

Argyll and Bute Council
Comhairle Earra Ghaidheal agus Bhoid

Customer Services
Executive Director: Douglas Hendry



Kilmory, Lochgilphead, PA31 8RT
Tel: 01546 602127 Fax: 01546 604435
DX 599700 LOCHGILPHEAD
e.mail –douglas.hendry@argyll-bute.gov.uk

30 April 2014

NOTICE OF MEETING

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held in the **COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD** on **THURSDAY, 8 MAY 2014** at **10:00 AM**, or at the conclusion of the Argyll and Bute Local Review Body meeting at 9.30 am, whichever is the later, which you are requested to attend.

Douglas Hendry
Executive Director - Customer Services

BUSINESS

1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST**
3. **COMMUNITY SERVICES COMMITTEE TERMS OF REFERENCE/DEVELOPMENT DAY**
Report by Executive Director – Customer Services (Pages 1 - 6)
4. **EDUCATION STANDARDS AND QUALITY REPORT**
Report by Executive Director – Community Services (Pages 7 - 46)
5. **SENIOR PHASE BENCHMARKING TOOL (INSIGHT)**
Report by Executive Director – Community Services (Pages 47 - 52)
6. **REPORT ON PROFESSIONAL UPDATE AND PROFESSIONAL REVIEW AND DEVELOPMENT FOR TEACHERS**
Report by Executive Director – Community Services (Pages 53 - 58)
7. **EDUCATION: ADDITIONAL LEARNING SUPPORT FOR LOOKED AFTER CHILDREN**
Report by Executive Director – Community Services (Pages 59 - 62)
8. **SELF EVALUATION/IMPROVEMENT ADULT CARE**
Report by Executive Director – Community Services (Pages 63 - 68)

9. **JOINT STRATEGIC PLAN FOR OLDER PEOPLE**
Report by Executive Director – Community Services (Pages 69 - 76)
10. **JOINT PERFORMANCE REPORT**
Report by Executive Director – Community Services (Pages 77 - 112)
11. **DEVELOPMENT OF AN ARGYLL & BUTE AUTISM STRATEGY**
Report by Executive Director – Community Services (Pages 113 - 166)
12. **CHILDREN AND FAMILIES SERVICE REVIEW**
Report by Executive Director – Community Services (Pages 167 - 178)
13. **REPORT ON THE IMPLICATIONS FOR THE COUNCIL OF THE CHILDREN AND YOUNG PEOPLE'S (SCOTLAND) ACT 2014**
Report by Executive Director – Community Services (Pages 179 - 190)
14. **ADOPTION OF THE 'CULTURE, HERITAGE AND ARTS STRATEGY'**
Report by Executive Director – Community Services (Pages 191 - 248)
15. **GLASGOW 2014 COMMONWEALTH GAMES LEGACY PLAN**
Report by Executive Director – Community Services (Pages 249 - 264)
16. **SERVICE REVIEW - LEISURE AND SPORT**
Report by Executive Director – Community Services (Pages 265 - 296)
17. **SUPPORT TO PRIVATE HOMEOWNERS WHO HAVE COMMON REPAIR RESPONSIBILITIES**
Report by Executive Director – Community Services (Pages 297 - 304)
18. **GAELIC LANGUAGE PLAN**
Report by Executive Director – Customer Services (Pages 305 - 324)
19. **RURAL HOUSING DEVELOPMENT FUNDING APPLICATION - ULVA FERRY**
Report by Executive Director – Community Services (Pages 325 - 328)
- E1 20. **RURAL HOUSING DEVELOPMENT FUNDING APPLICATION - IONA**
Report by Executive Director – Community Services (Pages 329 - 338)

The Committee will be asked to pass a resolution in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973 to exclude the public for items of business with an “E” on the grounds that it is likely to involve the disclosure of exempt information as defined in the appropriate paragraph of Part I of Schedule 7a to the Local Government (Scotland) Act 1973.

The appropriate paragraph is:-

- E1 Paragraph 6** Information relating to the financial or business affairs of any particular person (other than the authority).

COMMUNITY SERVICES COMMITTEE

Councillor Rory Colville
Councillor Vivien Dance
Councillor George Freeman
Councillor Anne Horn
Councillor Robert Macintyre
Councillor James McQueen
Councillor Douglas Philand
Councillor John Semple
Father David Connor
William Marshall
Alison Palmer

Councillor Robin Currie
Councillor Mary-Jean Devon
Councillor Louise Glen-Lee
Councillor Donald Kelly
Councillor John McAlpine
Councillor Aileen Morton
Councillor Elaine Robertson
Councillor Isobel Strong
William Crossan
David McEwan

Contact: Fiona McCallum Tel: 01546 604392

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES
COMMITTEE****CUSTOMER SERVICES****8 MAY 2014**

**COMMUNITY SERVICES COMMITTEE TERMS OF REFERENCE /
DEVELOPMENT DAY**

1. SUMMARY

- 1.1 The Committee is invited to note the draft terms of reference for the Community Services Committee which has been presented to Council for incorporation into a revised Constitution and Standing Orders.
- 1.2 The report also sets out proposals on the content of a development day for the Committee and seeks Members views in this regard.

2. RECOMMENDATIONS

- 2.1 It is recommended that the Committee
 - a) notes the draft terms of reference which have been presented to Council for incorporation into a revised Constitution and Standing Orders.
 - b) considers the proposed agenda for the Development Day and approves or amends the agenda accordingly.
 - c) identifies preferred dates for the Development Day

3. DETAIL

- 3.1 In January 2014 the Council considered a report and recommendations arising from the Short Life Working Group on Political Management Arrangements. It agreed to establish 3 new committees including the Community Services Committee with a proposed remit as follows:-

- Culture
- Education
- Social Work
- Housing
- Health Issues
- Communities

- 3.2 Council endorsed the amended structure and a revised programme of Council meetings was agreed whereby the Community Services Committee would meet on a quarterly basis with dates as follows:
- Thursday 8th May 2014
 - Thursday 11th September 2014
 - Thursday 11th December 2014
 - Thursday 12th March 2015
- 3.3 The SLWG also considered proposals that each of the new committees would have a work programme linked to key strategic priorities and outcomes, the Single Outcome Agreement, Corporate and Community Plans and that a Policy Development and Overview progress report would be submitted from each Central Committee to the Policy and Resources Committee for noting every six months.
- 3.4.1 In considering the recommendations of the SLWG Council agreed to delegate power to the Executive Director of Customer Services to make the minor and consequential amendments to the Constitution as required by adoption of the new committee structures and associated arrangements. A report in this regard was presented to Council in April 2014 and it is proposed that the Terms of Reference for the Community Services Committee are as follows:
- 3.4.2 Community Services and Environment, Development and Infrastructure Committee
- (1) Advise the Policy and Resources Committee and the Council in the development of service objectives, policies and plans concerned with service delivery within the functional areas noted below and manage performance.
 - (2) Monitor and review achievement of key outcomes in the Service Plans within the functional areas noted below by ensuring best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus.
 - (3) Subject to the exclusions from and limitations of delegations set out in this scheme, and the terms of reference and authority of the Policy and Resources Committee, each Committee is authorised to discharge the powers and duties of the Council within the functional areas noted below in accordance with the policies of the Council, and the relevant provisions in its approved revenue and capital budgets.
 - (4) Undertake community engagement in terms of Council's community engagement strategy in respect of their service area.

3.4.3 Communities Committee

All of the functional areas within the Community Services Department not otherwise reserved to the Council or the Policy and Resources Committee including, without prejudice to the foregoing generality, the following:-

Education and Lifelong Learning

The relevant functional areas relating to children and families, school, pre-school, child protection, young people, community learning and development, and lifelong learning.

Communities and Culture

Libraries, halls, arts and culture.

Social Services and Criminal Justice

The relevant functional areas relating to adult social work services, criminal justice services, housing and homelessness, community learning and development, libraries and culture, leisure and sport.

For the avoidance of doubt, the Committee shall also discharge the powers and duties as education authority, and in relation to those functions, the dismissal of a teacher whose contract of employment incorporates the Strathclyde Regional Council Conditions of Service for Teachers in Day Schools.

3.5 Development Day

As part of its response to the Accounts Commission Statutory Report Council also agreed at its meeting in January that there would be a Development Day for members of each new Committee to facilitate shared understanding of the key issues to be considered by each committee and to facilitate good governance. It was also agreed that each Committee would develop a work plan and forward agenda.

An outline programme is attached at Appendix 1 to facilitate this process. The purpose of the Development Day is to support Members in their role as a member of the Community Services Committee, to give them background on the role and function of the Committee, to help them develop skills that allow the Committee to fulfil its role, to identify key issues for the Committee to consider and to plan out the work of the Committee over the course of a year.

4. CONCLUSION

- 4.1 This reports sets out proposed terms of reference and an associated development plan for the Community Services Committee. These seek to ensure clarity and sound governance arrangements are in place to support the work of the Committee and Members are invited to provide feedback on the proposed arrangements.

5. IMPLICATIONS

Policy -	Clarity on the role and function of the Committee is essential to Policy Development.
Financial –	None.
Legal -	None.
HR -	None.
Equalities -	These proposals have no adverse impact on equal opportunities
Risk -	Lack of clarity could impede effectiveness of Committee.
Customer Service -	None

Executive Director of Customer Services

For further information contact: Charles Reppke 01546 604137

**DRAFT AGENDA
COMMUNITY SERVICES COMMITTEE DEVELOPMENT DAY
DAY AND DATE & VENUE TO BE CONFIRMED**

10.00 Welcome and introductions

10.15 Strategic Policy Context (60 mins)

- National Policy Framework
- Single Outcome Agreement
- Health & Social Care Integration
- External Partnerships
- Vision and Strategic Direction

11.15 Tea/Coffee

11.30 The Role of the Community Services Committee (45 mins)

- What is the Committee seeking to achieve?
- What are the performance measures?
- How do you assess effectiveness?
- What level of engagement internal/external does there need to be?

12.15 Working with other Committees (45 mins)

- How does Committee work in conjunction with:
 - Council
 - Policy and Resources Committee
 - EDI Committee
 - PRS
 - Audit
 - Area Committees
 - Community Planning
 - LNCT

13.00 Lunch (45 mins)

13.45 The 2014-15 Committee Plan (45 mins)

- Approach to Policy Development
 - Education and Lifelong Learning
 - Communities and Culture
 - Social Services and Criminal Justice
 - Other areas of work

14.00 Working Together As The Community Services Committee (45 mins)

- How do you operate?
- Collective responsibility to reach a view on effectiveness
- Your skills and your development needs

15.15 Tea/Coffee

15.30 A Year In the Life Of the Community Services Committee (30 mins)

- What do you expect to see at each meeting?

Sept

December

March

May/June

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**Community Services Committee****COMMUNITY SERVICES: EDUCATION****8th May 2014**

EDUCATION STANDARDS AND QUALITY REPORT

1.0 SUMMARY

- 1.1 This report is to update the Community Services Committee on the progress being made within Education in Argyll and Bute. Details are based on the Standards and Quality Report for 2012/13. Full report can be viewed on Argyll & Bute Council website <http://www.argyll-bute.gov.uk/education-and-learning/education-performance-and-standards>

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Community Services Committee note the progress made in relation to Education within Argyll and Bute.

3.0 DETAIL

- 3.1 The Education Service reports on its quality and standards on an annual basis. The report appended to this document details progress made across the service in relation to the actions outlined in the Education Action Plan for 2012/13.

4.0 CONCLUSION

- 4.1 The next Standards & Quality Report will be due Spring 2015 reporting on progress in session 2013/14.

5.0 IMPLICATIONS

- 5.1 Policy – N/A
- 5.2 Financial – N/A
- 5.3 Legal – N/A
- 5.4 HR – N/A
- 5.5 Equalities – N/A
- 5.6 Risk – N/A
- 5.7 Customer Service – N/A

Executive Director of Community Services
8th May 2014

For further information contact:

Carol Evans

Head of Service

Email: carol.evans@argyll-bute.gov.uk

Telephone: 01631 569192

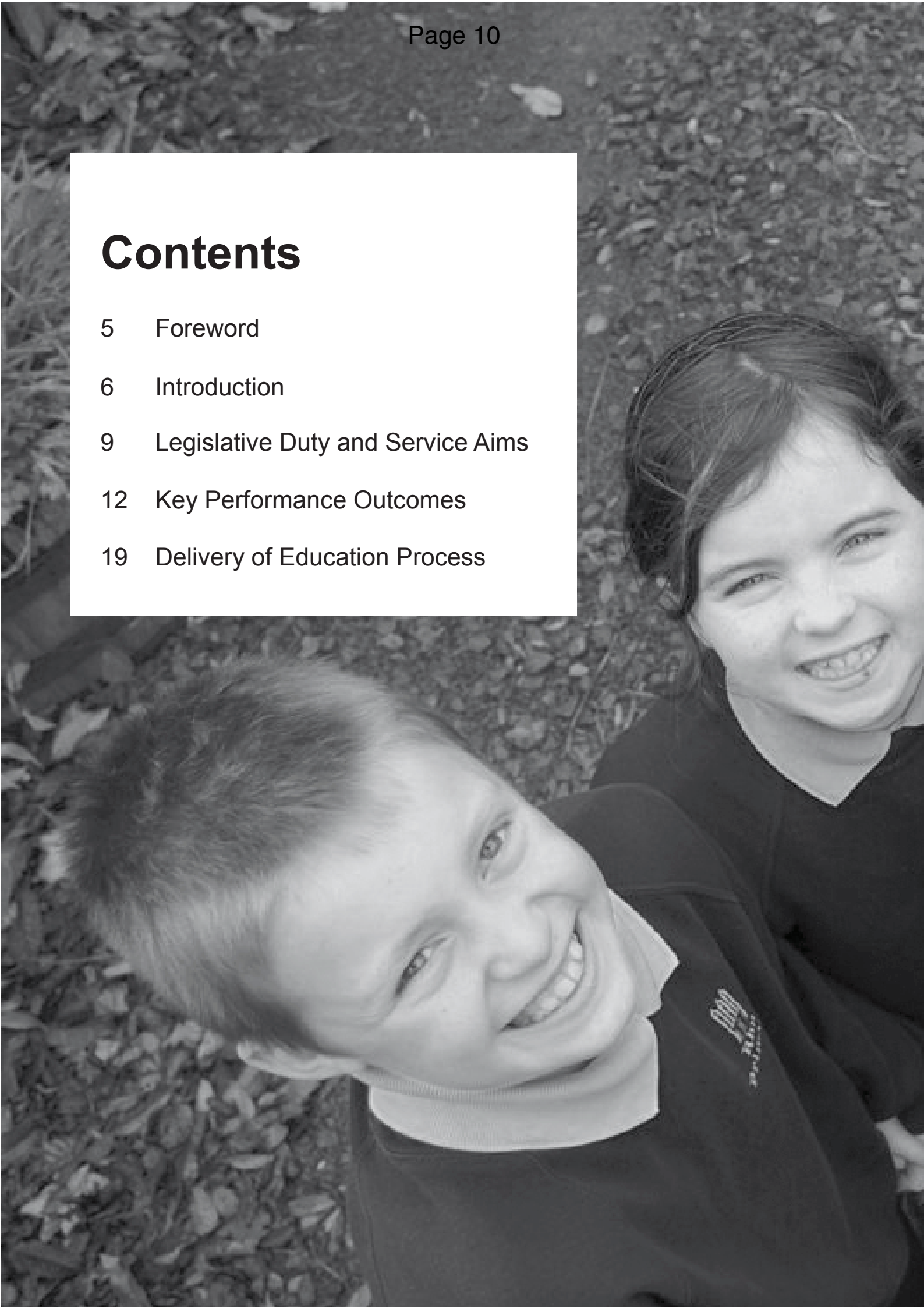
Standards and Quality in Argyll and Bute Schools 2012/13

Community Services: Education

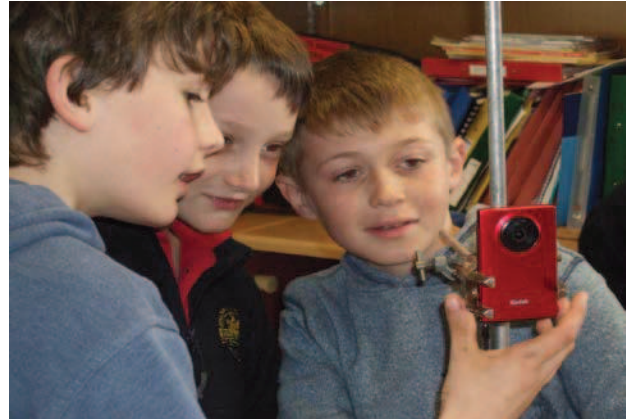


Contents

- 5 Foreword
- 6 Introduction
- 9 Legislative Duty and Service Aims
- 12 Key Performance Outcomes
- 19 Delivery of Education Process







Foreword

Welcome to this Standards and Quality Report 2012/13 for Argyll & Bute Council's Education Service.

This report is aimed at providing information to the reader on how our service performs. The report highlights many of the excellent developments taking place in our service and recognises the considerable work undertaken by staff, pupils, parents and the wider community.

The Education Service is strongly committed to continuous improvement, and by working purposefully with a wide range of partners we are making significant improvements to learners' outcomes.

My thanks to everyone involved in educating and supporting our young people. This is much valued and appreciated.



Aileen Morton
Policy Lead
Education and Lifelong Learning

Introduction

Argyll and Bute is one of the largest and most sparsely populated local authority areas in Scotland. The population of 86,900 is scattered across an area of just under 2,700 square miles. It is approximately 120 miles long from the Isle of Coll in the north to Southend in Kintyre, and 100 miles wide from Bridge of Orchy in the east to the island of Tiree in the west. Two thirds of the population lives in small towns with a population of less than 10,000 and a third live in settlements with a population of less than 1,000.

It is an area of outstanding natural beauty with mountains, sea lochs, islands and more than 3,000 miles of coastline. The geography provides challenges for service delivery, particularly in communications and transport.

Argyll and Bute Council's vision 'Realising our Potential Together' is underpinned by 4 key values:

- We involve and listen to our customers and communities
- We take pride in delivering best value services
- We are open, honest, fair and inclusive
- We respect and value everyone

Community Services is the largest service within Argyll and Bute and accounts for approximately 53% of the total expenditure of the Council. The Council offices are located in Lochgilphead and three education offices are based in Dunoon, Oban and Helensburgh. Within Community Services, Education is responsible, under the 'Standards in Scotland's Schools etc. Act 2000' for providing school education for every child of school age to support the development of the personality, talents and mental and physical abilities of the child to his or her fullest potential.

The service manages seventy three primary schools, three 3-18 schools, five secondary schools, two joint campuses, one learning centre and two pre-school centres.

The total school pupil roll stands at 10,767 (September 2012 Census), made up of 5,698 primary pupils, 5,052 secondary pupils and 17 Learning Centre pupils. This compares with a total pupil roll of 11,065 in 2011/12 and five years earlier 11,880 in 2007/08. In addition there are 1075 pre-school children. These children are in two Council pre-school centres and forty eight pre-school classes. This does not include the twenty five voluntary and private pre-school establishments catering for another 684 children in the Council area.

Young people are taught by 419.69 FTE (Full Time Equivalent) primary teachers, 432.20 FTE secondary teachers and 5.7 FTE special teachers. The teachers are supported by 248 classroom assistants (79.09 FTE), 389 ASN assistants (176.66 FTE), 42 pupil support assistants (14.39 FTE), and 190 clerical assistants (109.39 FTE). In addition, the ten schools with secondary pupils each have a librarian (8.9 FTE) and 3 technicians (27.17 FTE).

Early Years education provision within our schools employ 110 childcare and education workers (64.62 FTE) and the two Council-run pre-school centres each have a head of centre and senior childcare and education worker. One mainstream pre5 unit also has a senior childcare and education worker.

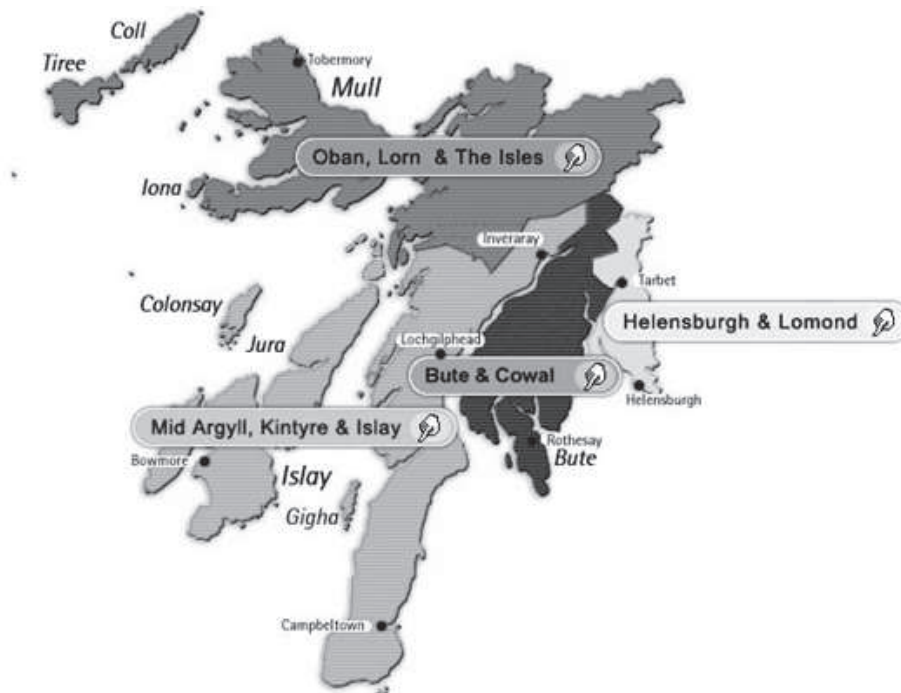
Four islands have their own secondary education provision and secondary pupils from remote locations or other islands travel to the most accessible school, staying in hostels or other arranged accommodation during the school week where necessary. Around 80% of Argyll and Bute primary schools have three or fewer teachers, with composite classes covering the 5 to 12 age group.

Five primary schools, five secondary schools and two joint campuses have integral learning centres that provide enhanced provision for children and young people with more severe and complex additional support needs. In addition, there is one free-standing learning centre making provision for pupils with complex additional support needs. The majority of children and young people with additional support needs have education provision made in their local pre-school centre or mainstream school. The Pupil Support Service and Educational Psychology Service provide advice, guidance and training on additional support needs to staff in mainstream setting as well as providing support for pupils with additional support needs and the implementation of universal early intervention approaches.

Gaelic Medium Education is available in six pre-school and primary establishments at Bowmore, Rockfield, Salen, Sandbank, Strath of Appin and Tiree and there is continuity and progression of language skills in the five associated secondary establishments.

All schools have a Parent Council under the Scottish Schools (Parental Involvement) Act 2006.

The Education Management Team comprises the Head of Education, Quality Standards Manager and two Quality Improvement Managers and the Principal Educational Psychologist. In addition, Quality Improvement Officers have responsibility for specific service priorities and four act as the contact officer for each of the four areas of the council.



The administration of the service is based in Argyll House, Dunoon with sub-offices in Helensburgh and Oban. An education training centre is located within the Inveraray Primary School building.

Performance in Argyll and Bute schools is generally above the national average. This commitment to excellence contributes to raising achievement in schools, making Argyll and Bute a more desirable place to live and work. This achievement increasingly reflects a wider range of alternative qualifications and skills for work.



Legislative Duty

Community Services: Education is responsible, under the 'Standards in Scotland's Schools etc. Act 2000', for providing school education for every child of school age. The service aims to develop the personality, talents, mental and physical abilities of the child to his or her fullest potential.

The Education Authority, in implementing the Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 (ASL Acts), aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. In discharging its duties under the ASL Acts and the Equality Act 2010, the Education Authority works collaboratively with partner agencies. The Equality Act places a duty on education authorities to ensure that children and young people with a disability are not discriminated against and to ensure that they are able to have full access to the physical environment, the curriculum and information.

Our Vision – Achieve: Together We Can

The Education Service is forward looking and ambitious, continuously improving the quality of provision through self-evaluation for all children and young people in Argyll and Bute.

