Safe
 - Nurtured
 - Healthy
 - Achieving
 - Active
 - Respected and responsible
 - Included?
- d) To what extent are we helping participants to progress in the core skills of:
 - Communication
 - Number

- ICT
- Working with others
- Problem solving?

e) What does the data tell us about under-participating and under-performing groups?

Alternatively, here are some suggestions for different questions – but before you use them, check to make sure they really are suitable for your participants – and don't forget to ask for examples to illustrate their responses:

SUGGESTIONS FOR LITERACIES SERVICE USER QUESTIONS, COVERING INDICATOR 2.1:

1. HOW WELL HAVE WE HELPED OR SUPPORTED YOU TO:

- Be confident in the things you set out to do?
- Be confident enough to try new things / different skills?
- Be confident enough to help others (for example, help the children with their homework, or help someone else with their learning)?
- Feel welcomed here, and treated as important (as a person)?
- Feel listened to, and respected, by others?
- Tackle your learning using methods that really suit you?
- Be aware of how far along your learning journey you are (compared to where you want to be)?

2. HOW GOOD DO YOU THINK WE ARE AT REACHING PEOPLE WHO NEED HELP OR SUPPORT WITH THEIR LEARNING?

3. HOW WELL DO WE:

- Celebrate the things that you achieve in your learning?

Some possible additional questions that may help focus people's thoughts:

- *Why did you choose to attend tuition?*
- *How easy was it to find out that tuition was available?*
- *How did you feel about the initial interview?*
- *To what extent do you feel your needs and aspirations have been addressed in tuition? Please give details ...*
- *How much progress do you feel you have made since coming to tuition? Please provide details ...*
- *To what extent do you feel your progress in literacies has improved your everyday life? Consider the following areas: personal; family; work; community.*
- *To what extent have you found the literacies resources useful?*
- *What has happened with your self-confidence since attending tuition?*
- *To what extent do you feel that you are taking decisions on your own learning?*

SUGGESTIONS FOR YW SERVICE USER QUESTIONS, COVERING INDICATOR 2.1:

1. HOW WELL HAVE WE HELPED OR SUPPORTED YOU TO:

- Be confident in the things you set out to do here?

- Be confident enough to try new things?
- Be confident enough to help others (for example, help someone else to try something they hadn't done before)?
- Feel welcomed here, and treated as important (as a person)?
- Feel listened to, and respected, by others

2. HOW GOOD DO YOU THINK WE ARE AT REACHING OTHER YOUNG PEOPLE WHO MIGHT GET SOMETHING OUT OF COMING HERE?

SUGGESTIONS FOR CBAL SERVICE USER QUESTIONS, COVERING INDICATOR 2.1:

1. HOW WELL HAVE WE HELPED OR SUPPORTED YOU TO:

- Be confident in the things you set out to do, or learn, here?
- Be confident enough to try new things?
- Be confident enough to help others (for example, help someone else to try something they hadn't done before)?
- Feel welcomed here, and treated as important (as a person)?
- Feel listened to, and respected, by others?
- Tackle your learning using methods that really suit you?

2. HOW GOOD DO YOU THINK WE ARE AT REACHING OTHER PEOPLE WHO MIGHT GET SOMETHING OUT OF COMING HERE?

3. HOW WELL DO WE:

- Recognise your achievements?

This indicator relates to the impact of CLD staff and partners on all learners. It focuses on the extent to which partners are improving the social and economic wellbeing and life chances of individuals and families. This includes looking at the difference being made through early intervention and prevention programmes. It takes account of how well learners are achieving, progressing and contributing to their communities.

It draws on quantitative and qualitative data and evidence from discussions with learners, direct observation, documentation and discussions with other stakeholders.

The following areas of impact will be particularly relevant:

- Early intervention and prevention;
- Learners' progress in developing literacy and numeracy skills;
- Promoting and securing health and wellbeing;
- Extent to which the needs of learners are identified, understood and overcome, including those with disabilities or from disadvantaged and minority groups, such as care leavers or offenders;
- Learner progress and achievement through a broad general education and national qualifications and awards in the senior phase;
- Improvement in skills leading to increased employability and progress in employment, further and higher education and training;
- Opportunities for individuals and groups to make choices, shape and influence local decision-making;
- Engagement with parents and family learning.

Illustrations of Effectiveness (These are currently under review and will be changed as soon as the new illustrations are confirmed)

Level 5 illustration

- Partners target learning experiences very effectively through early intervention and prevention programmes. Partners engage well with key priority groups. A vibrant and rich range of learning opportunities is available. CLD partners have a strong focus on the appropriate development of skills in literacy, numeracy, information and communications technology and in securing health and wellbeing. These lead to improved life chances for learners and their families.
- Partners are enabling learners to gain effectively the capabilities and attributes of the four capacities of Curriculum for Excellence. They are developing increased confidence and are applying these capabilities and attributes well in other settings. Learners experience a wide range of outcomes across curriculum areas as a result of their involvement in CLD programmes. They are fully involved in influencing the content and pace of their learning and take increasing levels of personal responsibility for achieving their goals. Learners are resilient and ambitious to achieve future goals which are realistic. They have increased aspirations for themselves and their communities.
- Partners provide active support to learners to help them reflect on and evaluate their learning, leading to a clear understanding of progression and achievement. Learners are supported well to make their own choices. Learners who need additional support are helped effectively to overcome barriers to their learning. Staff use a wide range of appropriate tools to help learners articulate the positive impacts on their personal life, their family, employment, in reducing isolation and promoting wellbeing.
- Almost all learners are very effectively challenged to develop their potential and make effective progression. Staff work with individuals and groups of learners to help them gain accreditation for their existing work and identify other interests and challenges based on individual needs. Almost all learners are gaining appropriate levels of accreditation. Achievement is recognised at all stages including through learning plan reviews, celebration events, award nominations and certification.
- Partners provide effective opportunities for learners to develop knowledge and skills across a wide range of settings and contexts. Learners benefit from learning which has enjoyment, challenge, breadth and depth. Children and young people are clear about the contribution their learning outside school makes when they are in school.
- Partners provide a strong focus on developing skills for learning, life and work, as a result, learners are improving their employability skills. Learners are supported well to progress into work. Almost all learners are progressing to positive and sustainable destinations. The alignment of services has increased access and opportunities.
- Learners are becoming more actively involved in their communities as a result of their participation in learning and personal development programmes. Many learners are acting as volunteers and contributing effectively to local and wider decision-making. Learners feel empowered to make choices, influence and shape both their lives and their communities. They are developing well as active and responsible citizens.
- Partners engage effectively with parents and offer a wide range of family learning programmes to develop skills, such as literacy, numeracy, information and communications technology and secure health and wellbeing. As a result, parents and carers are developing their confidence and supporting their children's learning more effectively.

