

## **Clyde Valley Learning and Development Consortium**

### **Proposal Amendments and Additional Information**

Following feedback from the National Board on the initial submission, the Consortium was asked to clarify its position in relation to the following:

- Establishing the governance structure (Joint Committee) as the first priority
- Accelerating the implementation of phase one
- Re-align the priorities identified under phases two and three with those of phase one
- Redefine and shorten the time frames for all three phases
- Align the funding requirements to match the design and delivery elements more closely

#### **Establishing the Joint Committee**

The ground work carried out by the Consortium members during the development stage of this proposal, evaluated a number of potential governance structures, which would meet the requirements of accountability, transparency, equality and democracy. The Consortium recommendation is to establish a Joint Committee as outlined in the Governance section of the proposal. The importance of establishing this structure cannot be over-emphasised. The Clyde Valley Consortium has neither legal standing nor administrative structure at this stage. It can neither commission nor procure training as an entity in itself, unless a formal governance structure is first established. Self evidently the establishment of this structure will be the first task for the Consortium, should development funding be secured.

It is therefore proposed that the establishment of the Joint Committee should take place within the first three months of the project. Whilst it is recognised that the establishment of such a structure will firstly necessitate each authority obtaining committee approval, it should be noted that existing committee structures within each Council would allow key Elected Members to articulate with the Joint Committee structure relatively easily.

The constituent members of the Committee will be as outlined in the original proposal. In addition it is proposed that one representative from the Improvement Service and one from SOLACE will also sit on the Committee. This will allow for a clear link between the strategic direction, progress and outcomes achieved through the Consortium's programme of work.

## **Implementation Team**

The operational team responsible for the implementation of all three phases of the project will be appointed, with immediate effect and in parallel with the establishment of the Joint Committee.

The team will have full operational responsibility for the following:

- Overall project management
- Day to day management of each phase
- Performance monitoring and evaluation
- Progress reporting to the Joint Committee
- Liaison with Consortium member Councils
- Management of appropriate procurement contracts

## **Resourcing the Team**

It is envisaged that the team will comprise a project manager and up to six secondees drawn from the member Councils within the Consortium. Specific competence, experience and knowledge of Project Management will be required to oversee the full Consortium work plan. In addition the six secondees (dropping to four after year one) will have specific operational experience in the management of learning and development activities, for example experience of working in the Social Care sector.

Specific projects within each phase will potentially require different knowledge, skills and experience. For example it is likely that the development of the CPD for teachers and the education agenda will involve the short term secondment of a teacher or education specialist. It is therefore likely that secondment opportunities will be vary from six to 18 months depending on the nature of the tasks in hand.

The team will also be responsible for ongoing consultation with Trade Unions and other strategic partners in delivery, for the duration of the project.

The Learning and Development project will lead to significant changes in working practices across the member Councils. Our vision is that the project team will establish more effective approaches to procurement and delivery of training, which in turn will become the accepted modus operandi across the Consortium.

Whilst we would anticipate that the project team would no longer be an overhead and that all associated costs would be absorbed through savings in cost and time by the end of year three, the additional ongoing implementation funds associated with staffing years two and three of the project still need to funded up front. This investment will be the subject to approval by member authorities.

## **Revision of Phase One**

The initial proposals identified to be addressed under phase one of the project focused on delivering “quick wins” in delivering efficiencies in the following areas:

- First Aid
- Delivery of Vocational Qualifications
- Diversity training

It remains the intension that these subject areas be addressed from the outset. The preparatory work already undertaken by the Consortium will be developed in parallel with the establishment of the Joint Committee. In this way, the implementation of these three activities can commence as soon as the Committee is constituted, allowing full implementation within six months of the project’s funding being realised.

## **Integrating Phases One to Three**

In keeping with the National Board’s feedback, further strands of development previously identified under phases two and three will be brought forward. Specifically, it is proposed that the subject areas be separated into

- Training in the delivery of Social Care
- Information technology
- Health & safety
- Literacy and Numeracy
- Leadership and Management training (including accreditation to ILM standards and linking in with the current Improvement Service work on training in operational management).