Our values underpin what we do and how we do it:

- We involve, listen to and respect our children and young people; their parents and carers, our staff and communities
- We take pride in delivering a quality education service securing best value
- We are open, honest, fair and inclusive

The service promotes the four capacities of Curriculum for Excellence:

Successful Learners with:

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas

Confident Individuals with:

- Self respect
- A sense of physical, mental and emotional wellbeing
- Secure values and beliefs
- Ambitions

Responsible Citizens with:

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life

Effective Contributors with:

- An enterprising attitude
- Resilience
- Self reliance
- The ability to meet the demands of our changing world

HMIe Framework for Self Evaluation

The Education Service gathers management information and evidence that enables it to judge the effectiveness of its performance against six high level questions. These questions also form the basis for Validated Self Evaluation in partnership with Education Scotland.

These are:

- What key outcomes have we achieved?
- How well do we meet the needs of our stakeholders?
- How good is our delivery of education processes?
- How good is our management?
- How good is our leadership?
- What is our capacity for improvement?

Validated Self Evaluation

Validated Self Evaluation is led by the education authority and involves a partnership in which Education Scotland works alongside the authority and applies its knowledge of educational delivery and expertise in evaluation. The purpose of this is to support, extend and challenge the education authority's own self-evaluation, and so affirm (or otherwise) and strengthen outcomes for learners.

Validated Self Evaluation acknowledges that the responsibility for improving services and outcomes lies with the education authority. It recognises that self-evaluation is increasingly well embedded across the Scottish educational landscape and that high quality self-evaluation can lead to continuous improvement for learners and the achievement of excellence in practice and provision.

HM Inspectors (Education Scotland) were invited by Argyll and Bute Council to carry out a Validated Self Evaluation. The Validated Self Evaluation took place between October 2012 and February 2013. The Validated Self Evaluation concluded with a report which was published by Education Scotland on 19 February 2013.

The Validated Self Evaluation built on ongoing self-evaluation taking place within the Education Service and four themes were identified for focused attention during the process. Each theme was evaluated by a group of staff from the Education Service. The groups were led by Senior Managers of the service who co-ordinated activities throughout the Validated Self Evaluation and reported on the findings for their theme.

During the Validated Self Evaluation, members of each group undertook a variety of activities to evaluate their theme.

These included:

- Reviewing relevant documentation
- Visiting a sample of establishments across the Council area to observe practice and interview staff and children and young people
- Interviewing a range of stakeholders and senior officers

The Validated Self Evaluation Process required the Education Service to select a small number of themes for close scrutiny. The Education Service chose to look closely at a number of outcomes for children and young people. Four themes were selected for evaluation. These were:

- Positive Starts
- Literacy
- Opportunities for All
- School Review

From all themes the Service and HMIs have jointly identified the following high level strengths.

- The shared commitment across the Education Service and its partners to strengthening approaches to self-evaluation and to applying these to drive improvements
- High levels of professionalism, knowledge and skill amongst senior managers and staff
- Senior managers' creative and responsive approach to finding solutions to meet corporate objectives and identified needs
- Examples of significant improvements in outcomes, including improvements in the number of young people achieving positive post-school destinations
- Examples of improvements in arrangements for the delivery of services, for example in Early Years, as a result of established self-evaluation processes
- The engagement of elected members and senior managers in developing a shared vision for education in Argyll and Bute



Key Performance Outcomes

Across a five year period examination performance of pupils in Argyll and Bute is generally above or well above the national averages. Level 3 results (Access 3 and Standard Grade foundation) have been adversely affected by the introduction of alternative courses. These courses, provided in association with partners such as Argyll College, are not counted in the authority's Scottish Qualifications Authority analysis. 2013 results are pre-appeal.

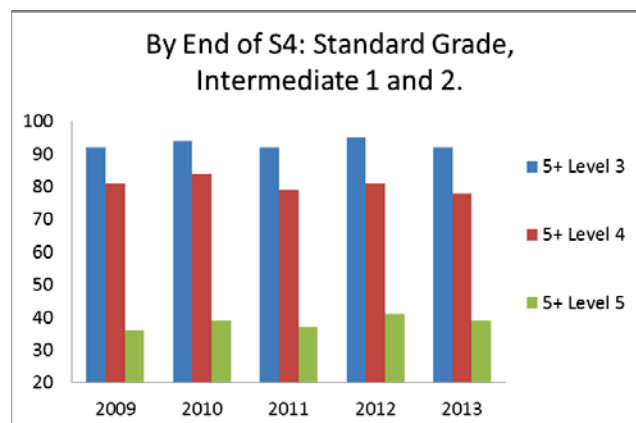
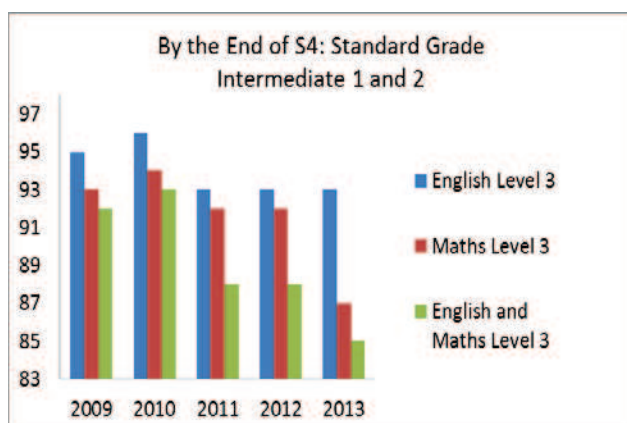
The authority has been working with schools to encourage more robust pupil tracking in order to identify pupils whose performance is lower than that predicted by prior assessment. Other initiatives include monitoring of performance of Looked After Children and encouraging more pupils to take five Highers when they are clearly capable of doing so.

The five year range shows the difference between the highest and lowest percentages achieved in the authority between 2009 and 2013.

Scottish Qualifications Authority Examination Performance 2009/2013

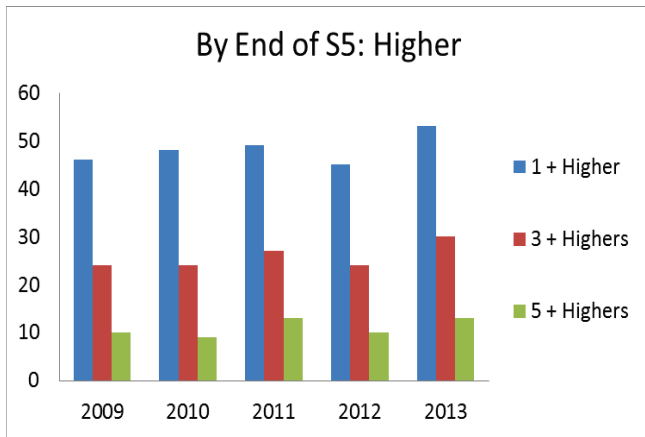
By the end of S4: Standard Grade, Intermediate 1 and 2.

	2009	2010	2011	2012	2013	5 year range
English Level 3	95	96	93	93	93	93 – 96 = 3%
Maths Level 3	93	94	92	92	87	87 – 94 = 7%
English and Maths Level 3	92	93	88	88	85	85 – 93 = 8%
5+ Level 3	92	94	92	95	92	92 – 95 = 3%
5+ Level 4	81	84	79	81	78	78 – 84 = 6%
5+ Level 5	36	39	37	41	39	36 – 41 = 5%



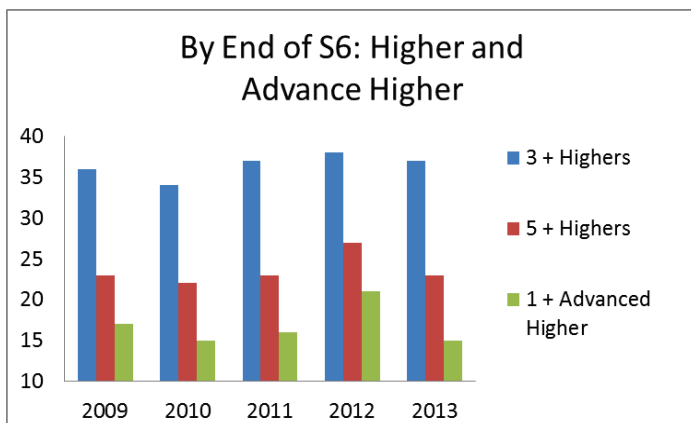
By the end of S5: Higher

	2009	2010	2011	2012	2013	5 year range
1 + Higher	46	48	49	45	53	45 – 53 = 8%
3 + Highers	24	24	27	24	30	24 – 30 = 6%
5 + Highers	10	09	13	10	13	09 – 13 = 4%



By the end of S6: Higher and Advanced Higher

	2009	2010	2011	2012	2013	5 year range
3 + Highers	36	34	37	38	37	34 – 38 = 4%
5 + Highers	23	22	23	27	23	22 – 27 = 5%
1 + Advanced Higher	17	15	16	21	15	15 – 21 = 6%



How do HMIE rate our schools?

In session 2012/13, HMIE conducted inspections in one 3-18 school, one joint campus and three primary schools. Out of a total of twenty five quality indicators, 56% were rated as good or better. Our target measure of 75% of all quality indicators being rated as good or better was not met due to lower gradings in some Education Scotland inspections.

Quality Indicator	Ex	VG	G	S	W	US
Improvements in performance	0	1	1	3	0	0
Learners' experiences	0	2	3	0	0	0
Meeting learning needs	0	2	0	3	0	0
The curriculum	0	0	3	1	1	0
Improvement through self-evaluation	0	0	2	1	2	0

KEY		
Ex	Excellent	Outstanding, sector leading
VG	Very Good	Major strengths
G	Good	Important strengths with some areas for improvement
S	Satisfactory	Strengths just outweigh weaknesses
W	Weak	Important weaknesses
US	Unsatisfactory	Major weaknesses



Skills for Work and Partner Achievement Qualifications on Offer 2012/2013

Skills for Work courses help pupils develop practical vocational skills and develop skills that will improve and enhance their future employment prospects. A variety of Skills for Work courses are offered in each of our secondary schools, dependent upon the areas of interest expressed by pupils. The courses are run in partnership with local colleges and employers.

Skills For Work		
Course	Level	Numbers
Creative Design Media	Intermediate 1	24
Construction	Intermediate 1	78
Construction	Intermediate 2	8
Early Education and Childcare	Intermediate 1	71
Early Education and Childcare	Intermediate 2	36
Engineering	Intermediate 1	29
Engineering	Intermediate 2	4
Hairdressing	Intermediate 1	91
Hairdressing	Intermediate 2	20
Hospitality	Intermediate 1	14
Hospitality	Intermediate 2	47
Motor Vehicle	Intermediate 1	1
Rural Skills	Intermediate 1	48
Rural Skills	Intermediate 2	5
Sport and Recreation	Intermediate 1	13
Uniformed and Emergency	Intermediate 1	22
General Operations Hospitality	National	5
Skills for Customer Care	Intermediate	21
Creative Industries	Intermediate 2	20
Sound Engineering	Intermediate 2	6
TOTAL		563



Partner Achievement Qualifications		
Award Scheme Development Accreditation Network	Bronze	6
Award Scheme Development Accreditation Network	New Horizons	3
Award Scheme Development Accreditation Network	Transition	7
Basic Food Hygiene	Certificate	246
Duke of Edinburgh	Bronze	82
Duke of Edinburgh	Silver	30
Duke of Edinburgh	Gold	12
European Computer Driving Licence		3
Enterprise and Employability	National	38
Friends Against Bullying		25
Getting Started – Basketball		20
Health and Social Care	Higher	6
John Muir		33
Leadership	Intermediate	163
Millennium Volunteers Award	5-200	64
Pool Lifeguard		1
Princes Trust XL Personal	Access 3	49
Psychology	Intermediate 2	9
Psychology	Higher	4
Scottish Football Association Early Touches – Football		20
Sports First Aid		23
Sports Leader	Award	39
Tutoring		16
Work Experience	Intermediate1	502
Young Applicants in Schools Scheme – S6 Open University		34
Youth Achievement		11
Baccalaureate – Science		6
Baccalaureate – Modern Language		2
Baccalaureate – Social Science		3
Baccalaureate – Expressive Art		5
Work Shadowing	Intermediate 1	29
TOTAL		1491
GRAND TOTAL		2054

Over the last 5 years central education staff have worked in partnership with secondary schools and their local learning communities to develop a greater range of wider qualifications. Skills for Work and Partner Achievement Qualifications can assist young people to develop skills for learning, life and work and assist them into positive and sustained destinations post-school.

In session 2012-2013 a total of 563 pupils took part in Skills for Work across our ten secondary schools and 1,491 young people opted to study partner achievement qualifications, making a grand total of 2,054 pupils involved in these programmes.

School Leavers Destination Information for Argyll and Bute pupils

Skills Development Scotland supplies information about the destinations of secondary school leavers to the Scottish Government on an annual basis. The following information return is based on pupils who left school between the 1 August 2012 and the 31 July 2013. We have also included an analysis of these statistics over the previous 2 year period.

School	Total Leavers	HE	FE	Training	Employed	Voluntary	Activity Agreement	Unemployed Seeking	Unemployed Not Seek	Total Positive	Total Other
	Nos	%	%	%	%	%	%	%	%	%	%
CGS	88	35.2	23.9	1.1	36.4	0	0	3.4	0	96.9	3.4
DGS	176	35.2	29.5	4.0	20.5	0	3.4	6.3	1.1	92.6	7.4
HA	201	42.8	24.9	3.0	15.9	0	1.0	10.4	2.0	87.6	12.4
IHS	38	23.7	5.3	2.6	57.9	0	0	10.5	0	89.5	10.5
LHS	83	55.4	9.6	1.2	27.7	0	0	6.0	0	94.0	6.0
OHS	201	29.9	17.4	6.0	39.3	1.0	0	5.5	1.0	93.5	6.5
RA	48	35.4	29.2	8.3	16.7	2.1	2.1	6.3	0	93.8	6.3
TAR	11	45.5	18.2	0	36.4	0	0	0	0	100.0	0
TIR	8	37.5	0	0	62.5	0	0	0	0	100.0	0
TOB	21	61.9	14.3	0	23.8	0	0	0	0	100.0	0
A&B	875	37.9	21.4	3.7	28.1	0.3	1.0	6.6	0.9	92.5	7.5

SCHOOL KEY

CGS	Campbeltown Grammar	DGS	Dunoon Grammar
HA	Hermitage Academy	IHS	Islay High
LJC	Lochgilphhead Joint Campus	OHS	Oban High
RJC	Rothesay Joint Campus	TAR	Tarbert Academy
TIR	Tiree High	TOB	Tobermory High

	2010/11	2011/12	2012/13
Argyll and Bute	%	%	%
Higher Education	35.9	39.7	37.9
Further Education	22.6	20.9	21.4
Training	3.0	3.6	3.7
Employment	27.8	24.9	28.1
Voluntary Work	0.3	0.3	0.3
Activity Agreements	0.1	0.6	1.0
Unemployed and seeking employment or training	9.4	7.6	6.6
Unemployed and not seeking employment or training	0.6	1.7	0.9
Destination unknown	0.1	0.6	0.0
Positive Destinations	89.8	90.1	92.5
Total Number of School Leavers	985	935	875

Scottish Education Awards 2013

Argyll and Bute continues to perform well in the National Awards. This national recognition raises the profile of our schools, pupils and staff.

2013 Finalists from Argyll and Bute

- **Numeracy Across Learning Award: Runner Up**
The Cottage Kindergarten, Helensburgh

Young Enterprise Scotland – Argyll & Bute

- **Overall Winning Company**
Plain Teaze, Lochgilphead Joint Campus
- **Best Trade Stand**
Plain Teaze, Lochgilphead Joint Campus
- **Best Presentation**
Seasonal Touch, Dunoon Grammar School

AB Awards 2012-2013 – Celebrating Youth Achievement in Argyll & Bute

- | | |
|-----------------------------------|---|
| ➤ Unsung Hero | Megan Foster, Hermitage Academy |
| ➤ Youth Entrepreneur Award | Leanne Goodall, Lochgilphead Joint Campus |
| ➤ Youth Volunteering Award | Sarah Nicolson, Lochgilphead Joint Campus |
| ➤ Health and Wellbeing | Islay High Film Group, Islay High School |
| ➤ Youth Environment Award | Peter Tyler, Tarbert Academy |
| ➤ Youth Citizenship Award | Katie Burke, Hermitage Academy |
| ➤ Youth Sporting Award | Robert Miller, Dunoon Grammar School |
| ➤ Youth Arts Award | John Anthony Graham, Hermitage Academy |



Delivery of Education Process

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

The Education Action plan for 2012/13 is based on the Scottish Government's Curriculum for Excellence Plan and identified the following areas for development:

- Assessment
- Broad General Education Pre5 -S3
- Senior Phase S4-S6
- Developing Literacy Numeracy and Health and Well Being
- Professional Development
- Leadership
- Communication and Engagement



Progress within these areas during session 2012/13 was as follows:

Area 1: Assessment

Early Years

- Early Level National Assessment Resource activities were developed by the Principal Teacher for Early Years in partnership with Clyde Nursery, Clyde Cottage and Little Learners.
- Early Years Principal Teachers support vulnerable children in their pre-school year and provided effective transition into primary schools.
- Two Early Level Development days for pre5 and P1 staff were held centrally to share practice and gain a deeper understanding of the principles of early level classes.
- An Early Years Conference was held centrally to share practice for all practitioners and managers with a focus on Positive Starts, with keynote speakers from across the UK.
- Practitioners and managers from Early Level classes visited other settings to share standards. Opportunities were given during Early Level Development days for practice and standards to be shared.
- Needs are identified and children supported often through extended transition into nursery and into school.
- The Early Years Principal Teachers support staff and managers to deliver the GIRFEC Early Years protocol through support sessions within the setting, or through accessing authority training. The Principal Teachers also work closely with parents and families of very young children to ensure their needs are being met.
- Within the Early Level there is now a greater emphasis on quality interaction between parent, child and school. Personal Learning Plans are sent home or shared with parents regularly, as well as taking the time to participate in quality one to one learning conversations between practitioner and child.

Teacher Learning Communities

- Year 2 of the Teacher Learning Communities Leadership training programme was rolled out. This involved twenty five Teacher Learning Communities groups involving forty schools. Formative Assessment support materials were issued to support the work of the groups.
- A needs analysis was conducted to evaluate training required in relation to Teacher Learning Communities for year 5 (2013/14).
- In partnership with Education Scotland a training package was prepared and commenced Autumn 2013, enabling each cluster to have a group of local assessment moderators.
- Twelve primary schools took part in a moderation of interdisciplinary learning exercise led by the Authority Interdisciplinary Learning Team. A report is due to be published Spring term 2013-14.
- A Numeracy Strategy Group was established and policy development is taking place in identifying diagnostic materials.
- Sixteen schools (five secondary and eleven primaries) took part in a moderation of writing exercise. A summary of findings was produced and issued to all schools. Moderation of writing workshops took place in three clusters. The exercise will be repeated as part of cycle of moderation.
- A cross authority Assessment Forum was established with representation from each cluster and from primary and secondary schools. This Forum took forward consultation on reporting from August 2013.

- Opportunities for professional dialogue are a regular feature of head teacher meetings and subject implementation days.
- In-service sessions with teaching and non-teaching staff in twelve schools across Bute and Cowal have supported the further development of enhanced professional dialogue amongst staff. Cloud 10 materials were used to take forward a review of the curriculum.
- The Scottish Qualifications Authority liaison officer made regular visits to schools providing updates and support relating to new national qualifications.
- Principal Teachers were updated at subject implementation days and had opportunity to attend Curriculum for Excellence and Scottish Qualifications Authority events.
- Subject specialists had opportunities to attend subject implementation days in November and May. Extra subject days were organised when requested with a particular focus on assessment.
- Schools are implementing diagnostic summative assessment activities in numeracy and literacy at key stages in primary and early secondary.
- There has been 100% engagement with the authority's Reading Initiative, allowing more focused identification of reading needs at pre-school, P1, 2 and 4, with additional materials aimed at P7-S1 transition.
- Local clusters are beginning to set up their own systems for moderating standards and sharing expectations in line with Building the Curriculum.
- The skills and assessment forum is effectively supporting schools to continue to develop capacity in skills for learning, life and work through promotion of Skills Book, Solo Taxonomy, Blooms Taxonomy and development of a policy for the implementation of skills and assessment in Argyll and Bute.



Area 2: Broad General Education

- There was focus on the broad general education (S1-3) at subject implementation days. Schools worked together on these days and developed and shared materials and strategies.
- To ensure that all pupils experience interdisciplinary learning in line with cluster *Expectations and Aspirations*. The authority Interdisciplinary Learning Team conducted a moderation exercise across twelve primary schools. A report will be published in Autumn 2013/14.
- Schools continued to develop curriculum plans and review the impact of these, supported by the quality improvement team through school visits, the school review process and a series of effective Curriculum Design days delivered in partnership with Education Scotland.
- All schools are currently engaged in developing the curriculum related to experiences and outcomes across the curricular areas within Curriculum for Excellence.
- Across the authority there are many examples of developing practice in active learning at the early years. Dalmally Primary School have developed their model for learning within an Early Level Class, much of which is explorative and experiential in nature. Park Primary Early Level staff jointly plan to deliver active and challenging learning experiences through imaginative interdisciplinary themes.
- The authority has engaged secondary schools in restructuring their S1-S2 and in some cases S3 curriculum to provide a broader general education. Oban High School will introduce choice at S2 and again at S3 in order to broaden their curriculum. Oban High School pupils engage in interdisciplinary learning that comprises 25% of the S1/2 curriculum.
- The development of Curriculum for Excellence learning area for S1 pupils in Campbeltown Grammar School. This allows maximum flexibility for learners and teachers.
- Almost all primary teachers across Argyll have been trained in Big Writing, an interactive approach to teaching writing that has shown an increase in extended writing, especially from boys.
- Continuing Professional Development for session 12/13 on curriculum development, self-evaluation, newly qualified head teachers and formative/summative assessment.



- There were support visits to primary schools not meeting the two hours target for PE. These visits supported teachers and management teams to develop an understanding of perceived barriers for success.
- Kodamba music packs for Early Years, level 1 and 2 were developed and offered to all teachers attending Continuing Professional Development sessions. A total of twenty four twilight Continuing Professional Development sessions and two inset days were delivered throughout the authority. These packs contain resources for teachers to facilitate active creative music lessons.
- The samba programme continued with great success and 55 primary schools received a six week samba course, from a music specialist.
- Creative Learning Network were developed to allow partnerships to develop between teachers and artists based on mutual understanding of each other's needs. This gives time for dialogue based on Curriculum for Excellence and practice, both from artists and teachers. Extensive Continuing Professional Development is offered within this forum focusing on skills development of teachers and artists.
- Continued development of Music Buddies methodology for learning of music in primary aged children in the Helensburgh area. This after school central approach allows children often from small primary schools, to learn with peers, and to have a group learning session, deepening understanding of a real breadth of musical concepts.
- The music service continues to deliver instrumental opportunities for young people across the authority. Children and young people learn in a variety of contexts both in and out of school. Many of our ensembles – brass, wind, fiddle and pipe have successfully participated in national level events.
- Community Learning and Development Youth Service team members are working closely with schools to provide a range of alternative curriculum activities, including the Princes Trust XL programme, Award Scheme Development Accreditation Network (ASDAN) courses, Pupil Support/Alternatives to Exclusion, Peer Education Projects, Personal and Social Development and Youth Achievement Awards.
- Schools were supported with the delivery of Enterprise Education through an investment of £400,000 with a focus on development of Skills for Work and exploration of S6 options.
- Skills Development Scotland rolled out my World of Work to all secondary pupils from S3 and above.
- The Kintyre Learning Technologies group was established as a pilot project. Learning Technology Co-ordinators were recruited and are working with schools in their local area to share practice in the applications of digital skills in the curriculum.
- A digital space was established to enable communication of the Kintyre Learning technology co-ordinators as an online network of support, evaluation and development.
- Schools, including Bunessan Primary, Sandbank Primary and Dunoon Grammar School piloted the Skills Book electronic profiling methods.
- Islay and Jura Primary Schools engaged in the Endeavour Project, offering a rich, deep personalized interdisciplinary learning experience for children across the island.
- Co-operative Learning Academies continue to be organised. There is evidence through school reviews and quality improvement officer visits to classrooms of regular pupil engagement in co-operative learning.