Level 2 illustration

- Partners are beginning to identify early intervention and prevention programmes to target priority groups in the community. Learners are becoming more confident but are unclear about the skills they are developing. Although they are enthusiastic about their learning, they have not set goals or targets for future progression. There is limited evidence of the positive impact learning is having on securing wellbeing or improving life chances.
- Partners are not providing enough support for learners to gain the capabilities and attributes of the four capacities of the Curriculum for Excellence. Learners are not developing increased confidence and are not applying these capabilities and attributes well in other settings. Partners are not providing focused support to encourage learners to take responsibility for their own learning and personal development. Learners are not sufficiently aware of their strengths and needs as learners. They lack resilience and aspiration. They do not have high aspirations for their communities.
- Partners do not provide sufficient challenge to learners in their learning. A limited range of opportunities is available for awards and accreditation. Learners are positive about their relationships with staff but do not feel that they are being effectively supported in their transition into work, training, further or higher education. Learners are positive about their achievements being recognised but opportunities for celebration are limited to a few annual award ceremonies. Information about achievement is not shared between partners.
- Partners do not provide a range of programmes for learners in their community. However, the contribution to broad general education and senior phase for young people in school is unclear. Partners are at the early stages of identifying relevant experiences and outcomes. Children and young people are not clear about the contribution their learning outside school makes when they are in school.
- Partners have an appropriate focus on the development of skills for employability and are providing support for local people to access more job opportunities. However, this is having limited impact. Too many young people are not progressing to learning and training opportunities post-school. Services could be aligned more. Partnership working is beginning to improve life chances but needs improved further.
- Although learners feel included and are becoming more confident, only a minority have been well supported and encouraged by partners to become more actively involved in influencing and shaping their own lives and communities.
- Partners have engaged with parents and carers through links with early years partners. They are beginning to develop programmes to address issues relating to their literacy and numeracy needs. Overall opportunities for family learning are underdeveloped and a positive shift towards prevention requires to be developed further.

How Well do we Meet the Needs of Stakeholders?

3. Impact on Paid and Voluntary Staff

QI 3.1 IMPACT ON PAID AND VOLUNTARY STAFF

Indicative themes:

Quantitative and qualitative data, together with reports from voluntary and paid staff, that demonstrate the extent to which they:

- Feel motivated, committed, confident and valued
- Improve their practice through training and development activities
- Have positive experiences of the quality of central services and the work of partner agencies
- Work in teams effectively

For self-evaluation with :

- paid and voluntary staff

ask the Challenge questions:

- a) How motivated and committed are our paid and voluntary staff?
- b) How confident and valued do they feel?
- c) How effectively do our staff improve the impact of their practice through training and development activities?
- d) How well do we include staff in planning and decision making?
- e) How well are our staff supported by central services and the work of partner agencies?
- f) How effectively do our staff work in teams?

Or alternatively, here are some suggestions for different questions:

Suggestions for YW Sessional Staff questions, covering Indicator 3.1:

HOW EFFECTIVE HAS THE YOUTH WORK SERVICE BEEN IN SUPPORTING AND EMPOWERING YOU ...

- to feel motivated and committed?
- to feel confident and valued?
- to effectively improve your practice through training and development activities?
- to be included in planning and decision making?
- to feel supported by the Council and by partner agencies?
- to work effectively in teams?

Suggestions for Literacies Dev. Worker Staff questions, covering Indicator 3.1:

As above plus: *Some possible questions that may help focus people's thoughts:*

- *How long have you been employed as a Literacies Development Worker in Argyll and Bute?*
- *How confident do you feel in this post?*
- *To what extent do you feel motivated and committed?*
- *To what extent do you feel valued by: Area Literacies Manager; line manager; volunteer tutors; learners; Argyll and Bute Council; partner agencies/organisations*
- *How effectively have staff improved the impact of their practice through training and development activities?*

- To what extent are staff involved in planning and decision making?
- How well are staff supported by the Council and the work of partner agencies?
- How effectively do staff work in teams?

Suggestions for Volunteer Literacies Tutor questions, covering Indicator 3.1

As above plus: *Some possible questions that may help focus people's thoughts:*

- How long have you been a volunteer tutor?
- How well did the ITALL training equip you to be a tutor?
- As a volunteer tutor, how satisfactorily do you feel supported by Adult Literacies staff?
- Please give some reasons why you have continued working as a volunteer tutor
- To what extent do you find the provision and organisation of Adult Literacies resources satisfactory?
- How valued do you feel as a tutor by learners, and by Adult Literacies staff? Please give reasons for your feelings.
- Have you taken part in any further training since becoming a tutor? If so, please provide details. How helpful was this training?
- Have you any suggestions as to how you feel the Adult Literacies Service in might be improved?

Or you could perhaps adapt some of the following questions, taken from the Scottish Govt report on measuring the outcomes of social capital (2008) – the language may need adjustment to suit your participant group:

The Tutor Interview

Identifying and quantifying the social capital outcomes of community learning and development – Tutor Prompts

- 1) What are the aims and objectives of the programme?
- 2) How do you usually evaluate the achievements of the participants in the programme?
- 3) Since they started on the programme do you think the participants we are interviewing have:
 - a) Broadened their social networks e.g. the people they would ask for advice or help? If so in what ways?
 - b) Become more willing to trust others e.g. to help them if they were in difficulty? If so in what ways?
 - c) Become more involved in community, pressure or political groups? If so in what ways?
 - d) Developed different relationships with people in authority (e.g. officials, police, social workers)? If so in what ways?
 - e) Got to know a wider range of people that come from e.g. different social classes, ethnicities, age groups? If so in what ways?

From: Building Connections, Getting Involved: Measuring social capital outcomes of community learning and development (Scottish Government, 2008)

QI 3.1 Impact on paid and voluntary staff

This indicator focuses on the extent to which paid and voluntary staff are supported and empowered to contribute positively to effective service delivery. It deals with the motivation of paid and voluntary staff, the impact of opportunities for them to learn and improve, peer and line management relationships and management of change. These measures draw on responses to questionnaires, surveys, focus groups and interviews. It also takes account of evidence such as levels of absence, staff turnover and the uptake of training and development opportunities.