Since each of these subject areas is already being addressed to varying degrees across the Consortium member Councils, there is clear evidence of potential synergies to be gained by taking a common approach. For example, a collaborative approach to the delivery and assessment of accredited supervisory, management and leadership programmes is already under discussion among the Consortium members. Progression with this aspect of the programme will build on the existing delivery mechanism developed by the Improvement Service.

The proposal anticipates that preparatory design work will be undertaken in these subject areas in parallel with the delivery aspects of phase one and hence that the delivery of these five subject areas will all be brought forward to allow implementation and delivery to commence at the six month stage of the project.

It is however recognised that some areas of work will require further development and a longer lead time to realise and bring to fruition. Specifically the potential to develop a shared approach to Continuous Professional Development (CPD) for teachers and other aspects of training for education services (e.g. Additional Support for Learning), is extremely high. However the complexities of the service and the widely differing approaches will require a specific resource commitment and more development time to realise.

For this reason it is our intention to include the secondment of a teacher or education specialist into the delivery team and to commence the design, scoping and development work in phase one (running parallel with the delivery elements of phase one).

A similar approach is envisaged for the other subject areas identified under phase three. The project team will commence the preparatory design and scoping work in parallel with other phase one activities, for the identified subject areas of

- Change management
- Strategic planning
- Financial management
- People management
- Continuous improvement methods and models
- Skills for succession planning and capacity building

In agreeing the scope of the work in these subject areas, it is proposed that the team will conduct a high level Training Needs Analysis across the member Councils, prioritise the learning and development requirements and identify opportunities for shared delivery methods, improving standards and sharing best practice.

## **Technology implications**

The background work on developing a business case for this project has brought to light the wide disparity in IT infrastructures which abound across the Consortium. This issue has already provided difficulties in managing information flow, and may potentially compromise the Consortium's capacity to deliver the most efficient methods and standards when making learning and development solutions available to all.

For this reason the funding package includes the provision for commissioning exploratory work into existing technology (IT) requirements, software standards adopted and use of Learning Management Systems (LMS) throughout the Consortium. The Consortium will also seek recommendations on potential solutions in order to maximise the use of resources in this field. In particular the scope of this work will cover:

- Interoperability between councils
- Data access and security
- Functionality
- Shared resources/hosting
- Use of LMS and e-learning infrastructure
- Hardware/software requirements

It is envisaged that this aspect of the project will establish links with parallel work streams throughout Scotland which may have an interest, for example Customer First and the Five Councils Consortium, which have identified the need for a more unified approach to Learning Management and possibly a single Learning Management System.

On the basis of the recommendations from this piece of work, the Consortium will consider the optimal solution to achieve maximum impact, and seek to implement a solution commencing during the second six months of the project's first year.

A fully revised project plan is included in appendix one of this document, which specifies how the alignment of each phase will be achieved.

## Resources, Use of Funding and Benefits

In order to reflect the additional activity planned during the first year of the project, the projected funding allocation has been re-aligned to maximise the use of the available resources in the initial years of the project. This is reflected also in the revised project plan attached.

Efficient Government – Use of Funding					
Area of Cost	2007/8	2008/09	2009/10	2010/11	Total
Staff (seconded)	270,000	180,000	180,000		630,000
Consultancy (including IT)	160,000				160,000
Software Development	100,000	40,000			140,000
Training (Project Team)	15,000	7,500	5,000		27,500
Re-training	15,000	25,000	25,000	22,500	87,500
Total Cost	560,000	252,500	210,000	22,500	1,045,000

The main costs are associated with establishing the implementation team together with external consultancy support to deliver the critical project tasks. These are

- set up the Joint Committee
- deliver the identified training solutions across the Consortium
- complete additional scoping and design stages for second and third phases of the project
- develop e-learning content
- design, implement and collate training needs analysis
- evaluate and report on progress

In year one this will require a Project Manager appointed for the duration of the project and up to six members of staff, seconded from the Consortium (dropping to four in subsequent years). It is vital to the success of the project that these team members have the appropriate skills and experience in learning and development and in partnership working. Team members can be seconded for some part or the entire project, depending on the focus at any given time.