Area 3: Senior Phase - Opportunities for All

- Appropriate paperwork to support procedures within the senior phase to assist secondary school pupils in making a positive transition post-16 has been developed and shared with all ten secondary schools including:
 - Timeline – month by month
 - Timeline – quick guide
 - Senior Phase transitions spreadsheet
 - Leavers Form
- At least one member of staff has been trained in the use of the Risk Matrix in all secondary schools. Training was delivered in-house or at Inveraray Conference Centre.
- Work has taken place with Argyll College to deliver a range of HNC/HND and first year degree level courses for S6 pupils through distance learning and with the support of a Student Academic Advisor as well as work with partner agencies to explore potential course delivery opportunities including:
 - A wider range of qualification for the senior phase was introduced and developed. The pilot took place in Lochgilphead Joint Campus.
 - 1 student studied sustainable environment module and completed – used as part of UCAS application.
 - Student Academic Advisor has worked with all ten secondary schools to raise awareness of the programme.
- Work took place with local and national partner agencies to develop Activity Agreements for vulnerable young people, this resulted in:
 - 31 Referrals to Activity Agreement programme.
 - 17 Starts on Activity Agreement programme.
 - 15 students completed Activity Agreements throughout Nov 11 – March 13 of which 10 went on to positive destinations.
- 524 senior phase pupils completed a work based vocational learning placement in 2012/13 (1- S3, 356 - S4, 37 - S5 and 130 - S6).
- Work Based Vocational Learning policy and procedure document rolled out to all schools to ensure they have knowledge and understanding.
- Secondary schools continue to refine their curriculum maps, a support session for secondary heads and deputes was delivered in partnership with Education Scotland and another authority, ensuring senior leaders understand the increased expectations on curriculum design.
- A member of senior leadership was identified to take Opportunities for All forward in each of the ten secondary schools. All schools were trained and made aware of the relevant policies and procedures.
- S6 booklet on Further and Higher education opportunities was produced in partnership with Argyll College.

- Senior Phase transition spreadsheets and risk matrix scores were used and will continue to be used to identify young people at risk of disengaging offering additional help and support through Skills Development Scotland.
- Social Enterprise – over the last four years the authority has developed a partnership with the Social Enterprise Academy in order to build capacity, knowledge and understanding on how to successfully operate and run a social enterprise company. To date 30 teaching colleagues have completed training with the Social Enterprise Academy (one of our most successful local social enterprise companies). 15 schools now have a successful social enterprise company up and running and a further 5 are in the early stages of planning and implementation. The Social Enterprise Academy had recognised the fantastic work being done in this field and 6 school based companies have received recognition for their efforts at the National Social Award award ceremony.



Area 4: Developing Literacy and Numeracy and Health and Wellbeing

- A Literacy Leader has been identified within all schools and the authority has provided ongoing training for them. This has focused on literacy across learning. Dunoon Grammar School has formed a Literacy across Learning group that will lead developments. The Maths and English department at Hermitage Academy have worked closely together on various projects, including a Literacy Olympics reward scheme, an integrated gardening project and 'Junior apprentice'.
- The Reading Initiative is aimed at closing the gap in achievement at early years through a programme for early intervention in identifying reading needs and subsequent targeted support. This is being extended to bring a self-evaluation focus to assessing the impact of literacy initiatives across the authority.
- The Argyll Reading Partners scheme has led to the provision of locally based tutors who have trained teams of paired readers in schools. In the schools in which this scheme operates, there has been an increase in motivation of reluctant readers.
- All clusters are engaging in the 'Big Writing' programme which has served to increase motivation and improve standards in writing.
- In Campbeltown, a Volunteer Peer Mentoring scheme is being explored by Community Learning and Development adult literacy staff with a view to setting up a scheme to allow 16+ individuals to be paired up with younger pupils to be mentored and support their development.
- The authority set up a numeracy working group with membership from pre5, primary, secondary and Community Learning and Development staff. This group began to consider actions which could raise attainment at all levels but in particular to close the gap in achievement at early years and set up a pilot project to investigate the impact of parental involvement in developing early numeracy skills.
- The numeracy forum has developed an online numeracy toolkit.
- The literacy forum shared best practice nationally with all establishments.
- A Health & Wellbeing draft implementation guide was created. Health and Wellbeing, the responsibility of all experiences and outcomes were mapped against the 8 GIRFEC indicators. This will ensure that the message that GIRFEC is at the heart of Curriculum for Excellence not just support is shared across the authority.
- 350 teenagers throughout the authority received a six hour programme on empathy and relationship skills. A course for level 2, "Empathy and Collaboration in the Classroom" was developed and four inset days were offered based on this material. Both these programmes were devised to support the mental and emotional wellbeing outcomes, focusing on fluency in expressing feelings and needs and understanding the feelings and needs of others. Presentations at Head Teacher cluster meetings demonstrated the work of this project and as a result some schools requested specific support, either in workshops for pupils or staff training.



- Respectme co-ordinators were trained for all school clusters. These co-ordinators will lead the implementation of the respectme philosophy across all schools.
- Two clusters have been identified to take forward the Online Wellbeing Assessment tool. This will be rolled out to all clusters next session and has a particular focus on wellbeing.
- Supporting schools to embed Health and Wellbeing in their curriculum.
- Continuing to enhance delivery of programmes to support health and wellbeing curriculum in the areas of:
 - Relationships, Sexual Health and Parenthood training for secondary teachers.
 - Substance misuse – “Natural High” programme delivered to S1 and S2 pupils.
 - “Smoke Free Me” delivered to P7 and some P6 pupils. These programmes were funded by Argyll and Bute’s Alcohol and Drugs Partnership and NHS Highland respectively. Substance misuse training delivered jointly to staff in 3 secondary schools with Argyll and Bute’s Alcohol and Drugs Partnership.

- Schools, in conjunction with educational psychology services, have explored and successfully implemented universal approaches to mental health and wellbeing including whole class approaches to reducing anxiety and depression and staff development on attachment and resilience building.
- Expansion of Empathy based projects in schools – Empathy in the Classroom and Roots of Empathy.
- Appointment of a PE development officer who has completed an audit regarding quantity with a focus on quality of the two hours of PE being delivered in our schools. A programme combining modeling of teaching, mentoring, Continuing Professional Development and underpinning pedagogies is being developed to increase the quality of both physical education and physical activity across the curriculum.
- In partnership with Education/Sport Scotland a comprehensive Continuing Professional Development programme was delivered, improving the confidence and skills of teachers/school leaders and partnership staff.
- An audit of PE delivery across the authority was carried out, identifying areas of good practice.
- Colleagues in all establishments were supported to develop an understanding of what is meant by quality PE, developing an understanding of significant aspects of learning in core PE.
- A programme was delivered that modelled good practice through demonstration lessons, team teaching, observed lessons and partnership working with Senior Management Team in schools to identify the development needs within the teaching of PE and help teachers to make their next steps in learning.
- Early Level literacy and numeracy continues to be a focus on the Early Years Continuing Professional Development calendar. During session 2012-13, there were 811 members of staff who attended Continuing Professional Development events within the course calendar.
- Bookbug developments are growing within Argyll and Bute to take forward Assertive Outreach, Effective Gifting and training for session leaders. During session 2012-13, there were parents and carers who attended Bookbug sessions across Argyll and Bute.

Area 5: Professional Development

- There was an opportunity for staff to refresh or begin learning about co-operative learning opportunities through the delivery of a co-operative learning academy.
- A revised model of child protection training was introduced which integrated with Child Protection Committee multi-agency training.
- An internet safety programme and materials for parents were devised. Trainers were identified. Two pilot sessions were held in mid-Argyll schools in June 2013.
- An audit of Single and Multi-Agency Plans was undertaken. Feedback from GIRFEC locality workshops was used to inform multi agency training. Staff were supported to attend planning and review meetings.
- Staff were supported to gain recognised qualifications for Scottish Social Services Committee registration purposes and the provision of an extensive range of courses for Post Registration Training and Learning. During session 2012/13, 16 members of staff were supported to complete Scottish Social Services Committee qualifications.



Area 6: Leadership

- Conferences led by the Quality Improvement Team to support newly appointed head teachers were held to develop their understanding of leadership.
- These conferences enabled head teachers to explore practical management skills and leading change in the context of a 21st century school.
- Child Protection training for managers was and continues to be conducted on a multi-agency basis.
- Looked After and Accommodated Children attainment statistics were compiled for inspectors in April 2013.
- Looked After and Accommodated Children exclusions were and continue to be scrutinised at Education Management Team meetings.
- GIRFEC practice was the theme at DHT/PT Pupil Support Development Day in May 2013.
- Effective use was made of video conferencing leadership sessions – particularly successful with managers from rural/island settings.
- An authority developed leadership programme for aspiring leaders and those wishing to refresh their skills in team leadership has enrolled thirty eight teachers.
- Continuing the work of the Curriculum for Excellence Steering Group to ensure service wide involvement in strategic planning.
- Provided a one day training programme on self-evaluation for head teachers to develop capacity for leadership.
- A one day conference for pre-school leaders and managers with keynote addresses by Sally Featherstone on literacy at the early years was organised.
- Successful development days for leaders of secondary subjects took place. These covered areas such as pedagogy, resources and Curriculum for Excellence.
- Monitoring and Evaluating training was offered to all managers as part of the Early Years Continuing Professional Development calendar.

Self-evaluation

- The authority has restructured its approach to School Review and aims to build capacity in its schools for self-evaluation, with particular emphasis on achievement, curriculum, learning experiences and meeting needs. This will be achieved through meaningful and regular partnership working between quality improvement officers and head teachers, with rigorous professional dialogue improving a school's ability to reflect on its practice and affect necessary improvement.
- In 2012-13, seven schools participated in a school review under the new partnership arrangements. Reports for each review are produced which highlight key strengths and next steps for school improvement.

Area 7: Communication and Engagement

- A professional learning tab was introduced to the Sharing Argyll Learning website to introduce a professional learning space to the site with easy navigation.
- All national information and guidance was issued to parent council chairpersons and head teachers.
- Children Educated at Home management circular (3.18) was updated and implemented.
- Developments within the Early Level have culminated in a shared vision of what an Early Level setting should look like, sound like and feel like.
- Transition groups in each cluster were reinstated to ensure there is stronger communication between nursery and school. Examples of sharing good practice in transition between nursery and school within each of the locales are also being highlighted.



Partnership Working

Active Schools, Sports Development and Leisure Services

The quality of partnership working with Education has continued to improve during the past year, especially following the appointment of the PE Co-ordinator. Effective planning between the PE Co-ordinator, Active Schools and Sports Development has resulted in fully integrated service delivery and clear roles and responsibilities.

Our service has continued to support the delivery of Curriculum for Excellence, in particular Health and Wellbeing outcomes and has helped enhance links to the wider sporting community.

Key highlights include:

- Participation in extra-curricular sport and physical activity continued to rise in 2012-2013. The service now supports some 434 volunteers to deliver 112,000 extra-curricular participant sessions (802 clubs across three terms) to 4,904 pupils (46% of the total school population).
- The highlight of the coach education calendar was again the Annual Coaching Champions weekend which offered school staff and senior pupils the opportunity to gain a range of coaching qualifications to utilise within their school or community. Sixty volunteers were financially supported by Active Schools to attend the weekend and across the year some 247 volunteers were supported to attend a range of coach education courses.
- The Active Schools/Sports Development team delivered an extensive events programme throughout the year as well as supporting schools with their local events/attending national events. Highlights included larger events like the Youth Games involving more than 600 secondary pupils to the Scottish Schools Championships such as badminton and swimming to cluster primary events across a range of sports.



- Active Schools recognises the major part sport and physical activity can play in improving health and wellbeing by engaging with hard to reach young people and their families by contributing to the wider health and equalities agenda. The team successfully worked in partnership with a range of internal and external organisations to offer discounted programmes to help increase access, family health intervention programmes, peer mediation, active girls projects and sporting opportunities for young people with additional support needs.
- The sports leaders programme continued to further develop in 2012-2013 with all secondary schools fully engaged with sports leadership and working in partnership with Active Schools to offer a range of Sports Leader UK Awards, in house training and National Governing Bodies Awards. The training has provided our young people with additional confidence, skills and valuable work experience. Eighteen pupils from nine of our secondaries were involved with the national Young Ambassadors Programme and five secondary schools attended the national Lead 2014 conference, both part of the Glasgow 2014 Legacy Programme. Methods of rewards/recognition included presentations at assemblies, clothing to provide some identity/professional image and to supply equipment to help volunteers with their clubs. Active Schools also sponsored the sports category of the inaugural Argyll and Bute Celebrating Youth Achievement event - the Argyll and Bute Awards.
- School-community links have continued to strengthen both in number and quality. Pupils have benefited from curricular taster sessions delivered by sports development officers and local community coaches to support the development of these school-club links along with sports festivals and club open days.
- The Community Sports Hub initiative is **sportscotland's** contribution to the Scottish Government's 2014 legacy plan. The initiative is an exciting and innovative approach to develop sporting participation and increase membership to local sports clubs. The Hub works to the following five principles:
 1. Growth in participation
 2. Engage the local community
 3. Promote community leadership
 4. Offer a range of sporting opportunities
 5. Bring all appropriate (key) partners/groups/people together

The initiative has led to the development of a fully funded Community Sports Hub Officer who has been tasked with developing sports hubs across Argyll and Bute. The aim of the post is to help develop stronger links between local clubs enabling them to work together on funding opportunities, training/Continuing Professional Development and increasing their membership.

The Community Sports Hub programme has identified a number of potential hub sites and initiatives across Argyll and Bute: Kintyre, Rothesay, Helensburgh and Dunoon. The remit of the Community Sports Hub officer is to identify and deliver the following in each area:

- Audit – baseline i.e. who, what and where?
 - Speak to Individual Partners
 - Set up group meeting with partners to discuss plans
 - Develop area/plan
 - Deliver plan
 - Ensure sustainability
 - Assist clubs in achieving Argyll and Bute Council Clubmark
-
- Leading on the Argyll and Bute Aquatics Plan, the service is continuing work with Education to develop a school swimming programme that dovetails into the Argyll and Bute Council Learn to Swim Scheme. The programme has been helped by the development of Swimming Top Up programme. The programme is in its third year and is funded by the Scottish Government to support improved delivery of swimming lessons for primary school children across Scotland. The funding has enabled the teacher to child ratios to be decreased. The introduction of the National Swimming Award and the Triple S criteria also fits in with Curriculum for Excellence and the Argyll and Bute Council Learn to Swim Scheme level structure.
 - Leisure and Youth services have introduced Gymnastics to the Bute and Cowal area. The programme has been developed as part of the after school Active Schools programme and adheres to the strict guidelines outlined by Scottish Gymnastics. So far the programme has proved very successful with over a 100 children taking part in 8 week blocks across the two areas.



Meeting Learners' Needs

Between November 2012 and June 2013, Argyll and Bute became a pilot authority for the new model of Integrated Children's Services Inspection. The inspectors noted the positive impact of current early intervention strategies.

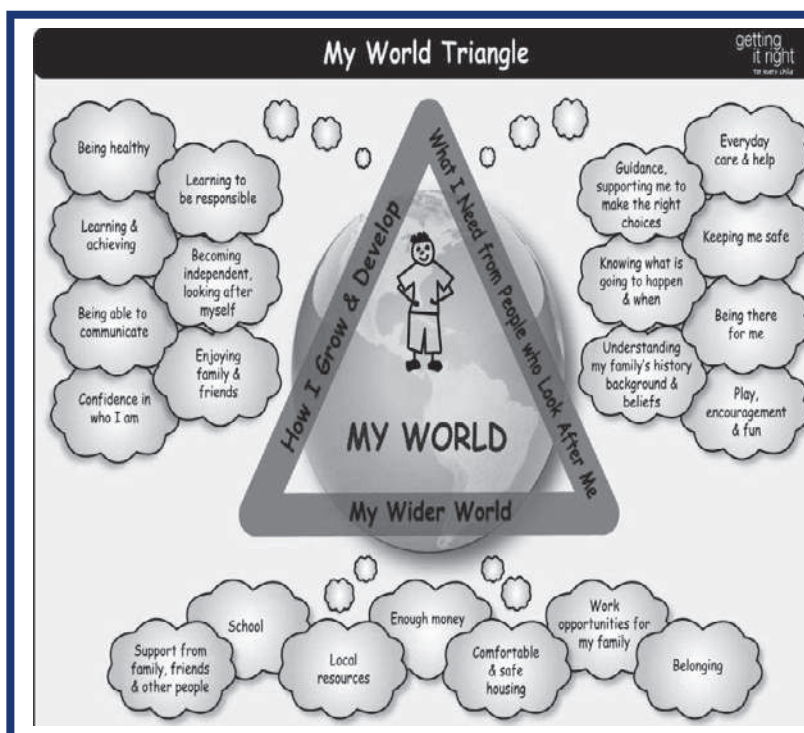
The implementation of Getting It Right For Every Child (GIRFEC) continues across all authority educational establishments. The inspectors noted the successful introduction of the Named person role in educational establishments. In 2013 initial steps were taken to develop a universal child's plan through the establishment of a multi-agency working group. Also in 2013 the education service began working with SEEMIS to create a fully functional electronic version of the assessment and planning tools.

The education service participated fully in the development of the Multi Agency View system which allows education staff to access electronic data from social work systems. A pre-pilot in one school and a full pilot across six schools have been conducted. Education staff are involved in analysing usage data to further develop the system.

The education service fully participates in the multi-agency Early and Effective Intervention initiative, the multi-agency response to police generated concerns around children and young people affected by domestic violence and involved in youth offending. The inspectors noted that the Early and Effective Intervention initiative is improving the quality of assessment and support to children and families.

The Education Service has been fully involved in the Child Protection Committee's improvement agenda alongside other agencies. This has included participating in self-evaluation and audit activities. Meetings were held with Police Scotland to devise a programme and materials for internet safety for parents. Two pilot sessions were held in mid-Argyll in June 2013. The service has also been involved in the delivery of training to senior education staff on the West of Scotland child protection procedures.

The education service has been fully involved in the planning and design of multi-agency training video focussing on best practice in conducting Single Agency and Multi Agency planning meetings. This work will be completed in session 2013-14.









**Argyll and Bute Council
Community Services : Education**

Argyll House
Alexandra Parade
Dunoon
PA23 8AJ

Tel: 01369 708509

www.argyll-bute.gov.uk

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES
COMMITTEE****COMMUNITY SERVICES: EDUCATION****8 MAY 2014**

SENIOR PHASE BENCHMARKING TOOL (Insight)

1.0 SUMMARY

- 1.1 Scottish Government and its partners are developing a new online tool to help analyse, compare and improve the learning and teaching of pupils in the senior phase (S4-6).
- 1.2 This report provides an overview of the Senior Phase Benchmarking Toolkit (to be renamed "Insight") and its introduction.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee:
- Note ongoing developments with performance evaluation of senior phase qualifications
 - Agree to receive further reports on the development of the Senior Phase Benchmarking Toolkit (Insight) as appropriate
 - Note the proposed presentation on Insight at the members seminar on 2nd June 2014

3.0 DETAIL

- 3.1 Curriculum for Excellence is a coherent approach to education for learners of 3-18 years of age. It involves young people in active learning, problem solving, working together, personalisation, recognising wide achievements and utilising technology.

For secondary pupils, learning consists of a Broad General Education (BGE) till the end of S3 and a Senior Phase from S4-6.

During the Senior Phase young people will: continue to develop the four capacities; have opportunity for specialism, depth and rigour; and work towards achieving qualifications at the highest level of which they are capable. The qualifications available to young people through the Scottish Qualifications Authority (SQA) are changing to better reflect Curriculum for Excellence.

- 3.2 The Senior Phase of Curriculum for Excellence began in academic session 2013-14 for pupils in S4. New qualifications include National 3, 4 and 5 which replace Standard Grade and Intermediate

1 and 2 qualifications. National 1 and 2 qualifications are also available to meet the needs of learners with specific learning requirements, replacing Access 1 and 2 qualifications. (Appendix 1 – Qualification overview).

- 3.3 The Scottish Government and its partners are developing a new Senior Phase Benchmarking Tool (Insight) to help local authorities and secondary schools analyse, compare and improve the performance of pupils in the senior phase of Curriculum for Excellence. The new online tool will be live from August 2014 onwards and will replace Standard Tables and Charts (STACS), the previous approach used. Members will be familiar with the STACS reports presented annually and the increasing concern that they did not represent all attainment given the increasingly expansive range of alternative qualifications gained by pupils in Argyll and Bute. The new Insight system will help to address this concern.
- 3.4 A preview edition of Insight is available and schools in Argyll and Bute have been able to access this. Head Teachers, Campus Principals, and Depute Head Teachers recently had opportunity to attend a briefing led by the Professional Advisor to the project. A summary presentation will also be made to elected members at the scheduled members' seminar on 2 June 2014.

Nationally co-ordinated events for schools will take place between April and June prior to implementation of the Insight system in August 2014.

Insight will:

- Provide data on four national measures which have been carefully selected to support Curriculum for Excellence
- Replace the current STACs from August 2014
- Be easier and more intuitive to use than STACs and include data on 'latest and best' pupil awards
- Include a wider range of SCQF (Scottish Credit and Qualifications Framework) credit-rated awards and programmes
- Include commentaries to aid interpretation and prompt a closer look
- Be used by secondary schools, local authorities and Education Scotland. It will be available to all teaching staff in secondary schools
- Provide more information on educational outcomes including post-school destinations and attainment in literacy and numeracy
- Contribute to the tracking of looked after children, and facilitate tracking by socio economic background
- Be one of a range of approaches to performance evaluation and improvement. Others include local analyses and self-evaluation processes both at school and local authority level, the Scottish Survey of Literacy and Numeracy (SSLN) and Education Scotland inspection processes.

The tool will encourage:

- Professional reflection and compare schools to a 'virtual' comparator allowing users to see how the performance of their pupils compares to a similar group of pupils from across Scotland
- A collaborative approach to looking at data and working together as part of the improvement process encouraging schools to identify learning partners

3.5 Insight has been designed to show a rounded picture of performance.

- A national dashboard will show the four nationally consistent measures for schools and local authorities.
 1. Increasing post-school participation
 2. Improving attainment in literacy and numeracy
 3. Improving attainment for all
 4. Tackling disadvantage by considering how we can 'close the gap' in attainment within different parts of the pupil population
- A local dashboard will contain further information about schools and local authorities: curriculum subjects; courses; learning partners
- It is expected that more measures will follow

An illustration of the dashboard layout is shown at Appendix 2.

3.6 The timeline for the introduction of Insight is as follows:

Summer 2014

- National measures will include leavers' data from 2013
- Local measures will include attainment data for cohorts from 2014

Early 2015

- National measures will include leavers' data from 2014
- Local measures will have updated attainment data for cohorts from 2014

Summer 2015

- National measures will include leavers' data from 2014
- Local measures will have attainment data for cohorts from 2015

Early 2016

- National measures will include leavers' data from 2015
- Local measures will have updated attainment data for cohorts from 2015.