Illustrations of Effectiveness (These are currently under review and will be changed as soon as the new illustrations are confirmed)

Level 5 illustration

- Almost all paid and voluntary staff report high levels of confidence, motivation, commitment to and satisfaction with their work. Staff turnover and levels of absence are decreasing over time.
- A wide range of high quality learning opportunities are provided for all paid and voluntary staff. Paid and voluntary staff have equal access to training and development. Almost all paid and voluntary staff engaged in relevant training and development activities in the last year. Training and development activities result in improved practice for almost all paid staff and voluntary staff. Practitioners gain skills, demonstrate increased confidence as a result of their learning and experience. They are highly competent. Digital learning is used effectively to develop, share and evaluate practice. Paid and voluntary staff are clear in their role about national and local policy implementation.
- Paid and voluntary staff have engaged positively in the process of developing their knowledge, improving skills and enhancing their confidence. A learning culture is well established and learning is celebrated, recognised and encouraged. Learning is reflected on and shared and critical reflection is embedded in practice. Practitioners are clear about links between national and local policy, strategy and practice at a local level. This results in improved outcomes for learners and communities.
- Paid and voluntary staff are very well supported in their work, the CLD Competencies provide a common framework for practice. Paid and voluntary staff engage effectively with *i-develop* or other frameworks which support effective engagement in continuing professional development. Peer learning and joint training across partners, including schools, is very well developed.

Almost all paid and voluntary staff have very effective working relationships with staff of partner agencies.

Level 2 illustration

A minority of paid and voluntary staff report high levels of confidence, motivation, commitment to and satisfaction with their work. Staff turnover and levels of absence remain unacceptably high over time.

- Paid and voluntary staff have few opportunities to access high quality professional learning. A minority of paid and voluntary staff engaged in training and development activities in the last year. Volunteers are sometimes not included in workforce development opportunities. Paid and voluntary staff lack confidence, understanding and knowledge about their work. Training and development activities result in improved practice for a minority of paid and voluntary staff. Staff do not routinely use information and communications technology
- Paid and voluntary staff do not engage with the process of developing their knowledge, improving their skills and enhancing their confidence. A learning culture is not well established, and learning is not celebrated, recognised or encouraged for all staff. Learning is not reflected on or shared and critical reflection is not embedded in practice. Practitioners are not clear about their role in national and local policy implementation. They do not share practices and experiences regularly. Paid staff and volunteers are not reflective practitioners.
- Staff do not feel well supported to develop their work and the CLD Competencies are not used to provide a common framework for practice. *i-develop* or other frameworks which support development are not used effectively. Too few opportunities exist for joint training and learning across partners, including schools. Paid and voluntary staff do not have effective working relationships with staff and partners agencies.

How Well do we Meet the Needs of Stakeholders?

4. Impact on the Community

QI 4.1 IMPACT ON THE LOCAL COMMUNITY

Indicative themes:

Quantitative and qualitative data, together with reports from community groups, that demonstrates the extent to which community groups have:

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

For self-evaluation with any of the following :

- participants / community groups (but see also alternative questions in black below)
- paid and voluntary staff
- senior management
- local or strategic partners

Ask the Challenge questions:

- a) How do we know that members of community groups are developing their skills, abilities and confidence?
- b) To what extent is provision empowering members of community groups to shape developments in their communities?
- c) To what extent has provision resulted in communities developing services such as self-help and social enterprise initiatives?
- d) To what extent has provision resulted in community groups being effectively planned, managed and evaluated?
- e) How do we know that attitudes and behaviour in relation to social and cultural diversity are improving?
- f) To what extent has provision resulted in increased networking and learning amongst community groups?

Alternatively, here are some suggestions for different questions – but before you use them, check to make sure they really are suitable for your participants – and don't forget to ask for examples to illustrate their responses:

HOW WELL HAVE WE SUPPORTED YOU, OR YOUR GROUP, TO:

- Get the confidence to say what needs improvement in the local community?
- Get skills that they can use to help improve things in the local community?
- Work together in groups to improve things in the local community?
- Tell those with power and influence what is wanted and needed to improve the area?

- Find roles that suit your skills and abilities?
- Learn what you need to know in order to feel *confident* in your role?
- Learn what you need to know in order to be *as effective as possible* in your role?
- Look at what you have been doing, as an individual, and see how much progress you have achieved?
- Go on to play a bigger role in your community, or take on further learning or training, or find employment?

HOW GOOD DO YOU THINK WE ARE AT:

- Knowing and keeping track of how you are progressing?

Evidence for QI 4.1 Impact on the *local* community

This indicator focuses on measuring the extent to which communities are meeting the national aim of stronger, more resilient, supportive, influential and inclusive at a local level.

It deals with community groups' skills and abilities to contribute to aspects such as participation. It is about community members' influence on decision-making. It takes account of identified needs, progress against locally agreed targets and information such as participation rates, levels of responses to consultations and documentation, and attendance at activities and meetings.

Illustrations of Effectiveness (These are currently under review and will be changed as soon as the new illustrations are confirmed)

Level 5 illustration

- Community members are confident, skilled and active in their local communities. This has resulted in improvements in personal, family and work lives. They are confident in their ability to influence and shape local and wider decision making about priorities for their community. They report growth in their confidence, skills and abilities. This has resulted in stronger, supportive, influential and inclusive communities. Communities are part of highly effective partnership working between organisations and community members contribute very effectively to building community strength and resilience.
- Community groups are empowered. They are well informed and actively engage as equal partners with community planning partnerships and other public agencies in relevant consultation, community engagement and local planning arrangements. They are fully informed and able to influence and shape the impact of changes that affect their communities. They have a strong sense of ownership of changes and improvements in local services and facilities.
- Almost all community groups, where appropriate, deliver high-quality services and activities that respond to appropriately identified and researched priority needs in their community. Community groups are able to engage as equal partners with public agencies in relevant consultation and planning arrangements. They are highly skilled and use an evidence based approach to identify and research local priorities and develop their capacity to jointly prioritise outcomes.
- Community groups are very effectively managed. They apply skills in planning, managing and evaluating which is improving their organisation. Groups are increasingly confident and able to

demonstrate the impact they are having in improving their local community. Public agencies have confidence in community groups as equal and effective partners in strategic community development.

