

Stage 2 Evidence Gathering and Consultation

A. Title of Proposal:	CLD Strategic Partnership Plan 2024-27
B. Service Area: Department:	Community Learning and Development
C. Lead Officer: (Name and job title)	Gillian Jardine/Kenny Harrow Communities and Partnership Manager
D. Other Officers/Partners involved: (List names, job titles and organisations)	Multiple – this is a cross-partnership plan incorporating partners from Scottish Borders Council, NHS Borders and the third sector.
E. Date(s) IIA completed:	Started 22/06/2021 Updated 25/06/2021 Updated 28/06/2021 Updated 05/08/2021 Updated 20/08/2021 Updated 09/09/2021 Updated 13/09/2021 Updated 15/09/2021

Updated 14/10/2024
Updated 15/09/25

Section 1 Data and Information

A. What evidence has been used to inform this proposal?

(Information can include, for example, surveys, databases, focus groups, in-depth interviews, pilot projects, and reviews of complaints made, user feedback, academic publications and consultants' reports).

Data taken from the reports and policies as listed in IIA Stage 1, 'Stage 1 Scoping and Assessing for Relevance', Section 2. These reports and policies provide both Local and National statistics. The Scottish Borders Picture of Poverty provides data and statistics as evidence also.

Information and data provided by agencies, partners and organisations, involved in creating the plan and identifying outcomes

The Plan details input from those with lived experiences provided by Borders Community Action, SBC Communities Learning and Development Service. This has been done through working experience with young people, individuals and families. Designated 'learner voice' groups and on-going feedback from existing delivery and partner engagement

B. Describe any gaps in the available evidence, then record this within the improvement plan together with all of the actions you are taking in relation to this (e.g. new research, further analysis, and when this is planned)

The CLD Strategic Partnership Plan 2024/27 now completes the next two years of the original 24/25 plan.

As the CLD Strategic Partnership develops, there will be opportunities to identify gaps within delivery that can then be explored within future and taken forward as a partnership outcome and priority.

The partnership wishes to develop further engagement with learners to make sure that the future plan is relevant to all learners within our community. YELL Strategy is the inclusion of young people's voices. Similar work is needed to ensure that we hear the voice of the adults in our communities.

The partnership now has a solid baseline on accreditation and will increase uptake and offer of accredited programmes and opportunities. Digital learning has been identified as an issue; a baselining exercise is underway and will include a partnership action plan.

Section 2 Consultation and Involvement

A. Which groups are involved in this process and describe their involvement

various multi-agency partners were involved in the process and development of the Plan. Consultations with the following internal and external teams and organisations informed the content of the report.

Scottish Borders Council Teams:

Communities and Partnerships
Community Learning and Development Service

Financial Inclusion
No One Left Behind
Employment Support Services
Education Services

Active Communities

Local Area Coordination

Whole Family Support

Parental Employability Support

Other Partnerships and Agencies:

Community Planning Partnership

NHS Borders

Skills Development Scotland

Citizens Advice Bureau

Borders Community Action

Youth Borders

B. Describe any planned involvement saying when this will take place and who is responsible for managing the process

Ongoing communication with partner organisations to encourage collaborative partnership working and positive outcomes. Strategic Partnership meetings have been set up that will involve all partners.

C. Describe the results of any involvement and how you have taken this into account.

Any involvement from the SBC teams and partners listed above is included in the Plan and both directly and indirectly impacts the overall structure of the strategy.

The partnership now has a baseline of accreditation awarded and offered with a plan to increase the accreditation offer across the area.

D. Describe any events held and views obtained (if applicable). Add or remove as needed.

Event 1

Date	Venue	Number of People in attendance	Protected Characteristics Represented

Views Expressed	Officer Response

Stage 3 Summary and Next Steps

Section 1 Summary

Summarise what you have learned then develop this further.

(Describe the conclusion(s) you have reached from the evidence, and state where the information can be found.)