4.0 IMPLICATIONS

4.1 Policy - None

4.2 Financial - None

4.3 Legal - None

4.4 HR - None

4.5 Equalities- Insight facilitates improved analysis and tracking of pupil performance from socio economic perspective, looked after children, children with additional support needs, etc

4.6 Risk - None

5.7 Customer Service – Improved analysis and presentation of a more rounded set of attainment information.

Cleland Sneddon

Executive Director of Community Services

March 2014

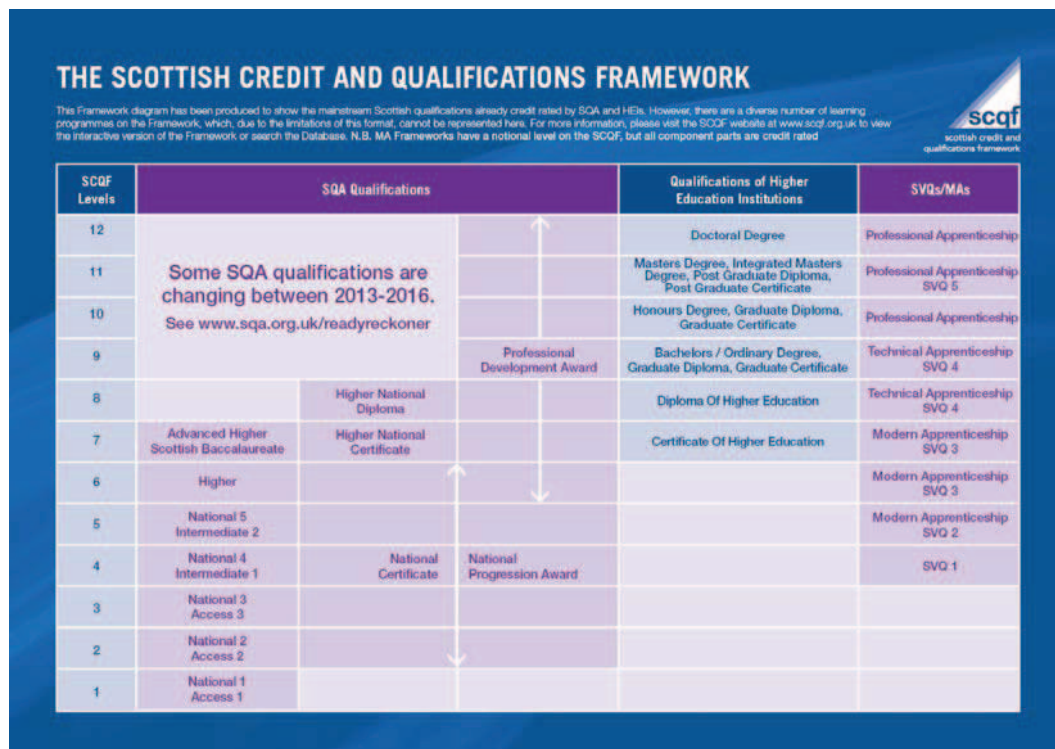
For further information contact:

Fiona Campbell, Quality Improvement Officer

Tel: 01436 678635

Appendix 1

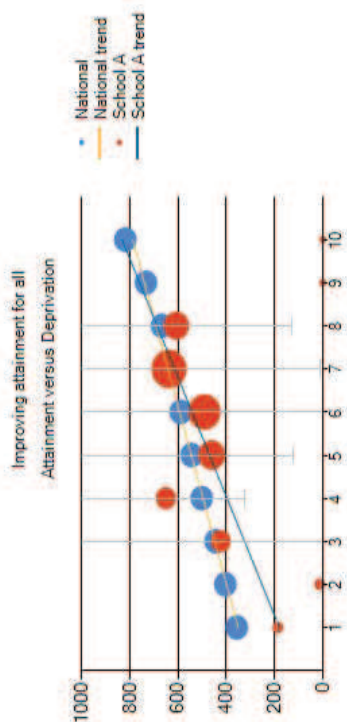
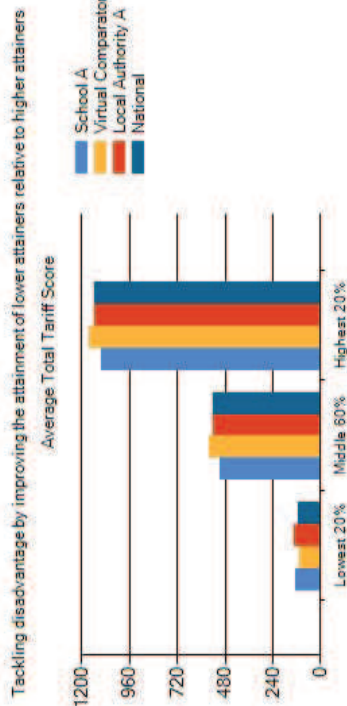
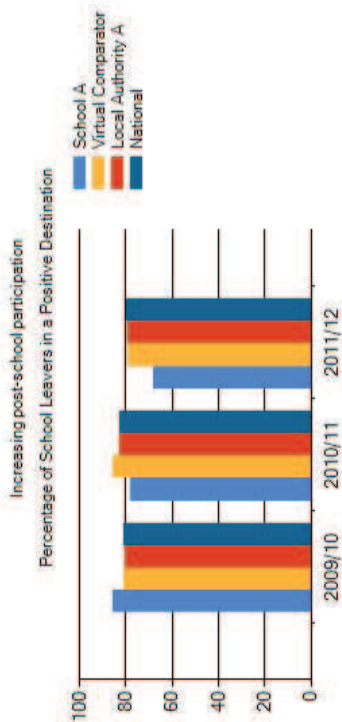
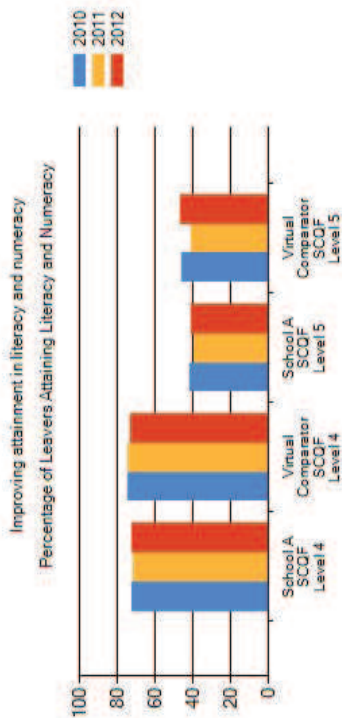
SCQF (Scottish Credit and Qualifications Framework)	New National Qualifications	Replaces	
1 and 2	National 1 and National 2	>	Access 1 and Access 2
3	National 3	>	<ul style="list-style-type: none"> • Access 3 • Standard Grade (Foundation Level)
4	National 4	>	<ul style="list-style-type: none"> • Standard Grade (General Level) • Intermediate 1
5	National 5	>	<ul style="list-style-type: none"> • Standard Grade (Credit Level) • Intermediate 2
6	Higher (available 2015)	>	Higher
7	Advanced Higher (available 2016)	>	Advanced Higher



Appendix 2

The Dashboard

Dashboard



**ARGYLL AND BUTE COUNCIL
COMMUNITY SERVICES - EDUCATION**

**Community Services Committee
8th MAY 2014**

**REPORT ON PROFESSIONAL UPDATE AND PROFESSIONAL REVIEW AND
DEVELOPMENT FOR TEACHERS**

1. INTRODUCTION

- 1.1** This report provides information on a new scheme of re-accreditation for teachers registered with the General Teaching Council for Scotland. This scheme comes into effect from August 2014.
- 1.2** This report also provides information of changes we require to make to our current Professional Review and Development Policy and Procedures for teachers resulting from the new scheme.

2. RECOMMENDATIONS

- 2.1** It is recommended that the Committee:
- a) Note the national developments affecting the statutory registration of teachers in Scotland resulting from the Public Service Reform (General Teaching Council for Scotland Order 2011).
 - b) Note the implications for Argyll and Bute Council.
 - c) Note the Professional Review and Development Policy and Procedures for teachers will be rewritten as a result of this national development

3. DETAIL

- 3.1** In 2011, the Scottish Parliament approved the Public Services Reform (General Teaching Council for Scotland) Order 2011 and granted independent status to the General Teaching Council for Scotland (GTCS) from April 2012. As part of this legislation, the Government placed the GTCS under a duty to introduce a scheme of re-accreditation for all registered teachers in Scotland.
- 3.2** Following a period of consultation, the GTCS developed "Professional Update for Teachers". It is intended that all teachers in Scotland are involved in the Professional Update from session 2014/15.

3.3 Purposes of a System of Professional update

- 3.3.1 The GTCS acknowledges that Scotland's teachers are already committed to maintaining high standards throughout their careers. It is also recognised that teachers take advantage of opportunities to develop their skills, and that they are committed to ensuring that the quality of teaching and learning and the standing of the teaching profession are maintained and improved.
- 3.3.2 The key purposes of the system of Professional Update for Teachers have been defined as follows:
- to maintain and improve the quality of teachers in Scotland as outlined in the relevant Professional Standards, and to enhance the impact that teachers have on pupils' learning.
 - to support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.

3.4 Key Principles of Professional update for Teachers

- 3.4.1 The key principles of the Professional Update for Teachers are that teachers:
- have a responsibility to consider their development needs,
 - have an entitlement to a system of supportive Professional Review and Development (PRD) which can:
 - a) help them identify ways to update their skills and provide access to opportunities which can address those areas identified as requiring support,
 - b) help them to manage change, and
 - c) assist in identifying ways in which they can enhance their careers,
 - receive confirmation that they have maintained the high standards required of a teacher in Scotland's educational establishments.

3.5 Towards Professional Update

- 3.5.1 In 2014/15, 20% of all teachers in Scotland will be required to be involved in the Professional Update, and incrementally over a five year period, it will be a statutory requirement for all teachers in Scotland to be involved in the process.
- 3.5.2 Individual local authority processes and systems, which will be essential to support the Professional Update, require to be agreed with the Local Negotiating Committee for Teachers and validated by the GTCS.
- 3.5.3 Professional Update not only affects teachers in schools it affects peripatetic teachers, supply teachers, staff in the Quality Improvement Team and members of the Education Management Team who are registered teachers.

3.6 Current Position and plans in Argyll and Bute Council

- 3.6.1 The current PRD Policy for teachers supports professional development. However, it will not meet all the requirements of Professional Update. Revising the policy and procedures to meet these requirements also provides an opportunity to further develop collegiality within our educational establishments.
- 3.6.2 All registered teachers including all supply teachers have been informed of this change. They have all received a newsletter and information ensuring that they understand their responsibilities.
- 3.6.3 Presentations have been delivered to head teachers across all areas of the council ensuring they are well briefed on the introduction of Professional Update and the changes required to our current PRD process. All head teachers have been consulted on the new PRD policy and processes.
- 3.6.4 Nineteen presentations have been delivered for teachers in all areas of the council to ensure all teachers and supply teachers have the opportunity to hear about the changes and to participate in consultation which has informed our new PRD process. An online questionnaire has been shared with all teachers to allow them to anonymously give their views of the current PRD process and opportunities for professional learning.
- 3.6.5 A further newsletter was be sent out to all registered teachers in April answering questions and addressing concerns that were raised at the presentation sessions.
- 3.6.6 We have agreement with the Professional Associations to adopt the GTCs online recording system for Professional Learning and PRD meetings. Benefits of using this system are direct links to the Professional Update Requirements, it is available to all registered teachers including supply teachers, there are no set up or ongoing costs to the council, the information recorded by teachers is held confidentially and can be accessed by teachers from anywhere regardless of their employer or employment status.
- 3.6.7 Draft PRD Policy and Procedures were issued at the end of March to all registered teachers, including supply, for final consultation.
- 3.6.8 Impact analysis begun in March of Professional Learning opportunities. These opportunities included TLC training, Forest Schools, Curriculum Design, Leadership Development, Harvard Teaching for Effective Understanding, Adventure Learning Schools, Respect Me Anti-Bullying training. This information will be used in conjunction with the questionnaire feedback to plan strategic learning priorities for the session 2014/2015.
- 3.6.9 From early March a new area was populated on Sharing Argyll Learning (SAL) to share professional learning opportunities with all teachers including supply teachers. This includes International,

National, Council, cluster and school level opportunities, incorporating hyperlinks to corporate e-learning units.

3.6.10 Our Policy and Procedures will be completed in May for verification by the GTCS on 28 May in Inveraray.

3.6.11 In June there will be training sessions offered in each area to ensure staff are well supported and prepared for the PRD process. An e-learning unit will also be available to allow staff to be supported online.

3.6.12 By June we will have established a network of "Lead Coaches" from staff already experienced in coaching and mentoring. Working in collaboration with Lead Coaches in West Dunbartonshire these Lead Coaches will undertake a programme of training for all staff in schools who are required to lead the PRD process.

4. CONCLUSION

4.1 The PRD process for registered teachers employed by Argyll and Bute Council must be revised to ensure it supports the requirements of GTCS Professional Update. The revised process must be agreed with the Local Negotiating Committee for Teachers before being validated by the GTCS on 28 May 2014.

5. IMPLICATIONS

- | | |
|---------------------------------|--|
| 5.1 Policy: | Resources will be required, particularly in relation to the development of a new policy and process to support Professional Update. |
| 5.2 Financial: | Training session for Lead Coaches |
| 5.3 Personnel: | Staff resources will be required to ensure all registered teachers in Argyll and Bute, including those on the supply list, fully understand their responsibilities with regards to Professional Update.
Staff resources will be required to offer training in the new process
Administration support to ensure Professional Learning area on SAL is maintained |
| 5.4 Equal Opportunities: | There are no equalities impacts as this applies equally to all GTCS registered teachers employed in Scotland. |
| 5.5 Legal: | None |
| 5.6 Risk: | Failure to provide systems and processes to support the Professional Update for Teachers will have a consequence on teachers' registration with |

the GTCS which is an essential and legal requirement for employment in Scottish schools. Professional Learning and PRD records must be accessible to teachers and supply teachers and there will be a requirement for plans to be recorded electronically in an e-portfolio. We have mitigated the risk of not being able to access information by adopting the GTCs recording system from which any national e-portfolio will be developed.

5.7 Customer Services: None

**Cleland Sneddon
Executive Director of Community Services**

14 April 2014

For further information contact: Wendy Brownlie, Seconded Headteacher,
Argyll House, Alexandra Parade, Dunoon, PA23 8AJ.

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES****Date: 8TH MAY 2014**

EDUCATION: Additional Learning Support for Looked after Children

1.0 SUMMARY

- 1.1 A paper to note the additional learning support provided to Looked after Children in Argyll and Bute.

2.0 RECOMMENDATIONS

It is recommended that:

- 2.1 (a) The Community Services Committee are asked to note the contents of this report.
(b) Note the report has been considered by the Corporate Parenting Board at its meeting of 3rd April 2014.

3.0 BACKGROUND

- 3.1 The **Education (Additional Support for Learning) (Scotland) Act 2009** identified that all looked after children, whether looked after at home or away from home should automatically be deemed to have additional support needs (ASN), unless the education authority determine that they do not require additional support in order to benefit from school education. In addition, it should be determined, for all looked after children, whether a coordinated support plan is required.

4.0 DETAIL

- 4.1 Community Services; Education has developed a range of measures to support looked after children in schools. At present support to looked after children is needs based through appropriate assessment processes and using evidence based interventions to meet their needs. Schools have procedures in place to ensure that looked after children have;
- An identified named person.
 - A designated senior manager with whole school responsibility for looked after children.
 - Screening to identify whether the child or young person has additional support needs.
 - Procedures in place to ensure that the individual educational needs of looked after children will be known to their respective teachers.
 - A support plan or equivalent if required with appropriate educational outcomes.

- A progress review on a single agency and multi-agency basis as appropriate and support plans updated accordingly.
- 4.2 The level of support offered to pupils is dependent on individual need. This process is known as staged intervention. At the initial stages of support, individual pupil need may be met from existing school resources including classroom based support such as differentiation of materials. If this level of support is insufficient then additional resources in the form of support assistants or support teachers may be employed. Support teachers may be used in a number of roles. This can include short or long term individual tuition or group support. Students may receive special arrangements, such as extra time, reader or scribe to allow them to access assessments and examinations appropriately.
 - 4.3 At this stage, a child or young person will have their needs and educational outcomes recorded in a universal child's plan. If an individual requires more intense support then this may necessitate intervention involving authority resources, Education Psychology or support from other external services. Again, a universal child's plan will be opened identifying the child/young person's needs, appropriate outcomes and the actions required to meet these outcomes.
 - 4.4 A centrally funded pool of support staff is employed to provide additional support to pupils with additional support needs. These include both ASN assistants and teachers. Both groups of staff are under the management of head teachers. These groups of staff are deployed on an area basis. Area support teachers are allocated to school clusters and deployment is based on an assessment of local need within each cluster. ASN assistants are allocated to schools based on the outcome of a needs-based central allocation process. For academic year 2014-15 schools have been specifically asked to identify Looked After Children as part of this allocation process.
 - 4.5 Seven Area Principal Teachers provide an overview of pupils with additional support needs in Lorn and Tiree, Mull, Islay, Kintyre, Mid Argyll, Helensburgh and Lomond plus Bute and Cowal. Currently, the Area Principal Teachers are training to become GIRFEC advisors for their respective areas. This will provide valuable support to schools around GIRFEC procedures and practices and in pupil planning. An Education Support Officer provides advice and support to school staff on pupils who display challenging behaviours and alternatives to exclusion
 - 4.6 Since November 2011 the Education Service has implemented a brief screening tool that is used with each child or young person who is looked after to identify whether they have additional support needs and whether formal support planning is required, including whether the eligibility criteria for a coordinated support plan (CSP) are met. This screening helps school staff and parents / carers consider all available assessment information using the wellbeing indicators, based on GIRFEC principles.
 - 4.7 The Educational Psychology Service is working along with primary schools to administer word, reading and spelling assessments with all looked after children in addition to considering the child or young person's view of themselves as a learner. This information will help schools plan to meet individual needs and will also provide a profile of need across Argyll and Bute to help with strategic planning at a school and authority level. Where needs are identified, training is also offered to school staff on issues such as nurture and attachment to increase the skills and confidence of teaching and support staff when meeting the needs of looked after children.

- 4.8 It is proposed to utilise monies within the Youth Employment Opportunities Fund to promote the use of Flexible Learning Plans for Looked After Children. Flexible Learning Plans allow students to have a senior phase curriculum which offers a wider range of experiences. This might include periods of work-experience with local employers or study at a further education provider in addition to school-based learning.
- 4.9 At present support for LAC is included into the generic staged intervention process for all children with ASN. However, there are some supports which are being developed by individual educational establishments which directly target LAC or other vulnerable children. In the Cowal area, a Primary School runs a Breakfast Club for pupils from vulnerable backgrounds, targeted at LAC. This allows attendees a chance to have a healthy and positive start to the day and for staff to observe pupil appearance, hygiene and behaviour. The school also runs an Atmosphere Group where a small group of LAC pupils and others from vulnerable backgrounds can take part in 'circle time' activities to learn to talk about their feelings.
- 4.10 Dunoon Grammar School works closely with the local Duncutha children's unit to offer a weekly study group to LAC to assist with study skills and exam preparation. It is also developing a Promise for Looked after Learners to be in place in August 2014. The school will make a promise to LAC which will guarantee actions to raise attainment and achievement opportunities, improve attendance, reduce exclusion, ensure a positive destination and promote health and well-being.
- 4.11 Oban High School has developed an intensive support facility which is used to offer flexible and individualised timetables for pupils with health, social, emotional or behavioural difficulties offering a wide range of activities to enhance the experience of the pupils. Students are also offered a broad range of qualifications and awards. Staff work with colleagues from other services to target support to LAC and other vulnerable pupils. This has resulted in a higher rate of re- engagement and ultimately higher achievement and attainment.
- 4.12 In Hermitage Academy, LAC pupils progress and support provision is an item that is discussed on the SLT agenda every month, where their needs are discussed and supported appropriately through the staged intervention model. LAC pupils are amongst a number of vulnerable pupils who are supported through lunch time and after school homework sessions delivered in school by both Academy staff and external partners. This support input is acknowledged by the staff at East King Street children's unit.

5. CONCLUSION/SUMMARY

- 5.1 The educational support and achievement of looked after children continues to be a priority for Community Services: Education.
- 5.2 Community Services: Education will continue to work closely with partner agencies to ensure that the appropriate supports are in place to provide early intervention to effectively meet the needs of all Looked After Children.

6.0 IMPLICATIONS

Legal – none

Financial – none

Personnel – none

Policy – Argyll and Bute Corporate parenting policy

Equal Opportunities – ensuring children who are looked after are given equality of opportunity.

Risk – failure to adequately support the educational needs of LAC.

Customer Services - none

Cleland Sneddon
Executive Director

Date 25th March 2014

For further information contact:

Carol Evans, Head of Education, Argyll House, Alexandra Parade, Dunoon, Argyll PA23 8AJ
Telephone: 01369 70 8525

SELF-EVALUATION/IMPROVEMENT ADULT CARE

1. SUMMARY

- 1.1 The Health and Social Care Strategic Partnership are taking steps to formalise self-evaluation activity across Adult services for the next three year cycle. A small strategic group has been formed to oversee and progress the structure and future activity of self-evaluation/improvement activity by focusing on a multi-agency approach to this task. This group includes officers from the Council, CHP and Police Scotland.
- 1.2 The scope of this planning in relation to services will include all parts of Adult Services across the partnership. Structured self-evaluation/Improvement activities with staff and other stakeholders will be organised to ensure a robust process is in place to meet the need to evidence the improvement activity undertaken to secure improved outcomes for adults within a multi-agency improvement plan. This will also ensure the partnership is better prepared for the future joint inspection of Adult services by the Care Inspectorate which could be as early as 2015.
- 1.3 In terms of governance the group will report progress initially to the Joint Managers meeting which is populated by managers from social work services and CHP locality managers. Reports of progress will then be communicated to the strategic partnership or equivalent body. It is anticipated transitional arrangements for integration will be in place in terms of a new shadow Integration Board by the spring of 2014. A strong link also needs to be made with the Community Planning Partnership to ensure all partners are linked into this activity at all levels.

2. RECOMMENDATIONS

- 2.1 Committee note the move to set up a multi-agency self-evaluation group across Adult Services to deliver a robust framework of self-evaluation activity for the next three year improvement cycle.
- 2.2 Committee note the members identified to represent their agencies are detailed in the draft terms of reference document.
- 2.3 Committee note the need to gather robust information which evidences improvement across the range of services for Adults across Argyll and Bute.

- 2.4 Committee note the self-evaluation group will report regular updates to the Health and Social Care Strategic Partnership meeting (or equivalent body) as we move towards Integration.
- 2.5 Committee note the group will scope current improvement activity and strategic planning with staff in localities to develop an improvement plan by the summer of 2014. This plan will form the basis of self-evaluation activity until the end of 2016.
- 2.6 Committee note the totality of this activity will assist in the preparation for the joint inspection of Adult Services by the Care Inspectorate which could be as early as 2015.

3. **DETAIL**

3.1 **Self- Evaluation/Improvement**

- 3.1.1 The strategic partnership are now actively moving towards agreeing a framework to ensure self-evaluation/improvement activity is formalised and structured in a way that maximises the efforts made by staff to improve the quality and consistency of service deliver across Adult Services during the next three years. This co-ordination of our activities will result in our managers and staff securing a better understanding of our key strengths and areas for improvement as we move forward. Sitting alongside this activity will be the need to ensure the partnership gathers information in a systematic way that will ensure a high level of preparation for the forthcoming inspections of service in Health and Social Care by the Care Inspectorate which starts nationally in 2014. It is possible that the partnership could be subject to an inspection as early 2015. It is therefore essential that preparation for a significant inspection is started as early as possible. This approach to early preparation is one of the key finding from the joint inspection of Children's Services in Argyll and Bute during 2013.

3.2 **Strategic Drivers**

- 3.2.1 The RCOP (reshaping care older people) work in Argyll and Bute along with service redesigns within the Learning Disability service and modernisation of Mental Health services have been underway for a significant period of time and the level of change and improvement is unprecedented. In Adult services the main policy drivers continue to focus on shifting the balance of care/ avoiding delayed discharge and enablement to ensure Adults stay in their own homes for as long as possible.
- 3.2.2 Offering increased levels of choice, control and flexibility re support options is enshrined in new legislation in relation to SDS (Self-Directed Support) and will have an increasing impact on the commissioning of services over the next 5/10 years.

- 3.2.3 The overarching move to the integration of Health and Social Care will fundamentally change the way services are organised and delivered across all partnerships in Scotland. Against this backdrop of complex change the need to have a robust framework for self-evaluation is an absolute necessity.