- Community groups are open and inclusive in their membership. They promote their activities effectively and welcome participation from a wide cross-section of their community. They value social, disability, gender, race, religion, sexual orientation, language and cultural diversity. They ensure that equality and diversity differences including economic factors which cause deprivation are identified and well understood. Equality and diversity differences which could be barriers to participation and achievement are overcome.
- Almost all community groups and other agencies work well together. They learn from each other, improve community cohesion and increase social capital. They are very well aware of the work of other groups and agencies and ensure that they do not duplicate one another. They ensure that individuals are quickly and appropriately referred to other groups and agencies to meet their needs.

Level 2 illustration

- Not all community groups demonstrate strength and resilience. Their work in the community has resulted in few improvements in their personal, family, work and community lives. They are not confident in their skills and abilities. This has resulted in not many groups being involved in influencing and shaping local and wider decision making about priorities for their community.
- Community groups are not sufficiently empowered. A minority of members of community groups are well informed about changes that affect their communities and few are able to influence and shape the local impact of these changes. Most are unable to engage as equal partners with community planning partners and other public agencies in relevant consultation and planning arrangements. They experience a sense of powerlessness in relation to changes in local services and facilities.
- A minority of community groups, where appropriate, deliver high quality services and activities that respond to priority needs in their community. Most are unable to identify and address local priorities.
- A minority of community groups are managed effectively. The majority lack skills to plan, manage or evaluate their organisations effectively. Community groups are not confident about the impact they are having in improving their community. This contributes to public agencies having insufficient confidence in them as effective partners in community development.
- A minority of community groups are open and inclusive in their membership. The majority do not promote their activities well and do not welcome participation from a wide cross-section of their community. They do not value social and cultural diversity sufficiently and do not promote respect for difference within their activities and programmes. The resilience and ambition needed to combat the economic factors which cause deprivation and inequality are poorly understood and act as barriers for a majority of learners.
- A minority of community groups, community planning partners and other agencies work well together. Most do not learn from each other and other agencies to improve community cohesion and social capital. They are insufficiently aware of the work of other groups and agencies and this results in duplication of effort and missed opportunities to improve services. They do not ensure that individuals are quickly and appropriately referred to other groups and agencies to meet their needs.

How good is our Delivery of Key Processes?

5. Delivery of Key CLD Processes

QI 5.9 INCLUSION, EQUALITY AND FAIRNESS

Indicative themes:

- a) Inclusion of excluded communities, groups and individuals
- b) Addressing barriers to participation
- c) Access to specialist services to meet specific needs
- d) Promoting inclusion, equality, fairness and positive attitudes to social and cultural diversity
- e) Compliance with equalities legislation

For self-evaluation with any of the following :

- participants (but see also alternative questions in black below)
- community groups
- local or strategic partners:
- paid and voluntary staff
- senior management

Ask the Challenge questions:

- b) How good are we at ensuring that excluded communities, groups and individuals are included?
- c) How effective are we at removing barriers to participation?
- d) How readily do participants have access to specialist resources or services to meet their needs?
- e) How well do we promote inclusion, equality and fairness and positive attitudes to social and cultural diversity?
- f) How do we know that we comply with equalities legislation?

Or alternatively, and especially for self-evaluation with participants, here are some suggestions for different questions:

Suggestions for YW Service User questions, covering Indicator 5.9:

SOME YOUNG PEOPLE HAVE DIFFICULTY IN JOINING IN WITH WHAT WE DO, FOR A VARIETY OF REASONS. HOW GOOD ARE WE AT:

- thinking about what the difficulties might be?
- making sure that as many young people as possible will find it easy to be here, and feel welcomed?
- providing special equipment or help if it's needed, so that as many young people as possible would be able to join in activities?

Evidence for QI 5.9 Inclusion, equality and fairness

This indicator provides a basis for evaluating how well excluded communities, groups and individuals are included, how well the barriers to access and participation are addressed and positive attitudes to social and cultural diversity fostered.

Illustrations of Effectiveness

Level 5 illustration

- Paid and voluntary staff engage very effectively a wide range of excluded communities, groups and individuals. They adopt very effective methods for engaging groups and individuals that are traditionally hard to reach.
- Engagement methods and learning opportunities overcome barriers to access and participation by traditionally excluded groups.
- There is an appropriate range of resources and support services available to meet the needs of people with disabilities and additional learning support requirements.
- CLD providers consistently promote positive attitudes to social and cultural diversity and challenge discriminatory attitudes. They schedule provision to take account of the cultural traditions of minority ethnic groups.
- CLD providers are committed to social inclusion and have effective inclusion strategies, equal opportunities policies and staff training that meet legislative requirements.

Level 2 illustration

- Paid and voluntary staff have contact with few excluded communities, groups and individuals. They use limited and ineffective methods for engaging groups and individuals that are traditionally hard to reach.
- Engagement methods and learning opportunities are not designed to overcome potential barriers to learning.
- Staff make insufficient use of resources and support services to meet the needs of people with disabilities or additional learning support needs.
- CLD providers promote positive attitudes to social and cultural diversity but this is inconsistent and partial. They take little account of the cultural traditions of minority ethnic groups in scheduling provision.
- CLD providers are committed to the principle of social inclusion but this is not taken forward through the development of effective strategies, policies and staff training.

How good is our Delivery of Key Processes?

5. Delivery of Key CLD Processes

QI 5.10 IMPROVING SERVICES

Indicative themes:

- a) Evaluating information from stakeholders
- b) Evaluating outcomes and impact
- c) Arrangements for reflective practice and self-evaluation
- d) Planning for improvement and monitoring progress
- e) Reporting progress to stakeholders

For self-evaluation with any of the following :

- participants (but see also alternative questions in black below)
- community groups
- local or strategic partners:
- paid and voluntary staff
- senior management

Ask the Challenge questions:

- a) **How effective are our mechanisms to evaluate information from stakeholders?**
- b) **How well do we evaluate the outcomes from planned activities?**
- c) **How do we ensure that the feedback we obtain from participants and stakeholders gives us the information we need to improve?**
- d) **What improvements have resulted from reflective practice and self-evaluation?**
- e) **What improvements have resulted from planning?**
- f) **How do we ensure that stakeholders are kept fully informed about improvements?**

Alternatively, here are some suggestions for different questions – but before you use them, check to make sure they really are suitable for your participants – and don't forget to ask for examples to illustrate their responses:

Suggestions for CBAL Service questions, covering Indicator 5.10:

HOW GOOD DO YOU THINK WE ARE AT:

- Asking you the right questions to find out if we are meeting your needs?
- Using the answers you give us to change things for the better?
- Keeping you up to date about changes we make as a result of your feedback?