Please consider the following:

What have you learned from the evidence you have, and the involvement undertaken? Does the initial assessment remain valid?

What new (if any) impacts have become evident?

Is the proposal not to proceed because of a disproportionate impact on equality or Fairer Scotland characteristics?

Key findings from evidence:

The priorities for the 2024-27 plan have been updated and are based on a shared vision of what needs to be addressed in the coming year. These priorities are aligned to recommendations from the recent HMIE Progress Visit which identified areas of practice to be strengthened. Priorities have also been shaped by professional feedback and from service users.

The CLD Plan priority areas are:

- Improving Life chances
- Strengthening Governance and Leadership
- Recognition of CLD.

Increase the accreditation offer and uptake.

HM Inspectors of Education visited Scottish Borders in June 2024 to undertake a review of CLD services. The Inspectors met with learners and community representatives from a diverse range of learning programmes and community activity. The Inspectors highlighted the tailored support which is helping learners to progress and increase their skills for learning, life and work. They also referenced partnership working which is helping to ensure improving outcomes for learners and communities.

There is however need for practice to be improved.

- to develop robust self-evaluation and data gathering across all partners to evidence impact.

There were also recommendations to increase the use of joint accreditation to recognise learning and have consistent input from community representative, young people and adult learners

Involvement and feedback

The partnership has gained-insight into what learners have said but not as fully as we would like. The partnership is keen to continue to involve stakeholders in the shaping of priorities. The partnership will use the recently launched Youth Engagement Strategy (YELL) and Scottish Border Council Engagement strategy to shape learner involvement and to feedback views and opinions of learners across our communities.

Partners have reported that it would be beneficial to have a collective events and training Calander that captures partnership events, thus improving communication and efficiency.

Celebratory learning events have been held in the past and have been proven to be a great success. These are now embedded in our planning. as a partnership it has been agree that this will be included as one of our priorities over the next year.

ESOL learners are travelling to Edinburgh for additional learning opportunities, within the partnership we will be working towards a co-ordinated approach to deliver and supported learning programmes within the Scottish Borders.

Impact on specific groups

The need for meaningful engagement from young people, adult learners and communities in the Strategic Partnership is demonstrated in the feedback from HMIE progress visit 2024.

- Partners should explore options to meaningfully include young people and adult learners in the development and delivery of the CLD plan. This will help to ensure that future priorities are based on the needs of learners. (HMIE Progress Visit. In understanding learner voice, we will be able to adapt the future CLD Strategic Partnership Plan

Emerging impacts

- Digital exclusion has emerged as an ongoing barrier, particularly in remote areas with limited broadband access, affecting education, employment, and access to services.
- Mental health challenges, particularly among carers, individuals with addictions, and those involved in the criminal justice system, are becoming more prominent. The need for integrated mental health and addiction support has become more apparent as a factor in addressing poverty and re-offending.

A. Please indicate if the proposal will proceed

- ☒ Yes, please see below section 3 for next steps
- ☐ No, the proposal will not proceed based on disproportionate impact on equality or Fairer Scotland characteristics

Section 2 Sign Off

Signed by Lead Officer:	Norrie Tait
Designation:	Community Learning and Development, Team Leader
Date:	15/10/24
Counter Signature Director:	
Date:	

Section 3 Monitoring and Review (complete if relevant, remove if not)

- B. State how the implementation and impact of the proposal will be monitored, including implementation of any amendments?
For example, what type of monitoring will there be? How frequent?**

An annual self-evaluation will be carried out with the whole partnership learners and other stakeholders.

- C. What are the practical arrangements for monitoring? For example who will put this in place? When will it start?**

The Strategic Partnership plan will be reviewed annually by the collective partnership and will be reviewed in its entirety September 2027.

- D. When is the proposal due for review?**

September 2027

E. Who is responsible for ensuring that this happens?

Chair of the Strategic Partnership.

F. Please indicate if you have developed an Action Plan to take forward any remaining actions

- ☒ Yes, please see attached on final page
☐ No, no further actions required