3.3 Inspection Regime

- 3.3.1 The new regime in terms of future inspection of services for Adults is now more fully developed and 6 initial inspections will be undertaken by the Care Inspectorate in 2014. It is reasonable to conclude that Argyll and Bute should expect an inspection as early as 2015. It is therefore important that the approach to self-evaluation and a programme of activity is clearly defined. The preparation of an improvement plan with clear outcomes and timescales will ensure a high level of readiness for inspection in 2015. The Performance Improvement Model (PIM) is available for partnerships and sets out the model that the Care Inspectorate will use as their framework for inspection. (Appendix 1)

3.4 Key Tasks

- 3.4.1 The initial key tasks for the self-evaluation group include the following;
- Scoping current practice development and innovative ways of improving outcomes for Adults in Argyll and Bute
 - Agree approach to multi-agency audit activity across services- (single and multi-agency)
 - Agree Customer engagement , consultation and satisfaction feedback across services including public information
 - Standardising and co-ordination of Staff/ Team/Service self-evaluation activity across localities
 - Measuring improvement over the next 3 years(pyramid/other)
 - Involve children and families re justice/mental health/transitions
 - Link these activities to future requirement relating to the new joint Inspection framework for Health and Social care.
 - Maintain a repository of electronic information that can be linked to the inspection framework for Health and Social Care.
 - Produce a robust improvement plan with clear timescales linked to improving outcomes for Adults across Argyll and Bute.

4. CONCLUSION

- 4.1 The Strategic Partnership are taking steps to ensure a robust self-evaluation/improvement framework is in place for the next three years to maximise the opportunities to improve our understanding of our key strengths and areas for improvement in relation to the services we deliver across Argyll and Bute in Adult services. This planned level of activity and preparation will allow the service to gather a range of intelligence to


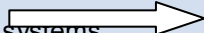
evidence improvement and ensure self-evaluation is built in to day to day to practice and grounded in operational practice.

- 4.2 Gathering a range of key performance information which highlights trends will also be useful for the future requirements relating to inspection of our services by the Care Inspectorate. The primary focus of this activity is to secure improvement in service delivery and the secondary benefit will be an improved state of readiness for future joint inspection by the Care Inspectorate.

5. IMPLICATIONS

<i>Policy:</i>	In line with the partnerships commitment to improve service delivery through on-going self-evaluation activity.
<i>Financial:</i>	None
<i>Legal:</i>	None
<i>Personnel:</i>	None
<i>Equal Opportunities:</i>	None
<i>Risk:</i>	Lack of preparation for future inspection of services would increase likelihood of poorer outcomes
<i>Customer Service:</i>	Improving outcomes for customers is the main driver for this agenda.

For further information contact: Allen Stevenson
Project Manager - Integration
Argyll and Bute Council

What key outcomes have we achieved?	How well do we jointly meet the needs of our stakeholders through person centred approaches?	How good is our joint delivery of services?	How good is our management of whole systems in partnership?	How good is our leadership?
1. Key performance outcomes	2. Getting help at the right time	5. Delivery of key processes	6. Policy development and plans to support improvement in service	9. Leadership and direction that promotes partnership
<p>1.1 Improvements in partnership performance in both healthcare and social care</p> <p>1.2 Improvements in the health and well-being and outcomes for people, carers and families</p>	<p>2.1 Experience of individuals and carers of improved health, wellbeing, care and support</p> <p>2.2 Prevention, early identification and intervention at the right time</p> <p>2.3 Access to information about support options including self directed support</p> <p>3. Impact on staff</p> <p>3.1 Staff motivation and support</p> <p>4. Impact on the community</p> <p>4.1 Public confidence in community services engagement </p>	<p>5.1 Access to support</p> <p>5.2 Assessing need, planning for individuals and delivering care and support</p> <p>5.3 Shared approach to protecting individuals who are at risk of harm, assessing risk and managing and mitigating risks</p> <p>5.4 Involvement of individuals and carers in directing their own support</p>	<p>6.1 Operational and strategic planning arrangements</p> <p>6.2 Partnership development of a range of early intervention and support services</p> <p>6.3 Self-evaluation and improvement</p> <p>6.4 Performance management and quality assurance</p> <p>6.5 Involving individuals who use services, carers and other stakeholders</p> <p>6.6 Commissioning arrangements</p> <p>7. Management and support of staff</p> <p>7.1 Recruitment and retention</p> <p>7.2 Deployment, joint working and team work</p> <p>7.3 Training, development and support</p> <p>8. Partnership working</p> <p>8.1 Management of resources</p> <p>8.2 Information systems </p> <p>8.3 Partnership arrangements</p>	<p>9.1 Vision ,values and culture across the partnership</p> <p>9.2 Leadership of strategy and direction</p> <p>9.3 Leadership of people across the partnership</p> <p>9.4 Leadership of change and improvement</p> <p>10. Capacity for improvement</p> <p>10.1 Judgement based on an evaluation of performance against the quality indicators</p>
<i>What is our capacity for improvement?</i>				

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES
COMMITTEE****COMMUNITY SERVICES****8 MAY 2014**

JOINT STRATEGIC PLAN FOR OLDER PEOPLE

1 SUMMARY

- 1.1 In March 2014 the Health and Social Care Partnership considered and approved a report on the Joint Strategic Plan for Older People. This report updates on the progress made to date with a particular emphasis on the proposals for engagement and consultation with stakeholders including staff within the wider context of the developing agenda around Integration.
- 1.2 The Argyll and Bute Partnership has developed a draft Joint Strategic Plan for Older People in line with Scottish Government direction. This document has been co-produced by Argyll and Bute Council, NHS Highland including the Argyll and Bute Community Health Partnership and Third and Independent sector providers. It has built upon a level of engagement across Argyll and Bute primarily on Re-shaping Care for Older People. It outlines our plans at a high level alongside specific areas for action covering a ten year period but necessarily focussing on the earlier years and sets out how we intend to improve outcomes for older people. The plan is a working document which will be continually updated and further developed both by the Partnership but also through listening to our stakeholders.
- 1.3 The Partnership is now progressing the development of a coherent programme of engagement and consultation on this draft plan. This will further ensure that we are best informed on what stakeholders think of the plan so far and what changes should take place to it, to better align it to the views, wishes, direction and experience of our service users, their families and carers and our local communities. The plan is necessarily lengthy and detailed. However, in undertaking this engagement and consultation; we will look to develop more appropriate and easy read versions of this draft plan. This will be available in May 2014.
- 1.4 As stated above, in drawing up this programme of engagement and consultation, we are mindful of the developing agenda on health and social care integration and the requirement to similarly engage with our local communities and stakeholders. Further, the Public Bodies (Joint Working (Scotland) Bill and other guidance, calls upon Partnerships to consult widely with stakeholders prior to the implementation of the integration of health and social care and also migrate from the Joint Strategic Plan for Older People to Strategic Plans for all adult care groups and to Strategic Plans for all integrated resources (including incorporating

a Financial Plan) from now through to 2015/16. This together requires a co-ordinated and thoughtful approach to engagement and consultation with our stakeholders. To this end, we will ensure that we look to bring together this range of important and inter-related initiatives into one programme of engagement and consultation, adopting a building block approach, to be delivered on from May 2014 onwards.

1.5 The timescale for consultation and engagement will reflect the complexity and diversity of the issues. The responsibility for developing the overall Communication and Involvement Strategy will be led by the Integration Project Team through an Integration and Communication and Involvement Group drawn from both organisations. The Communication and Involvement Group will ensure that communication and engagement programmes in each locality are co-ordinated and take into account Reshaping Care for Older people and the Strategic Plan for Older People as well as Integration. The details of the programme and methods to be adopted are currently being worked up. This broad programme of engagement and consultation, as stated above will commence in May 2014 and will continue through to the implementation of the adopted model of integrated services in April 2015. Details of this plan for communication and involvement will be issued over the next month but will ensure we focus on the following, although not exhaustive, list of stakeholders:

- Members of the public in Argyll and Bute
- NHS Highland Board
- Elected members in Argyll and Bute Council
- Argyll and Bute Council staff and managers across all service groups and locations
- NHS Highland staff and managers across all service groups and locations
- General Practitioners
- Third party service providers
- Media – press/ local broadcasters
- Professional organisations and trade unions

1.6 The **Strategic Plan for Older People** in line with direction of Reshaping Care for Older People has an emphasis on prevention, early intervention and anticipatory support. Its purpose is to set out its approach to future commissioning of services for older people against a backdrop of the current financial situation, demographic change and the changing wishes, needs and aspirations of older people and their families and carers. The challenge is to ensure that within the available resource, outcomes are achieved for older people in line with what they both want and need. At its core is the challenge to deliver significant shifts from institutional to community based settings. The Change Fund allocation to the Partnership for 2011-15 has been a lever in looking to develop more effective engagement through the Partnership but also provide a greater focus on transformational change through innovative and preventative

approaches. The Change Fund allocation over the last few years has been the catalyst for the Partnership to examine current service patterns, activity and spend across their combined resources to improve outcomes for older people.

2 RECOMMENDATIONS

2.1 It is recommended that the Community Services Committee:

a) note the update on progress on producing a joint strategic commissioning plan for older persons services;

b) note the work being taken forward by officers to ensure engagement and communication activity relating to the joint strategic commissioning plan for Older People is incorporated into the wider integration agenda, thereby ensuring we co-ordinate our engagement with stakeholders and our communities to meet the statutory requirements of the Public Bodies (Joint Working) (Scotland) Bill.

c) Endorse the approach to the development of the joint strategic commissioning plan for Older People and agree that more appropriate and easy read versions of this be produced to aid communication, consultation and engagement.

3 DETAIL OF THE STRATEGIC PLAN FOR OLDER PEOPLE

3.1 The overall aim being to enhance the quality of the lives of the people with whom we work in order to achieve our **vision**. Our services are being aligned to focus on four common goals of:

- maintaining Independence;
- recognising and preventing difficulties;
- regaining skills and confidence; and
- delivering care that is dignified, respectful and person centred.

Together this will result in a new model of care, more suitable to current and future needs, more in line with current and future aspirations of our local communities.

As “good health adds life to years” (WHO, 2012), promotion of good health, prevention and health improvement need to be the core of how we work in the future.

3.2 Central to the draft Plan’s success, is that we adequately address and fund a number of key and related areas including, prevention (which is tightly inter-linked to the rest), community capacity building and responding to social isolation and loneliness, carers, housing, intermediate care, dementia, end of life care ,telecare and telehealth care, and modernising community services.

3.3 **Prevention** - prevention needs to be a primary focus of the Partnership’s

future work. The objective of preventative work is to help people maintain independence and stop people needing institutional care in both health and social care settings. Within this there are a number of levels and types of prevention covering primary prevention, secondary prevention and tertiary prevention. Primary prevention aims to reduce the likelihood of older people having problems or becoming dependent. Here, primary prevention will include reducing the risk of falls, healthy eating, exercise and housing based schemes (such as low intensity support, handyperson and design features such as step free paths) .Secondary prevention covers areas such as re-ablement, support for carers, and smart technology. Tertiary prevention looks to provide a balance between maintaining an independent capacity balance with care for those areas of life in which the person is dependent. Examples here would cover rehabilitation and recall work with people with dementia. In overall terms it is vital to the success of the draft plan that preventative strategies become a major area for future investment.

Community Capacity Building- building the capacity within local communities to take responsibility for their own health, support and care needs

Carers- ensuring unpaid carers are supported to continue their caring role

Housing-ensuring suitable housing supports individuals to live more independently at home for longer. The development of extra care housing is a central thrust of the draft strategic plan.

Intermediate Care-this describes a wide range of services which focus on admission, rehabilitation, re-ablement and recovery. They assist in preventing unnecessary admission to hospital and care homes and ensure a timely discharge following hospital stay.

Dementia-making sure that our services are configured to meet the growing numbers of people with dementia

Telecare and Telehealth Care-ensuring that we maximise the contribution of new technology in supporting older people at home especially in rural and very rural areas.

Modernising Community Services- making provision at home or in the community as a real alternative to institutional care. This is the biggest test for the Partnership-the extent to which it can develop real community based provision that reduces the need for admission to hospital and supports early discharge.

The above together, in essence, defines our new Model of Care-one which provides a higher focus on prevention, looks to reduce usage of institutional care by having in place that range of services in the community that prevents unnecessary admissions, supports timely discharge and makes provision at home a real and realistic alternative.

3.4 In implementing the Strategic Plan we need as a priority, to :

- Recognise the progress already made across the Partnership area.
- Ensure that localities are the basis for future commissioning of services.
- Revisit current service arrangements to evaluate whether they are in accord with the Model of Care and whether they are consistent with achieving our vision.
- Ensure that all future investment plans are consistent with the Model of Care approach.
- Evaluate the impact of all Change Fund initiatives and whether we should look to find permanent funding across the Partnership for these.
- Revisit the current provision of institutional care across health and social care services with a few to settling on service redesign options appropriate to locality need.
- Continue to look to the development of and funding opportunities for extra care housing as a main platform for effecting change in the current balance of care including within remote areas.
- Develop a scale of anticipatory initiatives which will result in improved care pathways for older people.
- Continue to develop and fund community capacity and co-production through our locality arrangements.
- Develop more capacity in extended community care teams thereby supporting people for longer at home and preventing hospital admission.
- Develop a strong model of clinical case management in the community for those older people at the highest risk of hospital admission.
- Review and evaluate falls prevention and fall management services
- Develop new models of day services.
- Improve our approach and support for end of life care in line with the Marie Curie Delivering Choice Programme.
- Develop an overall dementia strategy for Argyll and Bute which will include a review of the specialist dementia in patient resource in Lochgilphead.
- Realise the 12% reduction in emergency bed admissions in line with national targets.
- Encourage care at home providers to find joint solutions across localities.
- Be clear with the third and independent providers on the direction we are taking and what the reshaped care system will look like in the future.
- Undertake a year on year review on the changing form of the care system and set priorities for future years' investment/ disinvestment plans.

3.5 We have developed an Integrated Resource Framework to better understand the activity and resource across populations in Argyll and Bute. This needs further work to allow us to more meaningfully break down activity and finance across localities. Whilst data capture and budgets have been traditionally been broken down by locality in adult social care, the

Partnership as we move towards integration, will need to deliver the same across the whole of health and social care for all integrated services.

The information we have brought together so far tells us that the total resource envelope is £107.4m (2011/12 price base) (including the Third Sector contribution). The data sets out the spend on key areas including on hospital in- patient and out -patient services, NHS community services and GP services and GP prescribing, as well as care home and care at home budgets .The draft Plan begins to consider the potential for resource release through disinvestment and opportunities for investment. It also recognises that the Partnership needs to make key decisions on how we are going to realise the changes we want to put in place across the care system. This demands a level of joint decision making, risk management and corporate agreement on a scale not previously experienced across the Partnership. This will be assisted by the agreement to establish a Shadow Integration Board to ensure the effective development of governance arrangements for adult health and social care integration. An early priority as we move through to April 2015 will be the adoption of priority investment/ disinvestment plans across health and social care within an agreed joint financial framework.

- 3.6 In terms of tracking our performance we have developed a suite of core improvement measures. These will be important in looking at our progress in reshaping the care system and understanding the impact that our future decisions on investment and disinvestment are making and will make. The use of a balanced scorecard via the Pyramid performance management system will form the basis of reporting outcomes against both the Change Fund initiatives and future resource decisions. In relation to capturing real outcomes, the development of a new scorecard for Adult Services which focusses on the development of the “Talking Points Agenda” will be in place over 2014/15. The measures within the scorecard will be able to capture live commentary from the assessment documentation and begin to assess whether the commissioning of services is directly impacting on improved quality and outcomes for the service user.
- 3.6 The challenge faced in relation to an ageing population with growing health and social care needs comes about at a time when within Argyll and Bute, we are faced with a reducing population of working age. We need to look at what initiatives are possible to ensure that the integrated partnership is an attractive career choice for young people with clear opportunities for progression. We also need to ensure it is also similarly attractive to those who may wish to remain economically active beyond their retirement age. Our workforce planning and organisational development are pivotal to our success. Workforce planning needs to recognise that, what we will do is different from what we have done in the past. We need to find solutions that remove duplication, and maximise the competences of the workforce in line with the outcomes older people themselves wish for. The Partnership has commissioned an external consultancy to ensure that the workforce is skilled and equipped as leaders to deliver the agenda ahead of. We will develop a formal Organisational Development Strategy to continue and sustain this work.

4 CONCLUSION

- 4.1 The draft Joint Strategic Plan for Older People has been prepared by the Partnership. It will now be subject to wide and lengthy communication consultation and engagement alongside our proposal and plans for integration. The challenges facing the Partnership and its successor body are complex but require to be addressed if we are to make a reality of the vision set out in the Joint Strategic Plan.

5 IMPLICATIONS

Policy: Consistent with national policy direction

Financial: There are no direct financial consequences arising from this paper. Change Fund monies have been allocated for 2011-15 and future change will be dependent on a financial investment/disinvestment strategy

Personnel: Workforce planning and organisational development issues are being developed

Legal: Implications of Public Bodies (Joint Working) (Scotland) Bill once enacted

Equal Opportunities: Nil

Risk: There are significant financial, operational and reputational risks associated with the remodelling of adult health and social care services

Customer Services: The draft plan will be the subject of extensive consultation and engagement with service users.

Cleland Sneddon
Executive Director of Community Services
13 March 2014

For further information contact:
Jim Robb, Adult Care Tel: 01436 677189

This page is intentionally left blank

JOINT PERFORMANCE REPORT

1. SUMMARY

- 1.1 The Community Services Committee is asked to note that a monthly Joint Performance Report captures a selection of data in respect of adult care across the partnership.
- 1.2 Children and Families information is reported separately at the Community Services Directorate meeting.
- 1.3 A copy of the report for February 2014 is appended.

2. RECOMMENDATIONS

- 2.1 The Community Services Committee is asked to note the content of the report.

3. DETAIL

- 3.1 The Joint Performance Report has evolved over the last 5 years. It provides information from both health and social care and is used across the partnership for strategic and operational management purposes.
- 3.2 The report is produced monthly, approved by both partners and circulated to a range of health and social care managers. It is also reviewed at the Health & Care Strategic Partnership.
- 3.3 Much of the information in the report is available on Pyramid but a number of managers expressed a preference for continuing to have a written report with narrative as well as data.
- 3.4 From April 1st 2014 the Service Development Team assumed responsibility for oversight of Delayed Discharge information, Pyramid data in respect of the Balance of Care and production of the Joint Performance Report. There will be some changes to incorporate information from Reshaping Care for Older People (RCOP).
- 3.5 Unplanned hospital admissions: during 2013/14 there was a local target to reduce unplanned admissions to Argyll & Bute hospitals by 10%, with an aspiration to reduce admissions to the Glasgow hospitals. The target has not been met; unplanned admissions have risen, as compared to 2012/13. File audit revealed that there are issues with coding, whereby people transferred back from Glasgow hospitals and those regularly admitted for interim care are sometimes wrongly coded. This is being addressed.

The CHP Lead Nurse has set up scrutiny Groups in each locality to closely examine unplanned admissions. Work is on-going to develop a data collection tool that will help identify avoidable unplanned admissions and re-admissions, so that preventative services can be directed toward those people.

The national HEAT Target for 2014/15 seeks a 12% reduction in unplanned admissions. This does not apply to community hospitals, so in Argyll & Bute the target will only apply to Lorn and The Isles Hospital.

- 3.6 Balance of Care: The local target is for 80% of people receiving care services from the partnership to be cared for at home. This is a challenging target that is difficult to achieve for a number of reasons – the geography of Argyll & Bute means that we do not have equity of services across the area, because of variations in population density. In more remote areas we do not have the benefit of overnight care teams, have difficulties recruiting to home care posts (whether provided by the Council or contracted) and people have less access to other supports such as daycare and Meals on Wheels. A combination of these factors can lead to a care home admission at an earlier stage than might be the case if the person lived in a more urban area.
- 3.7 Care Home Vacancies: In total we have relatively high numbers of care home vacancies, with the majority of provision in Cowal. Forward planning needs to highlight future requirements for care home provision, so that we have the right numbers and types of provision in each area. For example, our ability to provide specialist dementia care is currently limited to Cowal and Campbeltown, whilst there is demand for this specialism in all areas.
- 3.8 Delayed Discharge: The target for Delayed Discharge decreased to zero delays at 2 weeks on 1st April 2014. We have a good record of achieving the previous target (zero delays at 4 weeks) but the 2 week target will challenge our practice and provision.

We need to develop a greater sense of collective urgency in getting people discharged when they are medically fit. Earlier referrals and better allocation of cases is needed to support a more rapid assessment output.

There are difficulties in commencing homecare packages in some areas because of the low response to recruitment of staff. We need to find a solution to this problem.

Care homes frequently only have one manager with the responsibility for assessing and accepting new residents and there are delays if the decision-maker is unavailable. We need to address this with the care homes.

Housing in Argyll & Bute can be unsuitable for the person to return home. We need to ensure that our stock of Sheltered and Extra Care Housing is allocated effectively, so that people who need a dwelling more appropriate to increasing needs can access one in a timely manner.

4. CONCLUSION

- 4.1 The Joint Performance Report is widely used across the partnership. It is a living document and should continue to change over time to reflect the changes in the way we work with people, for example through RCOP and in accord with the integration of Health and Social care, going forward.

The joint managers are well placed to influence the updating of the report at an operational level, whilst the Health and Care Strategic Partnership and the Community Services Committee can provide a strategic overview of future requirements.

5. IMPLICATIONS

Policy None

Financial: None

Legal; None

Personnel: None

Equal Opportunities: None

Risk: None

Customer Service: None

Date 31.03.2014

For further information contact: Patricia A. Trehan
Kilmory
Lochgilphead
01546 504366

This page is intentionally left blank

Joint Performance Report: February 2014.

Executive Summary.

- ✚ The overall balance of care describes people aged 65+ who receive funded care provision from the Partnership. In February 2014 77% were cared for in the community and 23% in an institutional setting. The overall Balance of Care target increased in April 2013 to 80%/20%
- ✚ The in-year Balance of Care shows 81% of people being cared for in the community as at February 2014. The target is 80%.
- ✚ At the February census date there were a total of 11 delayed discharges. We achieved the national target of zero delays at 4 weeks.
- ✚ We had a total of 80 permanent and 5 respite care home vacancies across the area at the end of February 2014.
- ✚ The Overnight Care teams work in 8 main towns and as far as possible the areas outlying their base, details of this work are given within the report. We need to review provision and reporting on this service.
- ✚ The Balance of Care for Learning Disability (LD) service users is 91% cared for in the community.
- ✚ The Balance of Care for Mental Health (MH) Service users is 99% cared for in the community as opposed to residential care. Data for Mental Health unplanned admissions is shown in this report.
- ✚ Data for Children & Families services are to be included in the report at a future date, to be agreed by the Head of Service and Area Manager, Service Development.
- ✚ Key points for discussion by Joint Managers are highlighted within the report.
- ✚ Data capture of Enhanced Community Care Team (ECCT) work began in January; this work is being taken forward by the CHP Lead Nurse. At present the entire number of reported referrals has been fitted into the Integrated Care Team's (ICT) sections of Pyramid, to maintain continuity of the way the ICT work was reported, until the end of this financial year. From April 1st 2014 Pyramid will be amended to show only ECCT service users who have no other input in Balance of Care, thus avoiding double counting. The rest of the ECCT work will be shown in Pyramid in the Social Care Report section, in order that we can capture the full range of work carried out by the teams. In February no ECCT data were received from Bute or Tiree and Coll, but all other areas provided data as requested.

- Joint Performance reporting will transfer to the Service Development Team on April 1st 2014. The team will be consulting on the content and presentation of the report and ultimately will provide an updated format, in accord with contributors and users of the report.