Evidence for QI 5.10 Improving services

This indicator provides the basis for evaluating the effectiveness of the systems and processes CLD staff and partners have in place for evaluating and, improving services, their contribution to national and local outcomes, and reporting on their performance to stakeholders. It examines the rigour, robustness and consistency of partners' quality assurance and improvement arrangements.

Illustrations of Effectiveness (These are currently under review and will be changed as soon as the new illustrations are confirmed)

Level 5 illustration

- Partners use a wide variety of effective methods to gather information and feedback from participants and other stakeholders. They have a strong understanding of the needs of their community, including the need to support community groups to build their capacity. They evaluate information effectively together to prioritise and plan support and delivery and secure improvements that result in notably better outcomes for individuals, groups and communities.
- Partners work effectively in a range of multi-agency and multi-disciplinary teams and partnerships to evaluate the outcomes and impact of services on learners and the community. Joint projects result in significantly improved outcomes in communities. Consistent use of community group needs analysis results in effective programmes of support being delivered to groups which results in groups becoming more skilled, active and influential in their communities.
- Partners reflect regularly on their practice and make improvements. Robust and rigorous self-evaluation is conducted at regular intervals using appropriate self-evaluation frameworks. As a result, changes and improvements are made. Partners benefit from joint professional learning and training opportunities to further develop the effectiveness of reflective practice, self-evaluation and partnership working.
- Partners have effective arrangements to jointly plan and implement improvements. Regular and effective workforce training and development improves staff capacity to implement the 2012 CLD strategic guidance to Community Planning Partnerships; develop innovative practice; and contribute effectively to the delivery of Curriculum for Excellence and other national and local policy drivers. Partners benefit from joint professional learning and training opportunities to develop shared planning, monitoring and improvement practice.
- Partners regularly use a wide range of effective methods, including a range of information and communications technologies (ICT) to report progress to key stakeholders. Participants and local community groups are actively engaged in assessing progress and regularly contribute to identifying priorities and planning for improvement.

Level 2 illustration

- Partners use a narrow range of methods to gather information and feedback from participants and other stakeholders. They have a limited understanding of the needs of their community. They evaluate information ineffectively and rarely prioritise and plan delivery and support together. They are not securing improvements that are resulting in better outcomes for individuals, groups and communities.
- Partners sometimes work in a range of multi-agency and multi-disciplinary teams and partnerships, but inconsistently evaluate the outcomes and impact of their work. It is not clear how joint projects result in improved outcomes for learners or communities.
- Staff do not reflect regularly on their practice. Self-evaluation is conducted infrequently. Self-evaluation and improvement frameworks are neither well understood nor applied consistently. Changes and improvements are not being made. Partners do not participate regularly in joint training

activities to develop further the effectiveness of reflective practice, self-evaluation and partnership working.

- Partners do not have effective arrangements to plan and implement improvements. Workforce training and development is irregular and does not improve staff capacity to implement local and national policy. Partners do not benefit from joint professional learning and training opportunities. Shared planning monitoring and improvement practice is not in place.
- Partners infrequently report progress to key stakeholders. ICT is not well used. Participants and local community groups are not sufficiently engaged in assessing progress and do not contribute enough to identifying priorities and planning for improvement.

How good is our Management?

8. Partnerships and Resources

8.1 PARTNERSHIP WORKING

Indicative themes:

- a) Clarity of purposes and aims
- b) Service level agreements, roles and remit
- c) Working across agencies and disciplines
- d) Staff roles in partnerships

For self-evaluation with any of the following :

- paid and voluntary staff
- senior management
- local and/or strategic partners

Ask the Challenge questions:

- a) How clearly have the purposes and aims of the CLD or other partnership been communicated?
- b) How useful and clear are partnership documents such as the slas and other forms of agreement?
- c) How effectively do we work together across agencies and disciplines?
- d) How well do our staff work with others in partnerships?

Or alternatively, here are some suggestions for different questions:

Suggestions for CLD Staff questions, covering Indicator 8.1:

HOW EFFECTIVE HAS THE CLD SERVICE MANAGEMENT BEEN IN:

- Supporting staff to work effectively with others in partnerships?

Adult Literacies Partners, covering Indicator 8.1

Some possible questions to help focus people's thoughts

- *To what extent are you actively involved with Adult Literacies in the area?*
- *How clearly have the purposes and aims of Adult Literacies provision been communicated?*
- *How useful and clear are partnership documents such as the SLAs and other forms of agreement?*
- *How well do our Literacies staff work with others in partnerships?*
- *In which ways do you feel Adult Literacies provision has played a part in supplementing the service you already provide?*
- *Do you have any suggestions as to how you think your working relationship with the Adult Literacies team may be developed further?*

Evidence for QI 8.1 Partnership working

This indicator refers to the role of CLD services in promoting and encouraging effective partnership working with other services and partner agencies. A central role for local authorities is to secure and sustain cohesive partnerships to take forward the vision, values and goals of the CLD strategy. To fulfil this role, the CLD service will require to bring key partners together at a strategic decision-making level and to ensure effective partnership working at local level.

Individual organisations can use this indicator to consider their roles and engagement in appropriate partnerships.

Illustrations of Effectiveness

Level 5 illustration

- The community planning partnership sets a strategic framework within which joint working between partners in CLD is established and flourishes. This results in a CLD strategy that engages the commitment of almost all key partners. Key partners are clear about their roles and contribution to achieving the outcomes of the strategy and associated action plans. Where appropriate, service level agreements are established to define, monitor and evaluate the impact of publicly-funded CLD services delivered by partner agencies. Consultation and communication between partner agencies is regular, structured, supportive and efficient.
- CLD services actively encourage and work effectively in a range of multi-agency and multi-disciplinary partnerships. Productive partnerships exist with key services, voluntary and community organisations and other public and private sector bodies.
- CLD providers are actively engaged in planning, delivering, monitoring and evaluating joint projects. These joint projects result in improved services in communities and value for money for the providers.
- CLD staff work very effectively in a range of partnerships. They demonstrate or support leadership within the context of partnership working. They constantly seek opportunities for improvement and development in all partnerships. CLD managers plan their engagement with partners to secure the active participation of all relevant people and agencies. Staff are clear about their roles and responsibilities, about what matters most and how their time will be best spent.