An allowance of £160,000 has been made in the first year of the project for consultancy support. This support will focus on a feasibility study with recommendations for improvements in the use of IT systems and software, with particular reference to compatibility and interoperability. External consultancy support will also be utilised to support the team in the development of e-learning content and conducting the extended training needs analysis. There remains further scope to allocate additional one-off tasks such the development and production of a VQ toolkit.

In relation to this, it is recognised that additional funding will be required in order to implement the findings of the IT feasibility project. For this reason a provisional allocation of £140,000 (over two years) has been allocated against further software development and “e” activities. (Specifically software solutions, which may need to be modified, tailored to meet local need, or developed from scratch.) It is envisaged that the bulk of this allocation will be used in the first year of the project. The Consortium will review the allocation of implementation funding on completion of the IT feasibility project, and would seek to discuss this aspect with the National Board in due course.

Clearly with the proposed new ways of working, there will be implications for employees involved from the outset. In order to prepare the project team and those most immediately effected by changes to working practices – e.g. delivery mechanisms – a total of £115,000 over four years has been allocated to the training requirements of the project team, and the retraining of relevant employees whose job role will be affected by the changes to working practices (£87,500 for staff retraining and £27,500 for training for the project team).

As outlined earlier, it is envisaged however that ongoing running costs allocated to seconded staff will be absorbed by the Consortium through savings, by the end of year three of the project.

This is reflected in the provisional benefits projections based solely on the savings being generated through the original phase one subject areas.

<b>Savings</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	
First Aid Training	80,267	80,267	80,267	80,267	
Vocational Qualifications	41,155	139,597	139,597	139,597	
Equal Opportunities	322,110	322,110	322,110	322,110	
Total Benefits in Year	443,532	541,974	541,974	541,974	
Total Costs in Year	560,000	252,500	210,000	22,500	
Net Benefits in Year	-116,468	289,474	331,974	519,474	
Cumulative Net Benefits	-116,468	173,007	504,981	1,024,455	
<b>(Net Present Value)</b>					
<b>(Using a discount rate of 3.5%)</b>					
Total Benefits in Year	443,532	541,974	541,974	541,974	
Total Costs in Year	560,000	252,500	210,000	22,500	
Net Benefits in Year	-116,468	289,474	331,974	519,474	
Cumulative Net Benefits	-116,468	173,007	504,981	1,024,455	
Discount Factor	1	1.035	1.071225	1.108718	
Discounted Net Benefits	-116,468	279,685	309,902	468,536	<b>941,655</b>
					<b>NPV</b>

The detailed scoping, design and development of the subject areas identified under phases two and three is projected to take place within the first six months of the project. Since it is difficult to project the benefits accurately prior to completing the scoping exercise, an additional key task has been included within the work plan to produce a full benefits projection at the earliest possible opportunity. This task will be completed by the end of the project's third month.

### **Developing further opportunities**

Whilst the preliminary development and scoping work carried out by the Clyde Valley Consortium has identified the priority subject areas to be developed and improved, it is recognised that further development areas may arise in the coming years. These opportunities may arise from changing priorities, new initiatives or from emerging good practice from within or outwith the Consortium members.

For this reason, the work plan also includes the task to extend the training needs analysis period beyond phase three, and actively to seek further potential development areas and good practice which may be exploited through the new way of working.

### **Conclusion**

The Clyde Valley Chief Executives have expressed support for the Consortium's Learning and Development Proposal. The next steps will be to test and refine the proposals to ensure that each Council derives quantitative and qualitative benefits from the new approach. The funding proposal will provide the necessary impetus to make the next steps a reality. Even within the revised phasing of the implementation plan, the Consortium still anticipates achieving some quick wins which will pave the way for further ambitious and far reaching activity in subsequent phases. In addition, testing the practical applications of the governance arrangements will yield valuable lessons as to the potential for this model to take in further work streams at a future date.



# Revised Project Plan

# Appendix One