Joint Performance Action Plan:

	Action	Responsible person	Timescale	Status
1	Re-design Alcohol and Drug Partnership Pyramid scorecard using data from national database and change data interval to monthly.	Area Manager, Service Development/ADP Co-ordinator & Information Officer	To be agreed	Amber
2	Achieve a 10% reduction in unplanned hospital admissions during the financial year 2013/14 (will be monitored monthly on Pyramid for reduction on the 2012/13 data)	CHP Director of Operations and Lead Nurse	31 st March 2014.	Red
3	Children and Families dataset to be included in this report	Head of Service Children and Families, Area Manager Service Development.	August 2014	Amber
4	A range of measures (as described on page 10) will be implemented to investigate emergency hospital admissions and seek to reduce them	CHP Lead Nurse	February 2014	Green
5	Develop an action plan for 2014 to identify key priorities for managing and reducing the number of delayed discharges in order to meet the zero-at-2-weeks target from April 2014 (Links to Business Process Re-engineering programme)	Service Manager Operations/CHP Lead Nurse	August 2014	Amber
6	Review Carr Gomm overnight Teams and reporting mechanism for this.	Service Manager Resources	May 2014	Amber
7	Manage the transfer of Delayed Discharges, Balance of Care and Joint Performance Reporting to Service Development Team	Area Manager Service Development/ Project Officer Integration	April 2014	Green

Adult Care

1. Joint Performance and Balance of Care, Older People.

Table 1.1 *Emergency hospital admissions to local and Glasgow hospitals – February 2014*

Area	Emergency admissions to local hospitals	Emergency admissions to Glasgow hospitals	Totals
Bute	21	26	47
Cowal	31	68	99
Helensburgh	35	54	89
Mid Argyll	14	14	28
Kintyre	30	6	36
Islay	8	2	10
Oban	68	12	80
Mull	3	0	3
Totals	210	182	392

Table 1.1a *Emergency Hospital Admissions and Re-admissions to local hospitals February 2014*

Area	Total emergency admissions	Number of these with 2 or more emergency admissions in 12 months	Re-admissions as a % of the total	Age 65+	Age 75+	Cumulative Variance YTD (compared to 2012/13)	Target and RAG status
Lorn	68	30	44%	23	45	+91	-61
Mull & Iona	3	1	33%	0	3	+21	0
Tiree & Coll							0
Cowal	31	12	39%	11	20	+81	-35
Bute	21	4	19%	8	13	+19	-16
Mid Argyll	14	5	36%	6	8	-19	-23
Kintyre	30	6	57%	10	20	-6	-30
Islay & Jura	8	6	75%	5	3	-4	-10
Helensburgh (Vale of Leven)	35			12	23	+28	-34
Totals	210	64	37%	75	135	+211	-209

A 10% reduction target for unplanned admissions continues to be applied to Argyll & Bute hospitals and Vale of Leven. There is an aspiration to reduce unplanned admissions to the Glasgow hospitals, but no target is applied at this stage, therefore these admissions are show separately in Table 1.1a

High levels of unplanned admissions incur high cost hospital care, which reduces the capacity for investment in community based services. Lengthy or repeated hospital stays can reduce confidence and self-management capacity for the person and increase the likelihood of the person being admitted to residential or nursing care.

None of the reduction targets have been achieved and all areas except MAKI have increased numbers of unplanned admissions compared to 2012/13.

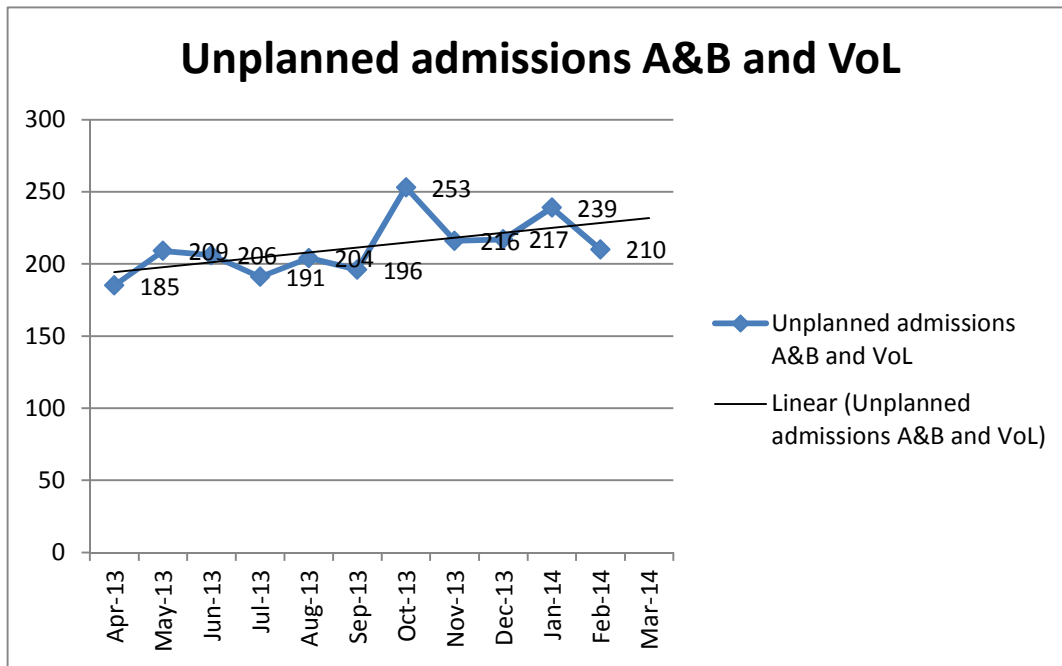
Scrutiny groups are already in place in all localities and analysis of unplanned admissions, using a variety of criteria is regularly being carried out. Work is underway in each locality to ensure that the correct codes are applied to each emergency admission as there have been some issues related to coding accuracy – for example planned admissions for intermediate care and hospital transfers have been coded as emergency admissions in some cases.

Increased focus on anticipatory care planning, intensive case management for those at greatest risk in the community, extended working hours of community teams will be

included within ongoing plans to ensure that avoidable admissions are supported in the community.

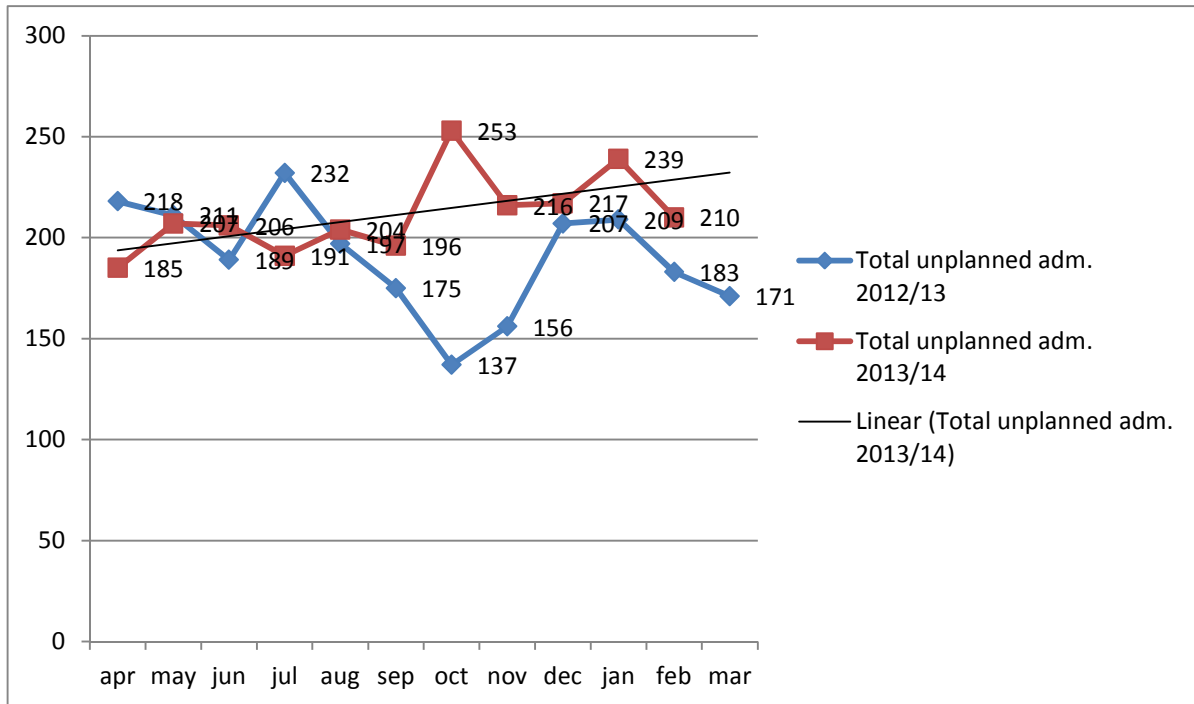
Emergency admissions by month/financial year 2013/14

Table 1.2 Total unplanned admissions 65+ – Argyll & Bute and Vale of Leven, 2013/14 showing linear trend.



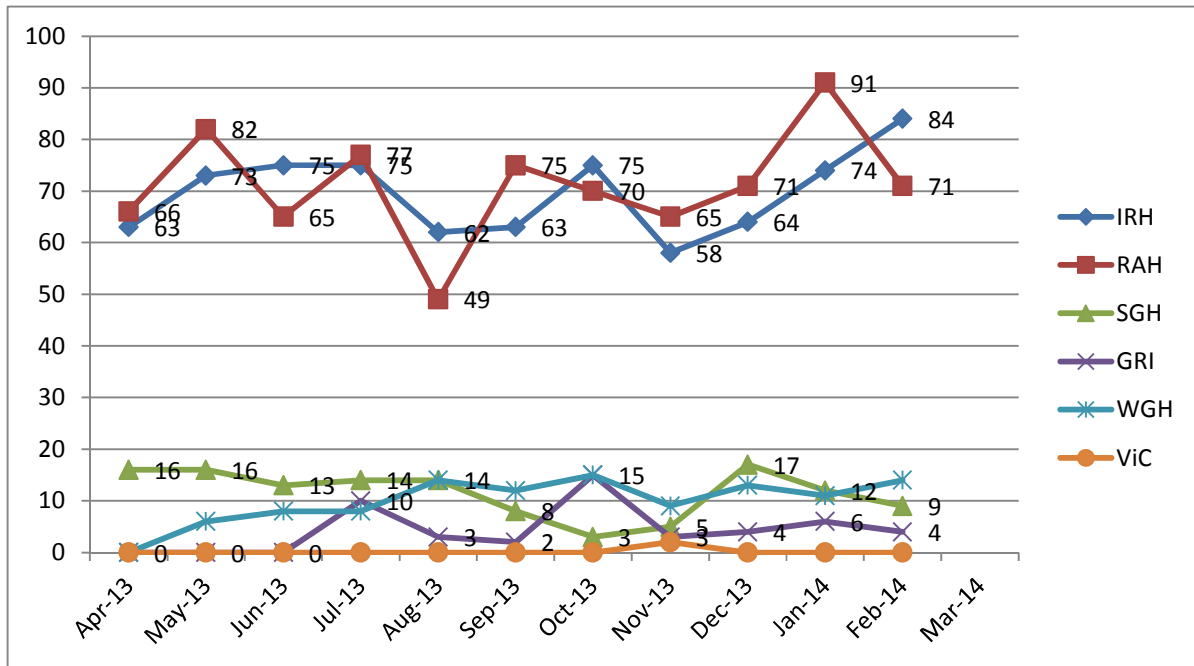
There were 210 unplanned admissions to Argyll & Bute and Vale of Leven hospitals during February 2014.

Table 1.2a Total unplanned admissions 65+ – Argyll & Bute and Vale of Leven, showing 2012/13 comparators



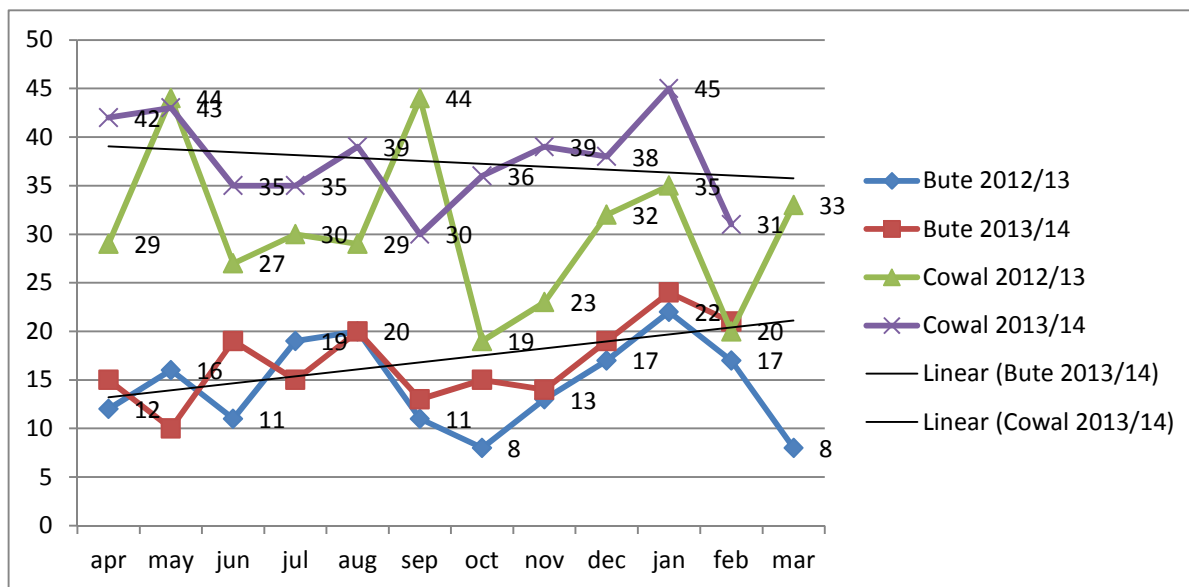
Total unplanned admissions in February 2014 remain at higher level than last year, with an upward trend. There were 210 admissions to Argyll & Bute and Vale of Level hospitals, with a further 182 admissions to the other Glasgow hospitals, giving a total of 392 unplanned admissions during the month.

Table 1.2b Glasgow hospitals – 65+ unplanned admissions by month/financial year2013/14



During February 2014 there were 182 unplanned admissions of Argyll & Bute residents aged 65+ to the Glasgow hospitals. The highest numbers were admitted to RAH and IRH, from the Cowal and Helensburgh areas.

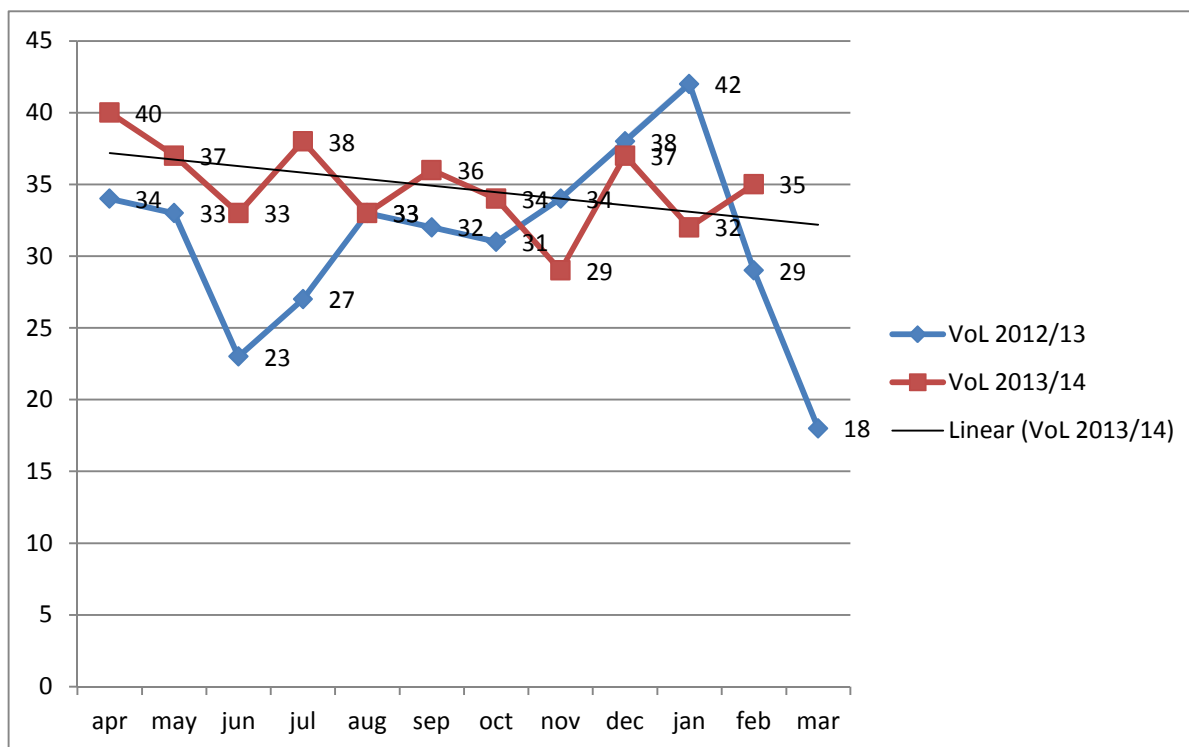
Table 1.3 Bute & Cowal 65+ unplanned admissions



There were 21 unplanned admissions in Bute during February 2014 and 26 unplanned admissions from Bute to Glasgow hospitals. The linear trend for Bute is rising across the year.

In Cowal there were 31 unplanned admissions, with a further 68 patients from Cowal admitted to Glasgow hospitals. The linear trend for Cowal is falling across the year.

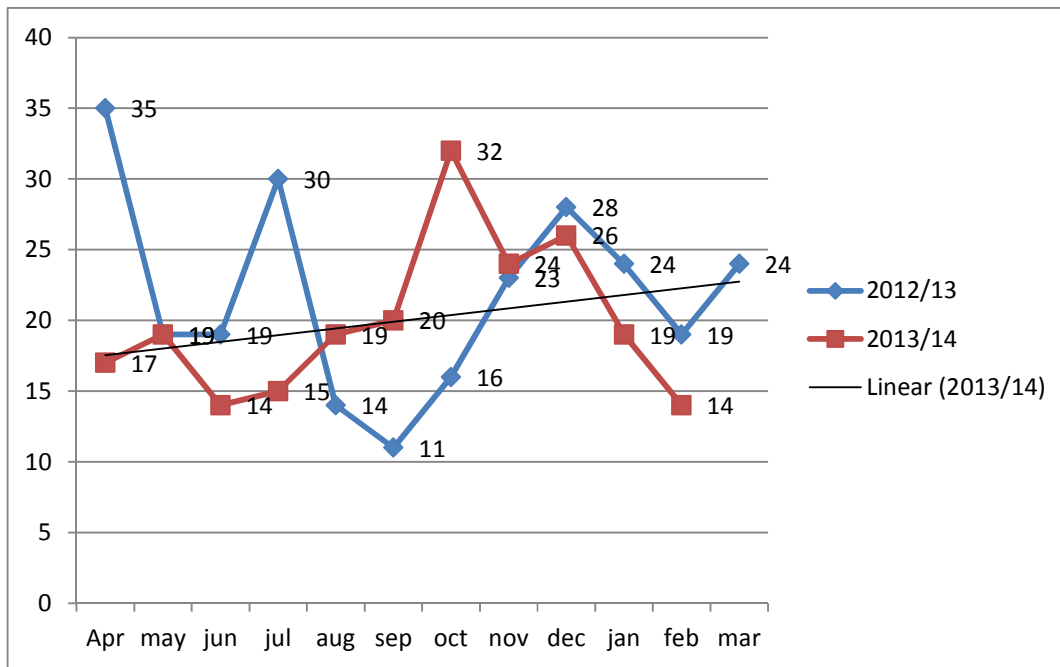
Table 1.4 Helensburgh (Vale of Leven) 65+ unplanned admissions



There were 35 unplanned admissions to Vale of Leven hospital during February 2014, plus 58 Helensburgh patients were admitted to other Glasgow hospitals, creating a total of 93 unplanned hospital admissions from the Helensburgh area during February. The linear trend for Vale of Leven hospital, across the financial year is downward.

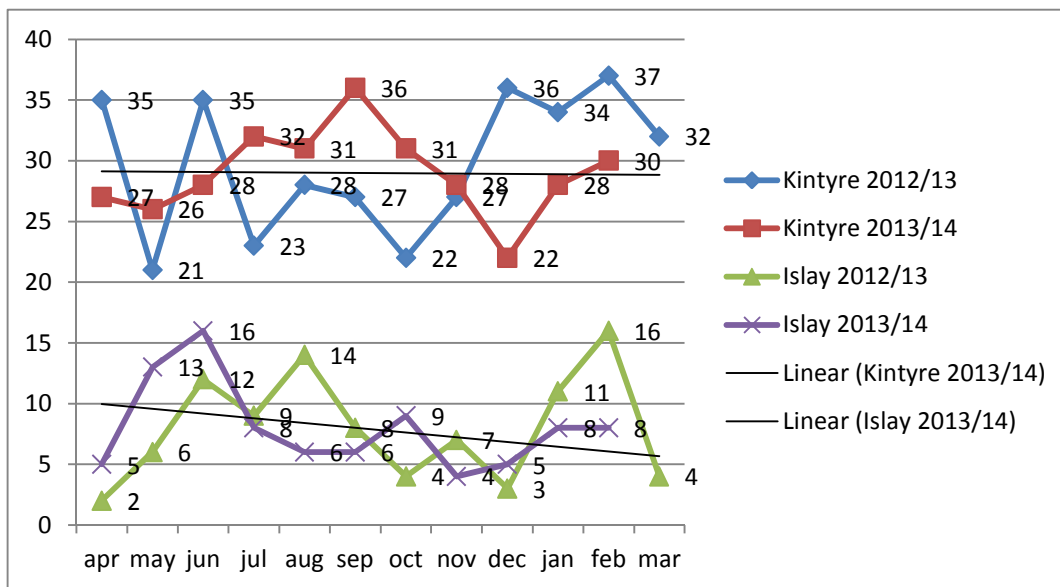
Table 1.5 MAKI

1.5a Mid Argyll 65+ unplanned admissions



There were 14 unplanned admissions in Mid Argyll during February 2014, there were 14 admissions from Mid Argyll to the Glasgow hospitals, giving a total of 28 unplanned admissions. The linear trend across the financial year is upward.

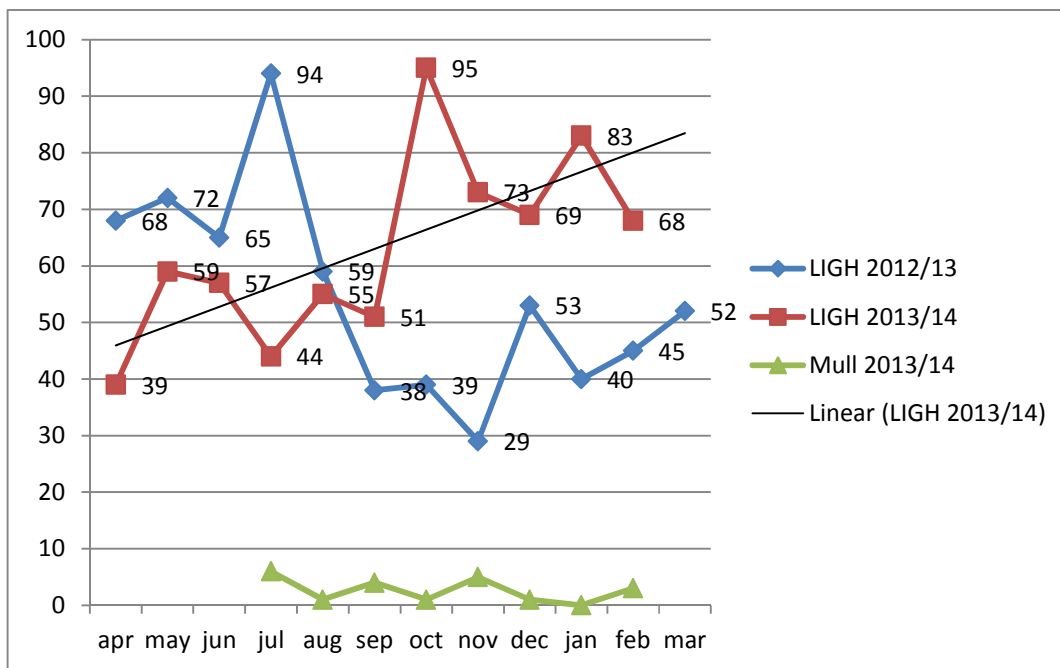
1.5b Kintyre & Islay 65+ unplanned admissions



There were 30 unplanned admissions in Kintyre, plus 6 to the Glasgow hospitals during February 2014. The linear trend across the financial year is slightly down.