Level 2 illustration

- The community planning partnership sets a strategic framework within which joint working between partners in CLD is unable to flourish. This results in a CLD strategy that fails to engage the commitment of a majority of key partners. A majority of partners are unclear about their roles and contribution to achieving the outcomes of the CLD strategy and associated action plans. Service level agreements are used with some projects to define, monitor and evaluate the impact of publicly-funded CLD services delivered by partner agencies. Consultation and communication between partner agencies is irregular and unproductive.
- CLD services are not proactive in a range of multi-agency and multi-disciplinary partnerships. Partnerships exist with key services, voluntary and community organisations and other public and private sector bodies but a majority of these are unproductive.
- CLD providers are insufficiently engaged in joint project work.
- CLD staff work within a range of partnerships but with insufficient impact. They seldom take leadership roles or provide effective support for leaders. They are insufficiently focused on improving the work of partnerships. CLD managers plan their engagement with partners but do not always secure the active participation of all relevant people and agencies. In their work with partnerships, staff are insufficiently clear about their roles and responsibilities, about what matters most and how their time is best spent.

How good is our Leadership?

9. Strategic Leadership and Direction

QI 9.1 VISION, VALUES AND AIMS

Indicative themes:

- a) Appropriateness and coherence with corporate and community vision, values and aims
- b) Sharing and sustaining the vision
- c) Promotion of positive attitudes to social and cultural diversity

For self-evaluation with any of the following :

- paid and voluntary staff
- senior management
- local and/or strategic partners

Ask the Challenge questions:

- a) To what extent are our visions, values, aims and priorities for CLD consistent with other key strategic documents?
- b) To what extent is learning at the heart of all we do?
- c) How aware are staff and how well do they work towards achieving our vision, values, aims and priorities for CLD
- d) How can we demonstrate that we have developed a culture of empowerment, improvement, innovation and service excellence?
- e) How do partners evidence their commitment to our joint vision, values and aims?
- f) How do we ensure that understanding and commitment to equality and diversity results in positive action to promote equality of access and opportunity?

Evidence for QI 9.1 Vision, values and aims

This indicator relates to the corporate leadership of CLD within the authority and to the way in which it exercises its functions. This will be expressed through the authority's effectiveness in establishing direction for CLD within its wider community vision. To demonstrate good practice, the authority will have to ensure that this vision actively influences practice at the point of delivery. This indicator focuses on the extent to which vision, values and aims guide planning for and impact on maintaining and improving the quality of services for learners, their families and the community. Individual organisations can use this indicator to look at their own approach to setting and sustaining vision, values and aims

Illustrations of Effectiveness

Level 5 illustration

- The aims convey a distinctive picture of the aspirations for, and expectations of CLD within the community planning partnership and the authority. There are clear links between the vision, values and aims contained within the community plan, the council's corporate plan, the children's services plan and the CLD strategy.

- Clear and comprehensive statements of this vision, along with values and expectations direct the work of the community planning partnership, the local authority, the service responsible for CLD and its partner agencies. These statements encompass the purposes of learning, as well as national priorities and national expectations for children, young people and adult learners.
- Senior staff have established a shared vision for CLD within the community planning partnership. The vision, values and aims for CLD provide a widely recognised and shared set of aspirations for and expectations of all stakeholders. Services and partners have a very good awareness of the community planning partnership and the authority's vision, values and aims and of their own specific roles in their delivery.
- The aims have been developed through involving a wide range of stakeholders and clearly set out the community planning partnership's commitment to a culture of empowerment, improvement, innovation and service excellence. The vision, values and aims are continually revisited and reinforced in events and activities which result in a strong sense of common purpose.
- The aims and vision set out clear expectations for equality and social justice. Elected members and senior officers demonstrate commitment to and provide a clear lead in emphasising equality issues. Senior managers and staff are strongly committed to the aims and vision for equality and promote social and cultural diversity. Plans at all levels address the promotion of equality, diversity and inclusion.

Level 2 illustration

- Senior managers in the community planning partnership have established a vision for CLD which directs the work of the CLD partnership but does not significantly impact on processes or outcomes of the authority and its partner agencies. The aims of the CLD strategy are insufficiently linked to the respective aims within community, corporate and departmental plans. Senior managers do not always demonstrate sufficient commitment to corporate priorities.
- The purposes of CLD and national expectations and aspirations are insufficiently emphasised or explained. The vision, values and aims of the authority have only limited relevance to the main activities of CLD providers.
- Senior managers have established a vision which directs the work of the CLD services in relation to CLD but it has not been communicated sufficiently well to political or corporate leaders. The aims of the CLD strategy convey only a partial picture of the aspirations of local elected members for the authority and the community planning partnership.
- In developing the aims, involvement of stakeholders, including communities, has been insufficient and, consequently, understanding and ownership of the aims is limited. The aims are not sufficiently embedded in the work of the authority or the community planning partnership and do not emphasise a commitment to a culture of improvement, service excellence and innovation.
- The aims and vision set out expectations for equality and social justice. These are not yet fully embedded in an appropriate range of operational policies and procedures. Senior managers and staff are committed to promoting social and cultural diversity but this commitment is not always translated into action.

How good is our Leadership?

9. Strategic Leadership and Direction

QI 9.2 LEADERSHIP AND DIRECTION

Indicative themes:

- a) Strategic planning and communication
- b) Strategic deployment of resources
- c) Evaluation of risk

For self-evaluation with any of the following :

- paid and voluntary staff
- senior management
- local and/or strategic partners

Ask the Challenge questions:

- a) How useful are our plans in achieving our vision, aims and priorities in practice?
- b) How well do we lead staff and other stakeholders in developing plans that result in their commitment to effective implementation?
- c) How can we demonstrate that budget and staffing allocations are directed towards achieving key outcomes and priorities?
- d) How well do we take account of risk in our strategic and management planning?

Evidence for QI 9.2 Leadership and Direction

This indicator is fundamentally about strategic planning for future sustainable development. It focuses on the mapping out of future developments which are challenging, realisable and sustainable. This indicator also relates to the success of senior managers in linking the authority's vision to strategic deployment of resources to deliver services, secure best value and manage sustainable development. Significant current and planned organizational activities will take place within a culture that supports and enables effective risk management. Individual organisations can use this indicator to look at leadership and direction of senior staff, management committees and boards of directors.

Illustrations of Effectiveness

Level 5 illustration

- Senior elected members provide officers with strong political leadership and direction and demonstrate a commitment to continuous improvement. Together, they communicate and demonstrate a very clear view of what the council and the community planning partnership is aiming to achieve. Senior officers develop effective and strategic plans and identify key actions, intended outcomes and major targets. Planning documents are accessible, succinct and set out key priorities within a well-managed planning cycle. Planning leads to sustainable change.
- Channels of communication are effective. There is strong leadership and direction on corporate priorities. Staff take full account of the need for succession planning, securing accountability, making appropriate use of data for informed decision-making and evaluating impact and outcomes. Strong

leadership helps to steer individuals and teams successfully through the difficulties and challenges associated with strategic planning.

- Senior elected members make transparent and evidence-based decisions on the allocation of resources for CLD from the local authority budget. Senior managers provide strong leadership in targeting resources at key agreed objectives and achieving best value. They have developed a clear best value approach to deliver continuous improvement.
- The authority has in place a very clear strategic planning framework which takes account of finances, asset management and human resources and which articulates well with its service planning cycle. The culture is one that is risk-aware. Risks are balanced against the benefits that may arise from taking these risks. Systems are in place to consult relevant partners and stakeholders in relation to risk management.

Level 2 illustration

- Senior elected members and senior CLD managers do not have a consistently clear view of the strategic role of CLD in planning for improvement. As a result the work of the authority is taken forward mainly at an operational level and change is often not sustainable. Elected members and officers do not always demonstrate a clear or mutual understanding of the national context or local priorities. Officers are sometimes unclear about political priorities while members feel that they are not always provided with consistently high-quality advice and support.
- The service director does not systematically inform the department's senior management team of identified community and corporate priorities. The CLD service operates in isolation from the corporate team. Insufficient account is taken of the need for careful succession planning, securing accountability, making appropriate use of data for informed decision-making and evaluating impact and outcomes.
- Resource allocation is not closely enough linked to key agreed objectives. The rationale for the strategic deployment of resources for CLD is not transparent nor does it match closely national guidance. The service has initiated some best value reviews but its approach is one of reacting to prevailing circumstances rather than being planned and comprehensive.
- While it has in place a strategic planning framework, this does not take full account of finances, asset management and human resources and it only articulates to a limited extent with its service planning cycle. Financial decision-making pays insufficient attention to sustainability. The department secures improvement through effective project management and resource management but does not consistently manage financial risk effectively and efficiently.

How good is our Leadership?

9. Strategic Leadership and Direction

QI 9.3 DEVELOPING PEOPLE AND PARTNERSHIPS

Indicative themes:

- a) Developing leadership capacity
- b) Building and sustaining relationships
- c) Teamwork and partnerships

For self-evaluation with any of the following :

- paid and voluntary staff
- senior management
- local and/or strategic partners

Ask the Challenge questions:

- a) To what extent does our leadership support a shared ethos of quality improvement and staff empowerment?
- b) To what extent are staff empowered to take appropriate leadership in their own areas of work?
- c) How do we ensure that staff are enabled to give of their best?
- d) How well do we develop the leadership capacities of staff at all levels?
- e) How do we ensure that relationships with staff and partners are characterised by trust?
- f) How do we ensure that the enthusiasm and commitment of staff and key partners is mobilised and focused on securing improved impacts on service users?
- g) To what extent does our ethos promote teamwork and collegiality?

Evidence for QI 9.3 Developing people and partnerships

This indicator relates to the effectiveness of the authority or organisation in building capacity for leadership at all levels and securing positive working relationships and successful outcomes with stakeholders and partner agencies. The indicator relates to the ethos and culture of the CLD service and beyond, through its operations corporately within the council and in joint working with its partner agencies. The effectiveness of the management team, their deployment, responsibilities and co-working in relation to organisational requirements and key strengths are relevant. Delegation to and empowerment of staff and partners are important features, alongside the development and support of effective teamwork.

Illustrations of Effectiveness

Level 5 illustration

- Senior managers use a wide range of effective leadership skills and motivate others to give of their best. The range and balance of skills, personal qualities and experience make for a very effective management team. The service director and the senior management team exemplify the authority's approach to quality improvement through active leadership and personal involvement in improvement strategies and activities. There is an empowering culture of improvement and an understanding that all staff, at whatever level, have a key role to play in taking forward the work of the authority.
- Staff feel able and confident to exercise initiative, share responsibility and adopt lead roles in their own areas. They understand their own leadership roles and those of others. The structures in place draw upon the collective knowledge, experience and personal interests of a wide range of staff and create opportunities for staff to lead projects. Effective systems are in place to promote and evaluate the impact of leadership programmes, sustainable developments and succession planning.
- Senior managers have developed a supportive work environment in which people share a sense of responsibility to improve the quality of services. Talents are identified and promoted. Working relationships are built on trust and reflect a genuine concern for staff and relevant partners. Systems are in place to help people tackle challenging problems, share information and deal with difficulties.
- Staff and partners have regular opportunities to share ideas, review their work and learn from each other. There are regular opportunities to give and receive constructive feedback. Staff are encouraged and supported to do their personal best. Their achievements are recognised.
- There is a high level of commitment to partnership working and team development. Senior staff are proactive in establishing strong links with stakeholders, partners, agencies and other council services and lead joint improvement activities. They are successful in mobilising and focusing the commitment and enthusiasm of staff and of key partners and stakeholders to secure continuous improvement. There is effective multi-disciplinary working and a positive impact on service users.
- An ethos of teamwork and collegiality is evident at all levels of the organisation. There is a high level of participation and engagement by relevant partners. Team performance is regularly evaluated against agreed objectives and targets. Staff at all levels have developed and participate in a range of teams throughout the service, each having a clearly focused role and remit.

Level 2 illustration

- Individual senior managers demonstrate leadership skills in a few areas but there are important weaknesses in others which are key to the effective leadership of CLD within the authority. There are some important gaps or weaknesses in the range and balance of the skills, abilities and experience within the management team, impacting on the overall effectiveness of the team. The culture of the service, although positive, does not convey a full sense of challenge, change or progress. Senior elected members and senior officers of the service do not have a consistently clear view of their own leadership roles and those of others.
- The service director and senior management team are not always successful in gaining the commitment of key staff in services or external agencies and other key stakeholders. As a result there is confusion about who is leading what, and a lack of ownership of key initiatives.
- There is a dependency culture where staff feel inhibited about taking the initiative and are overly-dependent upon others. Insufficient account is taken of the need for leadership training and development and succession planning.
- Senior managers have built and sustain effective working relationships with a narrow range of key partners but other relevant potential partnerships are under developed. There are some examples of effective partnership working but the overall picture is inconsistent. Senior staff do not systematically demonstrate a commitment to partnership working nor focus strongly enough on collaborative working and shared responsibility. They do not sufficiently evaluate their own performance individually or as a team.