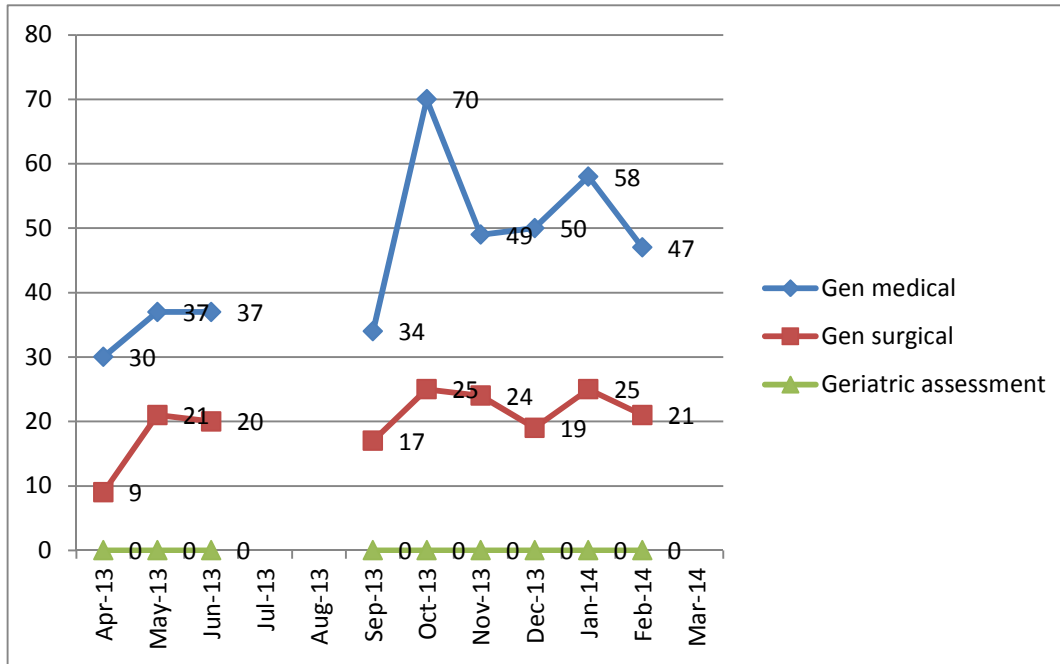
There were 8 unplanned admissions to Islay hospital during February 2014, plus 2 to the Glasgow hospitals, giving a total of 10 unplanned admissions. The linear trend across the financial year is downward.

Table 1.6 OLI 65+ unplanned admissions



There were 68 unplanned admissions to L&IH during February 2014, with a total of 21 patients admitted for surgery. There were 3 unplanned admissions on Mull. There were 12 unplanned admissions from OLI to Glasgow hospitals, giving a total of 96 unplanned hospital admissions from the OLI area (including Mull and Tiree) during February. The linear trend across the financial year is sharply up.

Table 1.7 Lorn Admissions by specialty:



POINTS FOR DISCUSSION:

- Argyll and Bute is one of the better performing partnerships in Scotland overall in relation to numbers of emergency admissions to hospital
- We have set a challenging 10% reduction target for unplanned admissions in Argyll & Bute and an aspiration to reduce unplanned admissions to the Glasgow hospitals. The reduction target is not being met during 2013/14.
- The CHP Lead Nurse is heading up a scrutiny group to look at the numbers of emergencies in the community and identify those people admitted to hospital who could be looked after elsewhere.
- Clinical Services Managers (CSMs) will provide emergency admission data from each area, to be analysed by Joint Planning & Performance Officer.
- Action plan under development to improve the levels of anticipatory care planning and intensive case management for those at highest risk of admission/readmission – focussing on readmissions in the first instance
- Linear trends are now only shown for the current financial year. For clarity this purely reflects the trend in the current year. Comparison with the last financial year needs to be made using the graph data.

Table 1.8 Total Emergency Re-admissions – Rolling 12 month period to February 2014

Area	Total patients re-admitted as emergency in the last 12 months	Age d 65-74	Age d 75+	Admitted from care home	Admitted from Sheltered Accommodation	Admitted from own home	Total compared to last month
Bute	44	10	34	1	2	41	-1
Cowal	123	26	97	13	0	110	+7
Helensburgh & Lomond	0	0	0	0	0	0	-1
Mid Argyll	78	54	54	0	3	75	0
Kintyre	79	53	53	6	4	69	-8
Islay & Jura	29	21	21	0	0	29	0
Lorn	149	118	118	11	18	120	-3
Mull & Iona	28	19	19	0	2	26	+7
Colonsay	0	0	0	0	0	0	0
Tiree & Coll	0	0	0	0	0	0	0
OOA/not know to SW	118	64	54	0	0	118	-3
Totals	648	198	450	31	29	588	-2

Within this reporting system Helensburgh & Lomond rolling re-admission data shown relates only to admissions to Argyll & Bute hospitals, not to Vale of Leven hospital.

Table 1.9 NHS Continuing Care Bed Occupancy:

NHS Continuing Care (CC) beds are available in Oban, Campbeltown and Lochgilphead, with Mid Argyll Hospital accepting dementia patients from other areas.

Hospital code	Hospital name	Designated CC beds at Aug 2011	Occupied November 2013	Occupied December 2013	Occupied January 2014	Occupied February 2014
C101H	Argyll & Bute Hospital	0	0	0	0	0
C106H	Cowal Community Hospital	0	2*	2*	2*	2*
C108H	Islay Hospital	0	0	0	0	0
C113H	Rothesay Victoria Hospital	0	0	0	0	0
C114H	Rothesay Victoria Annexe	0	0	0	0	0
C121H	LIGH	2	2*	2*	2*	2*
C122H	Campbeltown Hospital	14	2	2	2	2
H224H	Mid Argyll Hospital	20	9	10	10	10
Total		36	15	16	16	16

**Patients placed in Mid Argyll hospital, but shown in their home area.*

POINTS FOR DISCUSSION:

- There are political pressures related to closing any Continuing Care beds and the negotiation process requires time and sensitivity.
- The 20 beds in Mid Argyll are specifically dementia beds, which are available to patients from any area of Argyll & Bute. Whilst we do have some specialist dementia care homes, there are patients whose needs challenge their capacity and who need to be accommodated in a hospital setting.

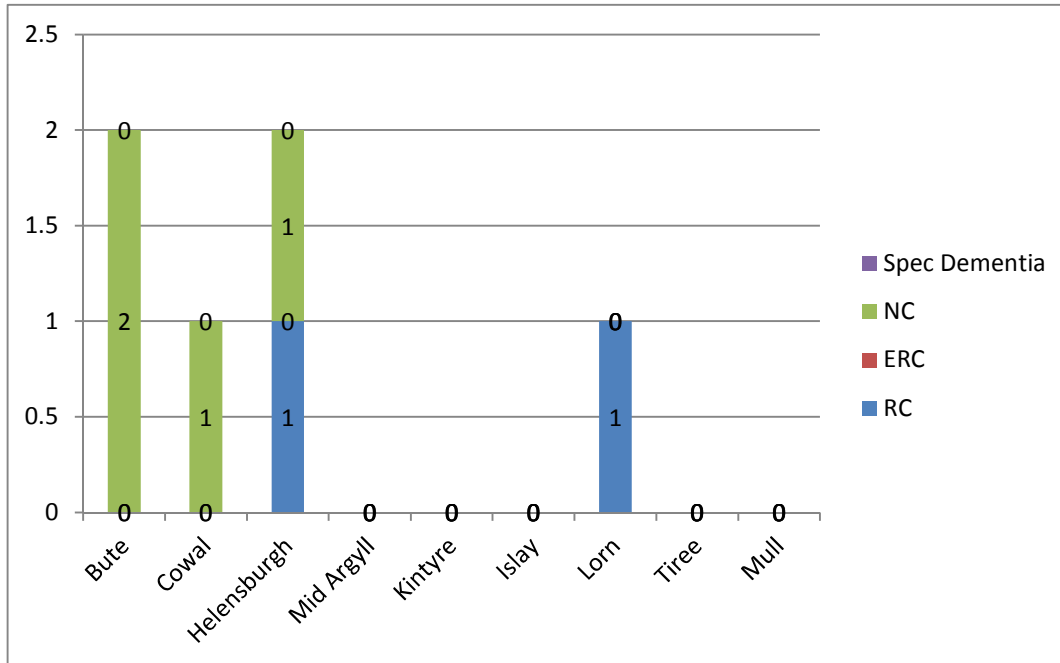
Table 1.10 Social Care bed vacancies, by area as at 28.02.2014

There were 80 social care vacancies across the area, plus 5 respite vacancies.

Vacancies					Bed capacity			
Area	Residential vacancies	Nursing vacancies	Single Care vacancies	Area vacancy total	No. of residential beds	No. of Nursing beds	No. of Single Care beds	Total capacity
Local authority								
Bute & Cowal	0	0	2	2	0	0	21	21
MAKI	0	0	3	3	0	0	32	32
OLI	3	0	5	8	25	0	12	37
LA Total	3	0	10	13	25	0	65	90
Private sector								
Cowal	23	0	15	38	64	0	97	161
Bute	1	0	1	2	8	0	16	24
Helensburgh	0	2	2	4	16	35	98	149
MAKI	0	0	11	11	0	0	64	64
OLI	2	0	10	12	26	0	62	88
Private Sector Total	26	2	39	67	114	35	325	474
Total vacancies	29	2	49	80	139	35	390	564
Total A&B vacancies 80								
Respite vacancies (not included in table above) 5								
% of permanent beds available in A&B 14.18 %								

In total there were 80 care home vacancies in Argyll & Bute – 29 in Residential Care, 2 in Nursing Care and 49 in Single Care.

Table 1.10 *Planned admission to a care home by care category: February 2014*

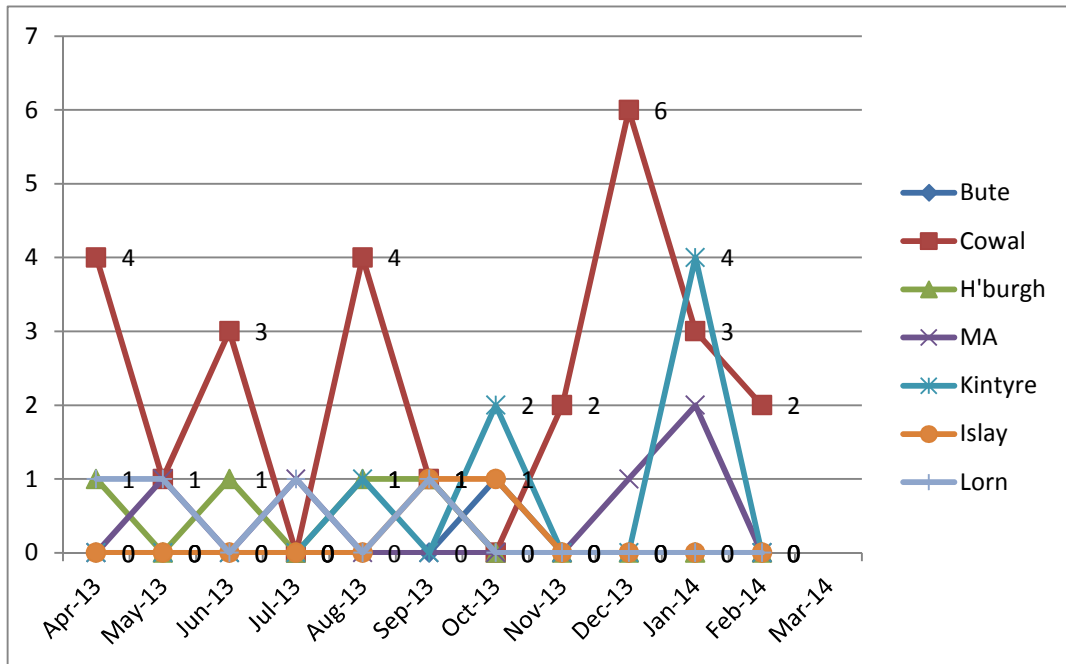


There were 6 admissions to care homes during February 2014. 4 of the admissions were to nursing care and 2 to residential care.

POINTS FOR DISCUSSION:

- Many people requiring care home placement wish for that to be in their local area.
- People being admitted to residential care homes are likely to have higher levels of need than people at the point of admission a few years ago.
- We have numerous care home vacancies, but in some areas we may not have availability of the type of care we need. For example we need to be in a position to offer Progressive Care, Nursing Care and specialist dementia care in more areas across Argyll & Bute, to respond to demographic changes. The emerging Joint Commissioning Strategy will address these issues.
- Joint Managers in MAKI have raised concerns about the length of time it takes for a care home to assess prospective residents; the absence of managers with the power to make decisions about acceptance and the lack of deputised powers; the reluctance of care homes to accept some referrals, even when the prospective resident falls within the parameters of their registration.
- In Lorn one of the large care homes, Lynn of Lorn has restricted admissions due to recruitment difficulties.

Table 1.10a Emergency and Temporary admissions to care homes 2013/14



Emergency and temporary care home placements have predominantly been made in Cowal, with 26 placements in the year to date. Year to date placements in the other localities remain in single figures (range 1 to 7). There have been no emergency or temporary placements on Mull & Iona, Colonsay or Tiree & Coll and these areas are excluded from the graph. There were 2 emergency admissions to care homes during February 2014, both were in Cowal.

POINTS FOR DISCUSSION:

- What community services are available in other localities, but absent in Cowal that would enable a greater number of emergency situations to be managed in the community?
- Can existing community support be used to better effect in Cowal, are there learning points to be taken from other areas?

Delayed Discharges at the December 2013 census date. (15th February 2014)

Delayed discharges are patients who are deemed to be medically fit for discharge from hospital, but who remain in a hospital bed for non-medical reasons.

A local target of zero delays at 2 weeks has been applied from April 1st 2013, with the national target of zero delays at 4 weeks being implemented simultaneously. Discharge at 2 weeks is a challenging target, which will be implemented nationally from April 1st 2014.

At the February census date we had a total of 11 delayed discharges. Of these 7 were non-exempt patients and 4 were adults with incapacity.

There were zero delays at 2 weeks and 4 weeks.

Argyll & Bute Council's Business Process Re-Engineering Team are currently reviewing the whole process to assist us in maintaining a high performance level, as the zero delays at 2 weeks target, applied from April 1st 2014 imposes an ever greater challenge on service delivery.

Exemption Code 9 are complex cases: the 51x suffix indicates an adult with incapacity (AWI), the 25x suffix indicates a patient awaiting a complex care package in order to return home, the 71x suffix indicates that the desired placement is not available and that an interim placement would be unreasonable.

Exemption code100 – detained MH patients who require reprovisioning/recommissioning of services.

Table 1.11a

Description	Delayed under 2 weeks	Delayed 2 - 4 weeks (local target 0)	Delayed over 4 weeks (national target 0)	Total
A&B no exemption code	4	0	0	4
A&B Exemption 100	0	0	0	0
A&B Exemption 9/51x	0	2	2	4
A&B Exemption 9/71x	0	0	0	0
A&B Exemption 9/25x	0	0	0	0
Out of area no exemption code	3	0	0	3
Out of area Exemption 9	0	0	0	0
Out of area Exemption 9/51x	0	0	0	0
Out of area Exemption 9/71x	0	0	0	0
Out of area exemption Code 100	0	0	0	0
Total delayed discharges	11			

Table 1.11b Adult with Incapacity Patients- Length of Delay February 2014

Area	Hospital	Patient	Length of Delay in days	Discharge Destination
Campbeltown	Campbeltown Hospital	B	82	Nursing Care
Mid Argyll	Glassary Ward	J	31	Residential Care
Mid Argyll	Glassary Ward	J	24	Nursing Care
Mull	Mull	D	22	Residential Care

Table 1.1c Total delayed discharges, financial year 2013/14

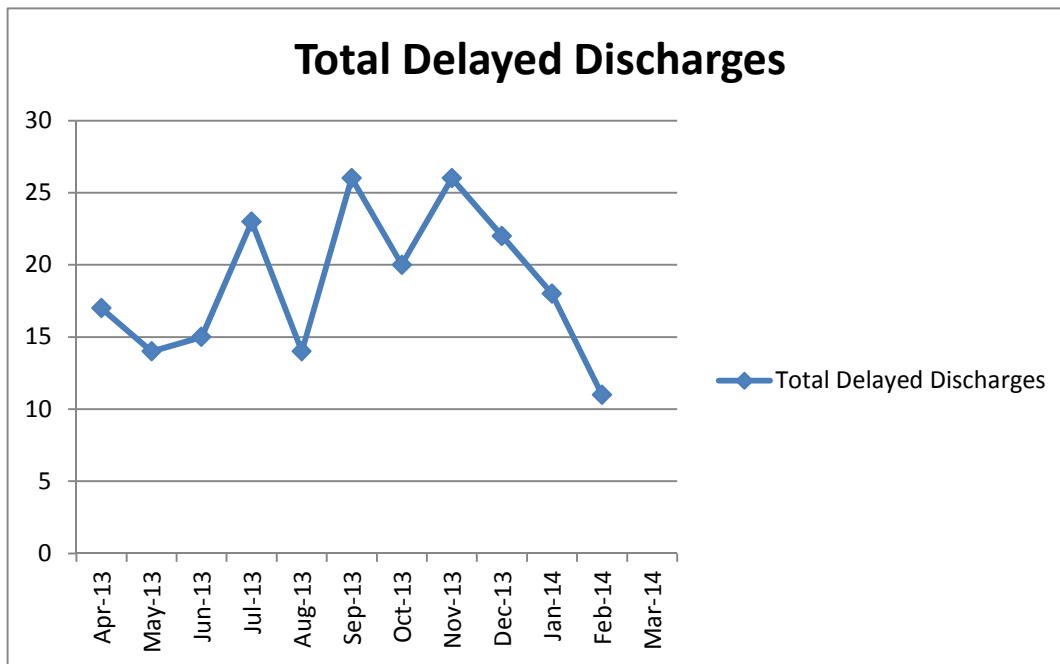
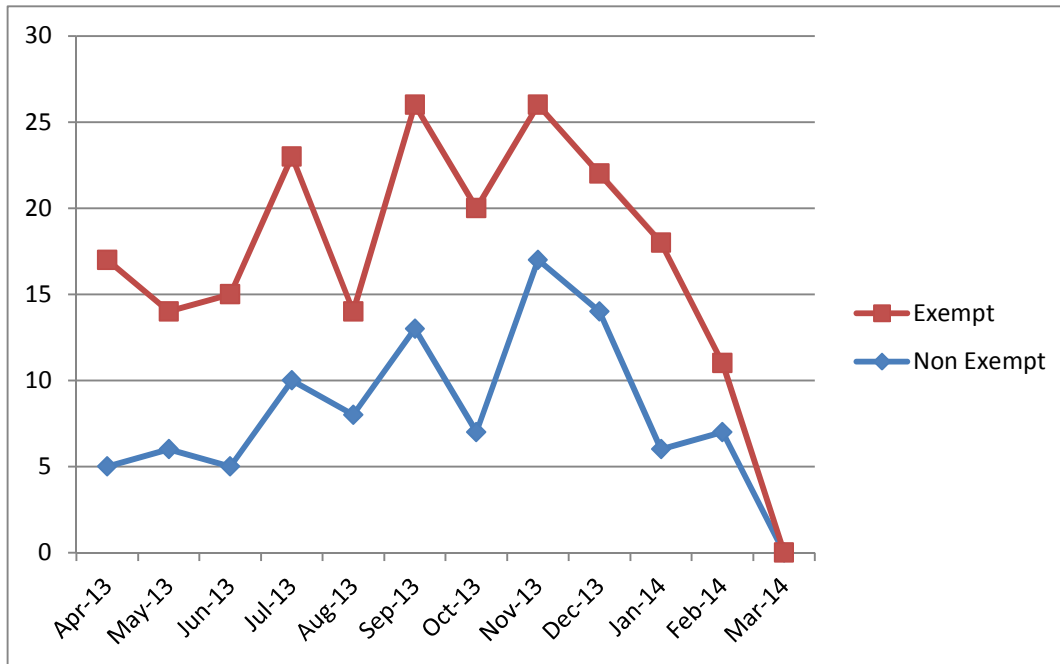


Table 1.1d delayed discharges exempt/non-exempt, financial year 2013/14



POINTS FOR DISCUSSION:

- We applied the 2 week target locally in April 2013, but using our current systems we have had difficulties meeting the target, for a variety of reasons.
- There is a need for greater collective urgency in planning and initiating timely discharge from hospital – there is still a sense that people are safe in hospital even when they have been assessed as medically fit for discharge.
- Shared local ownership of the Delayed Discharge agenda is needed, with local managers having knowledge of each person delayed in hospital and the actions needed to facilitate discharge
- We need to review the assessment process and understand the reasons for delays in completion of assessment in a timely manner
- We need to understand the reasons for delays in getting people moved to care homes
- There has been difficulty in some areas getting home care packages started in time, due to lack of availability of staff. Creative local solutions are required.
- Process mapping of the assessment process will be carried out in OLI to identify where the delays are in the system – learning from this will need to be applied throughout Argyll and Bute
- Action plan is under development to identify key priorities for 2014 in managing and reducing the number of Delayed Discharges across Argyll and Bute

Balance of Care for Older People:

The Outcomes Framework for Community Care 2009/10 required us to move services closer to users and carers by achieving a shift in the balance of care from 'institutional' to home-based care. The Reshaping Care for Older People work builds on this requirement by providing additional funding, until 2015, to enable and support the shift towards care in the community, through a partnership approach.

The Balance of Care targets from April 2013 are 80% cared for in the community and 20% of people cared for in an institutional setting. The measure represents people aged 65+ who receive a funded service from the Partnership. This target recognises that a small percentage of people will have care needs that require specialist equipment, or levels of care that cannot be provided safely in the community.

The overall Balance of Care shows people aged 65+ who receive formal (funded) care from the Partnership. The target increased to 80% of people cared for in the community on April 1st 2013.

Care in the community includes Homecare, Integrated Care Teams ICTs/Enhanced Community Care Teams ECCTs, Overnight Teams, Extra Care Housing, and Delayed Discharges awaiting a homecare package. Meals on Wheels, respite care, daycare and Telecare are not currently included.

Work with the Lead Nurse, to establish ECCT reporting has resulted in the receipt of reports from all areas except Bute and Tiree & Coll. Total referrals have been included to maintain the integrity of reporting i.e. in line with previous ICT reporting, for the remainder of this financial year. It is recognised that this has an element of double counting and from April 2014 a Pyramid revision will ensure that ECCT data in Balance of Care will exclude people who also have a homecare package, in order to eliminate double counting. Reporting will ultimately be via MiDis.

Care in an institution includes permanent and temporary/emergency stays in a care home and NHS Continuing Care. Delayed Discharges awaiting care home provision are also included in the Balance of Care calculation.

Table 1.12 Overall Balance of Care by area, February 2014:

Area	Clients cared for in the community		Clients cared for in an institutional setting		Trend for CiC
	Number	%	Number	%	
Helensburgh & Lomond	418	78%	117	22%	→
Bute & Cowal	585	76%	185	24%	↑
Bute	176	79%	46	21%	→
Cowal	409	75%	139	25%	↑
Mid Argyll, Kintyre & The Islands	415	78%	115	22%	→
Mid Argyll	148	74%	51	26%	↓
Kintyre	146	74%	51	26%	→
Islay & Jura	121	90%	13	10%	↑
Oban, Lorn & The Isles	328	75%	108	25%	↓
Oban	249	72%	95	28%	↓
Colonsay	3	100%	0	0%	→
Mull & Iona	67	92%	6	8%	↓
Coll & Tiree	9	56%	7	44%	↓
Overall delivery	1746	77%	525	23%	↑
Target	80%		20%		

Source: Pyramid, Joint Planning & Performance

Table 1.13 In-year Balance of Care by area, February 2014:

Area	Clients cared for in the community		Clients cared for in an institutional setting		Trend for CiC against previous month	March 2012/13 Totals (for comparison)	
	Number	%	Number	%		CiC	Inst
Helensburgh & Lomond	184	79%	50	21%	↓	80%	20%
Bute & Cowal	344	83%	70	17%	↑	74%	26%
Bute	65	77%	19	23%	→	73%	27%
Cowal	279	85%	51	15%	↑	75%	25%
Mid Argyll, Kintyre & The Islands	251	81%	60	19%	↑	79%	21%
Mid Argyll	84	78%	24	22%	→	75%	25%
Kintyre	80	71%	33	29%	↑	82%	18%
Islay & Jura	87	97%	3	3%	↑	82%	18%
Oban, Lorn & The Isles	117	77%	35	23%	↓	72%	28%
Oban	98	75%	32	25%	↑	69%	31%
Colonsay	1	100%	0	0%	→	100%	0%
Mull & Iona	16	94%	1	6%	↑	90%	10%
Coll & Tiree	2	50%	2	50%	↓	66%	34%
Overall delivery	896	81%	215	19%	↑	77%	23%
Target	80%		24%			80%	20%

Source: Pyramid, Joint Planning & Performance

The In-Year Balance of Care data shows the people aged 65+ who have started an episode of care funded by the Partnership, within the financial year. The right hand columns provide March 2012/13 percentages for comparison.