- Senior managers maintain effective communication with a limited range of interested partners, agencies and stakeholders. They undertake limited planning with partners to ensure effective multi-agency working. Relationships and interaction with colleagues, service users, partner organisations and the public can be inconsistent and punctuated by misunderstandings, lack of clarity and tensions.
- Service teams may work well as individual units. In general, teamwork is not well established and, where teams are in operation, objectives and targets lack specificity or team performance is not routinely evaluated against set and agreed criteria.

How good is our Leadership?

9. Strategic Leadership and Direction

QI 9.4 LEADERSHIP OF CHANGE AND IMPROVEMENT

Indicative themes:

- a) Support and challenge
- b) Creativity, innovation and step change
- c) Continuous improvement

For self-evaluation with any of the following :

- paid and voluntary staff
- senior management
- local and/or strategic partners

Ask the Challenge questions:

- a) How do we challenge and support staff to continuously improve?
- b) How well do we use research, examples of best practice, self-evaluation and other reviews to enhance the quality of learning and service provision?
- c) How well do we take account of risk in proposed changes and innovations?
- d) How well do we manage change and innovation to secure progress in a manageable number of high priority initiatives?
- e) How well do service managers lead quality improvement?
- f) How do we build capacity for improvement?

Evidence for QI 9.4 Leadership of change and improvement

This indicator is concerned with the effectiveness of the leadership of CLD within the authority in maintaining high levels of quality, delivering continuous improvement, and working towards achieving excellence in the quality of provision for all learners. A critically important component of the leadership function is the need for senior managers, team leaders and stakeholders to challenge staff continuously to improve the quality of provision for learners, by setting demanding but realistic performance targets and by providing high-level support to assist them to achieve these. The indicator also relates to the ability and success of the senior management team systematically to encourage and support innovative and effective practices which bring about positive step changes in learners' experiences.

Illustrations of Effectiveness

Level 5 illustration

- Senior managers actively and systematically take leading roles in ensuring appropriate support and challenge. They set demanding performance targets for the service. They challenge staff and teams to improve their performance, including their own team, monitor performance and outcomes and

support continuous improvement and the pursuit of excellence. They align people, structures and systems to secure improvement.

- Senior managers have a very good strategic overview of what constitutes best practice within the organisation and regularly explore, research and adopt innovative practice being taken forward in other organisations. They routinely use the results of self-evaluation exercises, best value and other service reviews to consider new methods of service delivery and innovative approaches aimed at enhancing the quality of provision. Senior managers welcome and support innovation. They lead and challenge staff at all levels. They encourage staff to contribute suggestions to enhance the quality of learning and service provision.
- Senior managers and heads of establishment apply the principles and practices of risk management to proposed changes and innovations.
- Examples of excellence and innovative practice are celebrated widely. Innovative practice has led to qualitative improvements in learning and service delivery. Senior managers lead and manage change effectively and strategically by prioritising and focusing on a manageable number of high priority initiatives and communicating them well to staff at all levels.
- The service director plays a very strong and focused leading role in leading the authority's commitment to continuously improving performance, service quality, impact and outcomes. He or she is well supported by the senior management team, all of whom have clearly focused quality improvement roles and responsibilities. Other key managers replicate such leadership in the authority's drive towards continuous improvement.
- The authority constantly explores ways to create more capacity for improvement. It builds capacity through developing talents and skills, providing opportunities for shared and distributed leadership and nurturing expertise in its staff.

Level 2 illustration

- The senior management team does not consistently support and challenge its staff. Roles and responsibilities for senior managers do not focus sufficiently on setting performance targets and challenging staff and learners to improve their performance. Senior managers do not place sufficient emphasis on monitoring performance and outcomes and supporting continuous improvement. There is no emphasis on achieving excellence.
- Senior managers are aware of a range of examples of good practice within services but have not yet established a strategic overview. They seldom look externally to identify or consider new approaches. The service has conducted a number of self-evaluation exercises and service reviews but these lead to improvements in only a few instances.
- Innovative practice is not systematically identified, supported, evaluated or disseminated across the authority. Senior managers do not consistently celebrate examples of excellence or innovative practice.
- Senior managers do not consistently manage change effectively and strategically and as a result the focus tends to be on often unrelated initiatives which are of varying degrees of importance and priority. Communication on change to staff is often insufficient to enable them to understand the reasons for or the anticipated benefits from implementing change.
- The senior management team discusses quality and continuous improvement on a fairly regular basis, but senior managers do not consistently drive these forward. In the implementation of their remits they tend to focus on systems, functions and processes rather than on quality development or improved outcomes and impact.
- While the authority has a plan for improvement and supports its implementation, it does not have a strategic approach to developing capacity for improvement. Key staff and partners generally work hard, but their talents and skills are not recognized and developed.

What is our Capacity for Improvement?

QI 10. CAPACITY FOR IMPROVEMENT

This last of the high level questions requires a global judgement based on evidence and evaluation of all key areas. In answering this question, CLD providers should also take into account contextual issues such as: impending retirements of senior staff; plans to restructure; and significant changes in funding. They should also consider their ability to respond quickly to change and to be creative and innovative in the pursuit of excellence.

The council CLD service and partners should be able to make a statement with the following components:

“The Council is confident/not confident that the evidence and evaluation to date indicates that:

- Overall improvements have been made to key outcomes and impacts on stakeholders
- Leadership and management are effective
- Quality improvement arrangements are effective and the council CLD service has the capacity to continue improving”

The levels of confidence expressed for each component may be different and may include some reservations or caveats, but should lead to an overall statement of confidence in the council’s capacity to improve in relation to CLD. For example, the statement could say “ the council is confident that the evidence and evaluation to date indicates that:

- Overall improvements have been made in achieving key outcomes and to meeting the needs of service users, but the achievements of young people through youth work requires improvement
- Leadership and management are currently effective, but key posts will become vacant in the near future
- Quality improvement arrangements are effective in all areas except adult literacies and the council has demonstrated the capacity to continue improving”

Individual CLD providers can also use this indicator to form a global judgement on their capacity for improvement.