Care in the community includes Homecare, ICTs/ECCTs, Overnight Teams, Extra Care Housing and Delayed Discharge patients awaiting a care package. Data for Extra Care

Housing in all areas has now been included. Meals on Wheels, respite care, daycare and Telecare are not currently included.

Some people are supported on an on-going basis by Community Nurses, within ECCTs, now working into the evening in most areas. Evening availability varies across areas, some finishing at 8pm and others between then and 10pm. As a result there is a service gap, of varying length, between this provision and Overnight Team availability, which commences at 11pm.

Work with the Lead Nurse, to establish ECCT has resulted in the receipt of reports from all areas except Bute and Tiree & Coll. Total referrals have been included to maintain the integrity of reporting i.e. in line with ICT reporting, for the remainder of this financial year. It is recognised that this has an element of double counting and from April 2014 a Pyramid amendment will ensure that the ECCT data in Balance of Care will exclude people who also have a homecare package, in order to eliminate double counting. Reporting will ultimately be via MiDis.

Care in an institution includes permanent and temporary/emergency stays in a care home and NHS Continuing Care. Delayed Discharges awaiting care provision are also included in the Balance of Care calculation.

Individual data for each area and type of service can be found on Pyramid, on the In-year Balance of Care scorecard. The overall Balance of Care stands at 77% of people cared for in the community, but falls short of the 80% target applied since 1st April 2013. Performance against this indicator was 67% of people cared for in the community in February 2012, rising to 77% in February 2014, an effective rise of 5% per annum, if this performance level is maintained the target will be exceeded in 2014/15.

The in-year Balance of Care shows only people new to services since April 2013, in line with the new financial year, it is currently above target at 81% of people cared for in the community. By area Helensburgh and OLI are below target this month.

POINTS FOR DISCUSSION:

- The overall Balance of Care is a measure that changes slowly over time, it is unlikely to meet the 80% target for some time yet, as there are no short term actions that impact this measure.
- We need to establish regular and accurate data collection from ECCTs in all areas.
- At present all referrals to ECCT have been included and can be found in the ICT section on Pyramid, this has given a false increase to the percentage performance in some areas. From the start of the new financial year Pyramid will be amended for ECCT data and the Balance of Care section will only show service users who have no other service input. This will avoid double counting with Homecare.
- The Health and Social Care Report section of Pyramid will capture ECCT work that complements a homecare package.

2. Integrated Community Based Services.**Integrated Occupational Therapy (OT) Services:****Table 2.1** *OT Active Caseload*

Area	Active caseload November 2013	Active caseload December 2013	Active caseload January 2014	Active caseload February 2014
Bute & Cowal	139	129	139	129
Helensburgh & Lomond	Not provided	Not provided	Not provided	Not provided
MAKI	114	193	194	176
OLI	247	247	247	247

Source: Local Teams

Table 2.2 OT Waiting list for assessment

Area	Waiting list November 2013	Waiting list December 2013	Waiting list January 2013	Waiting list February 2014
Bute & Cowal	16	28	32	24
Helensburgh & Lomond	Not provided	Not provided	Not provided	Not provided
MAKI	25	26	26	30
OLI	36	21	36	32

*Source: Local Teams***Table 2.3a** OT Service Users awaiting major adaptations

Area	Awaiting major adaptations November 2013	Awaiting major adaptations December 2013	Awaiting major adaptations January 2013	Awaiting major adaptations February 2014
Bute & Cowal	81	58	41	58
Helensburgh & Lomond	Not provided	Not provided	Not provided	Not provided
MAKI	80	74	84	87
OLI	29	59	43	41

Source: Local Teams

Overnight Care Teams. The overnight care teams are provided by Carr-Gomm in 8 areas – Bute, Dunoon, Lochgilphead, Campbeltown, Islay, Helensburgh, Oban and Mull. They also offer a service to people in outlying areas, whenever this is possible to fit within their existing planned work.

The service aims to prevent hospital admission and support discharge, the range of tasks includes response to community alarms and enhanced Telecare systems; responding to GP calls for support during the night to prevent hospital admission; diverting people back home from A&E; supporting with planned visits post discharge and providing temporary support at home to prevent hospital or care home admission. The teams work from 11pm, to 7am every day. In most cases they can provide a rapid response within 20 minutes of receiving a call, although travel time can be longer to more remote areas.

Table 2.4 *Service Users/Number of visits February 2014:*

Area	Number of service users/visits – under 65s	Number of service users 65-74	Number of service users 75+	Number of visits to service users aged 65+
Bute	0	2	24	239
Cowal	1 clients/57 visits	2	15	191
Helensburgh	1 client/1 visit	2	17	346
Mid Argyll	2 clients/5 visits	5	22	519
Kintyre	2 clients/98 visits	5	14	355
Islay	0	0	10	180
Oban	3 clients/57 visits	4	15	449
Mull	1 client/32 visits	1	6	251

All areas use the service to provide temporary care at home, to maintain the person at home and prevent admission to hospital or a care home.

All areas also use the overnight teams to respond to Telecare alarm calls, this supports informal carers by ensuring they can have undisturbed sleep and feel confident that the person they care for is receiving a skilled response during the night.

Table 2.5 Service users aged 65+, Purpose of visit February 2014:

Area	Prevent hosp. adm.	Return from A&E	Support dis-charge	Temp. care at home	Resolved alarm activity	Unable to resolve alarm activity & referred on	Respond to enhanced T'care system	Support assessment
Bute	0	1	1	15	9	0	0	0
Cowal	0	2	0	9	6	0	0	0
H'burgh	0	0	0	10	9	0	0	0
M. Argyll	0	1	0	21	5	0	0	0
Kintyre	0	0	0	11	8	0	0	0
Islay	0	0	0	9	1	0	0	0
Oban	0	0	0	13	6	0	0	0
Mull	0	0	0	7	0	0	0	0

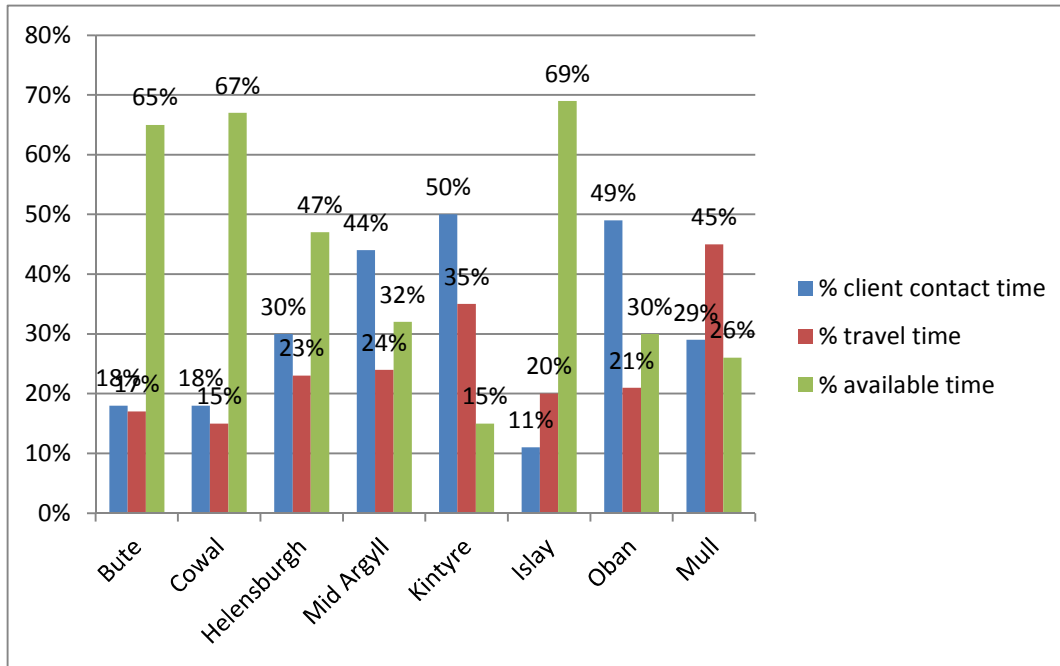
Table 2.6 Service users aged 65+, Referral source February 2014:

Area	Ambulance or Police	GP	Hospital	District Nurse/CPN	ECCT	SW/HCO	Alarm Calls/Other
Bute	0	0	3	1	0	13	26
Cowal	0	0	2	0	0	9	17
H'burgh	0	0	0	0	0	8	19
M. Argyll	0	0	2	3	1	15	27
Kintyre	0	0	1	0	0	9	19
Islay	0	0	0	0	0	9	10

Oban	1	0	0	1	0	12	19
Mull	0	0	0	0	0	7	7

Source: Carr-Gomm monthly report

Table 2.7 Percentage use/capacity of Overnight Teams, January 2014



All of the teams were active 28 days during the month. The service has significant unused capacity in all areas except Kintyre. In all other areas the overnight teams have high levels of unused capacity, although local managers report that the teams decline to extend working practices outside of the 10 mile radius.

There is identified need for extension of the overnight service into the Inveraray area.

Service provision and reporting are to be reviewed by the Service Manager, Resources, working with Carr Gomm.

POINTS FOR DISCUSSION.

- Use of the overnight service needs to be reviewed in terms of the type of work carried out and the geographical areas covered, to maximise value from the service.
- Island provision needs to be examined to ensure that minimum travel and maximum client contact can be achieved.
- The teams have capacity to prevent unplanned hospital admissions and return people from A&E but there is little evidence that they are used for this purpose.
- GPs need to be reminded of the availability of the service on a regular basis.
- Reporting on this service needs to be discussed with Carr Gomm and updated to provide an indication of how their work impacts the strategic outcomes.

3. Integrated Learning Disability Services.

The aim of the Learning Disability Service is to move towards personalisation, through the use of a Personal Outcomes Plan, regularly reviewed, which will ensure that every service user is being supported towards his or her own desired outcome.

Table 3.1 *Balance of Care for LD service users. February 2014*

Total active LD Service Users	Number in residential care	%	Number case managed in community	%
353	32	9%	321	91%

Source Pyramid: Adult Services, Learning Disability

The Learning Disability Service is actively working to modernise day services, with a move away from the traditional Resource Centre model for some people, in favour of a more person-centred, community based approach.

4. Mental Health Services.

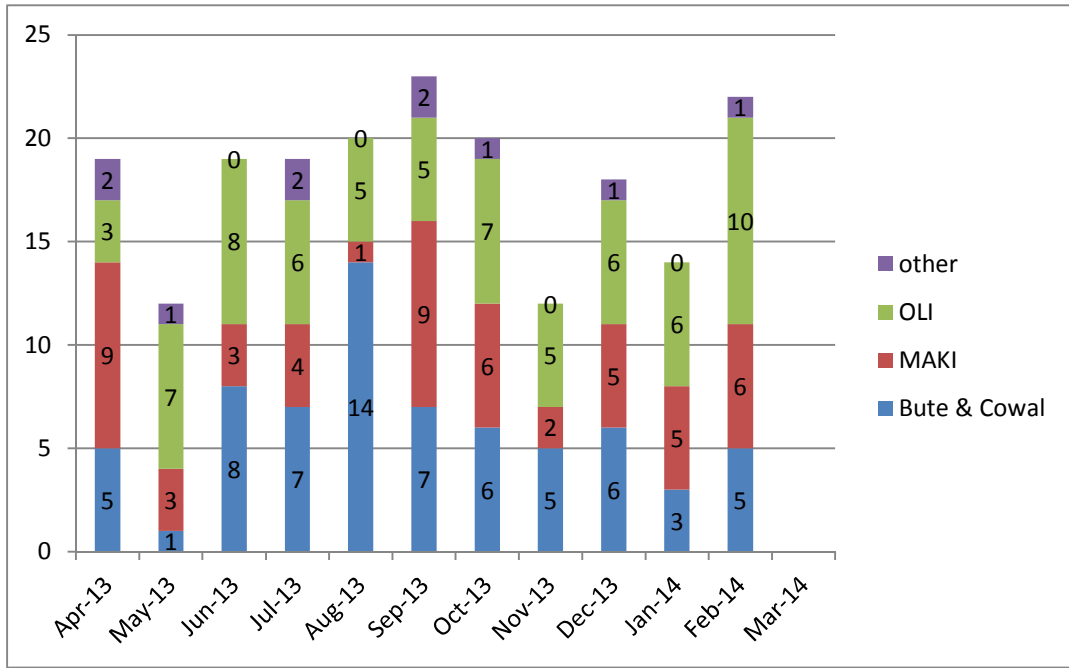
Table 4.1 *Balance of Care for MH service users, February 2014.*

Total MH Service Users	Number in residential care	%	Number case managed in community	%
237	2	1%	235	99%

Source Pyramid: Adult Services, Mental Health

The majority of Mental Health service users are cared for in the community, as opposed to residential care.

Table 4.2 *Mental Health unplanned admissions (totals), by area– Financial year*



2013/14

Table 4.2 shows unplanned admissions of all ages (adults) by area of origin. All admissions are to Argyll & Bute Hospital in Mid Argyll, where patients are received from Bute & Cowal, MAKI, OLI and other, non-specified areas, a category often relating to homeless or itinerant people and Gypsy/Travellers. One patient from Helensburgh was admitted to Argyll & Bute Hospital in February 2014. A breakdown by age is shown in table 4.3

Table 4.3 Mental Health unplanned admissions by age group – Financial year 2013/14

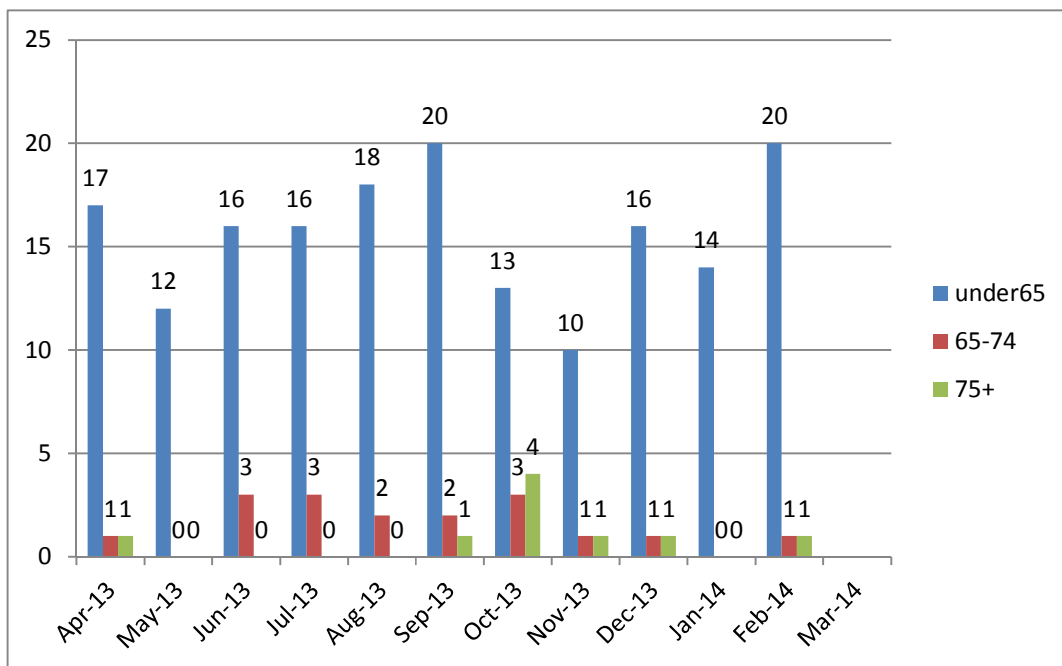


Table 4.4 *MH unplanned admissions – supporting data, Financial year 2013/14*

Month	Total admissions	Re-admissions	Percentage re-admissions
April 13	19	6	32%
May 13	12	3	25%
June 13	19	6	32%
July 13	19	4	21%
August 13	20	11	55%
September 13	23	9	39%
October 13	20	4	20%
November 13	12	8	66%
December 13	18	2	11%
January 14	14	4	29%
February 14	22	8	36%
March 14			

5. Integrated Substance Misuse Services.

The Argyll and Bute Alcohol and Drugs Partnership (ADP) Co-ordinator and Area Manager, Service Development will work to establish regular provision of data that will provide insight into the entirety of the work the Partnership is undertaking in response to addictions. The ADP Co-ordinator has advised that this piece of work should be commenced when the strategy document is complete, as the success measures should fall out of the strategy. Until that time reporting on this section is suspended.

ARGYLL AND BUTE COUNCIL
COMMITTEE

COMMUNITY SERVICES

8th May 2014

DEVELOPMENT OF AN ARGYLL & BUTE AUTISM STRATEGY

1. SUMMARY

- 1.1 The Health and Social Care Strategic Partnership are leading work in Argyll and Bute to develop services for clients with an Autism Spectrum Disorder (ASD)
- 1.2 A multi agency/disciplinary group was established to progress this work in 2012 and has been chaired by J Dreghorn on behalf of the Strategic Partnership since November 2013. The group includes carer representatives and representatives from Autism Argyll.
- 1.3 The group reports to the Council/NHS Joint Managers meeting. Reports on progress will then be communicated through relevant NHS and Council standing groups/committees and to the strategic partnership.
- 1.4 Currently the group is focussed on producing a local Autism Strategy and an action plan based in the service mapping exercise undertaken in 2013.

2. RECOMMENDATIONS

- 2.1 Committee note work of Autism Strategy Group
- 2.2 Committee note that the Autism Strategy Group commissioned Scottish Autism to prepare a draft Argyll & Bute Autism Strategy by the end of March 2014 (see Appendix).
- 2.3 Committee note that the draft strategy was issued for public consultation with the intention of producing a 2nd draft in the council's policy format by end of April 2014
- 2.4 Committee note that the Partnership has to submit an action plan to the Scottish Government by the end of April 2014

3. DETAIL

3.1 Autism Strategy & Action Plan

- 3.1.1 The Argyll & Bute Autism Strategy Group was established in 2012 following the publication of the Scottish Government's Autism

Strategy in 2011. An Adult Diagnosis sub group was also established.

- 3.1.2 In 2013 a national autism services mapping exercise was undertaken and a council level report was produced identifying gaps in local service provision
- 3.1.3 Based on the mapping exercise, the Strategy Group began to develop an action plan to address the service gaps.
- 3.1.4 In early 2013 the SG wrote to all councils requesting the submission of an action plan by the end of November 2013. The Chair of the Autism Strategy Group wrote to the SG in November to request additional time to complete a local strategy on which to base the action plan. This was agreed and a new deadline of end of April 2014 set. The SG have allocated £35k to Argyll & Bute to assist with the production of a strategy and action plan.
- 3.1.5 In December 2013 the Strategy Group approved a plan to invite tenders/proposals from 3 national organisations, recognised as having expertise in the field of Autism, to prepare the draft strategy on behalf of the partnership. This is compliant with A&B Councils commissioning policy.
- 3.1.6 In January 2014 the chair of the strategy group wrote to the 3 organisations inviting them to submit proposals by the end of January. All 3 submitted proposals and following a review of the proposals at the Strategy Group meeting in January, Scottish Autism we selected to undertake this work.
- 3.1.7 The 1st draft of the strategy was received on 25th March 2014 and was reviewed by the Strategy Group on 2nd April 2014. The draft strategy (attached) will be revised and submitted to the SG on or before 30 April 2014.
- 3.1.8 Following a further review and approval process the approved Strategy will be submitted to the SG along with the revised and updated action plan.

4. CONCLUSION

- 4.1 After a slow start the Autism Strategy Group are making good progress toward the completion of an Autism Strategy and an Action Plan, which will be submitted to the SG by the end of April 2014 as required. The group has buy in from Autism Argyll and carer representatives as well as a number of key clinicians and managers, and is supported by 2 local councillors

5. IMPLICATIONS

<i>Policy:</i>	In line with the partnerships commitment to improve service delivery for marginalised groups within the community
<i>Financial:</i>	Yet to be established but may produce additional costs for both A&B Council and NHS Highland due to need for new services
<i>Legal:</i>	None
<i>Personnel:</i>	None
<i>Equal Opportunities:</i>	Will enhance equal opportunities for those who have Autism in Argyll & Bute by improving access to diagnosis and post diagnostic support for clients and their carers/families
<i>Risk:</i>	Some financial risk noted due to low starting point in terms of service provision. Further reputation risk may follow if unable to achieve the expectations outlined in the strategy and action plan
<i>Customer Service:</i>	Improving outcomes for customers/clients is the main driver for this work.

For further information contact: John Dreghorn
Programme Director (Mental Health)
Argyll & Bute CHP

Cleland Sneddon
Executive Director of Community Services

24 April 2014

This page is intentionally left blank



ARGYLL & BUTE STRATEGY for AUTISM

APRIL 2014

DRAFT



PREFACE.

This document was prepared on behalf of the Argyll & Bute Council and NHS Highland (hereafter the Partnership) by the charity Scottish Autism, the largest provider of autism-specific services in Scotland and a leading authority and advocate for good autism practice. Scottish Autism exists to help those diagnosed with autism to lead full and enriched lives and become valuable members of the community they live in. The organisation also seeks to share its knowledge and expertise with parents, carers and other professionals in order to support the development of skills and strategies needed to provide the best care and support for people with autism.

The charity was closely involved in the generation of the Scottish Strategy for Autism and is managing a number of projects on behalf of the Scottish Government in the implementation of the Strategy.

Scottish Autism was therefore well-placed to take the provisions of the national strategy and adapt them for local application. Consultation with the Argyll & Bute Strategy Group has helped to shape the document into one which reflects local priorities.

DRAFT

FOREWORD.
(Councillor's introduction to be added)

DRAFT

CONTENTS.

	Page
1. Introduction	5
2. The Evolving Understanding of Autism	9
3. The Strategy	15
4. Outcomes for People with Autism	18
5. Autism Services and Models of Support	20
6. Education	24
7. Employment	28
8. Autism Awareness and Training	29
Appendices	30
References	49

1. Introduction

1.1 Language and Terminology.

The complex nature of the autism spectrum gives rise to a range of personal and professional perspectives. It can therefore be a challenge to find a common language that reflects the understanding, values and principles of the various groups who are invested in advancing our understanding and support of people of all ages across a very diverse spectrum.

Throughout this document the language and terminology used will reflect the diversity of the autism community and those invested in it whilst aiming to reflect the positive and inclusive ethos that underpins the vision values and philosophy of the Strategy.

The Partnership is sensitive to the potential for perceived negative connotations in connection to terms such as “Disorder” or “Impairment”. These are clinical terms that are understood in such contexts.

The Partnership understands that many individuals on the autism spectrum wish to assert themselves as neurologically diverse, as having a different way of being in, perceiving and engaging with the world and those they share it with. Such individuals would consider that being on the spectrum does not necessarily equate with impairment but can give rise to a unique world view, assets and skills. The Partnership is respectful of this view and would support it whilst also acknowledging that some individuals on the spectrum face significant challenges in their daily living and are in need of high levels of support that is specifically tailored to their needs.

1.2 What is the strategy and why has it been developed?

In November 2011 the Minister for Public Health Michael Matheson and Councillor Douglas Yates on behalf of COSLA launched the Scottish Strategy for Autism. The Scottish Government has called on the Scottish Local Authorities to produce Strategic Plans in support of the National Strategy for Autism using the results from a national project which mapped the services available in all Scottish local authorities, and the principles set out in the Strategy itself. This document is the response from Argyll & Bute and NHS Highland (henceforth the Partnership) to that call.

The Argyll & Bute Strategy for Autism is a policy planning document which sets the scene for the allocation of resources to need, resources which are inevitably constrained at the present time.

1.3 How has it been developed?

Autism has seen a number of initiatives in Scotland since the millennium which contributed in no small measure to its present status as a priority for policy development. The requirement for local authority autism strategies came immediately from the implementation of the Scottish Strategy for Autism. That latter document was produced over the course of about a year through the deliberations of an External Reference Group made up of *inter alia* medical clinicians, psychologists,

educationalists, representatives of COSLA and other local authority based organisations, representatives of the major autism charities and parents and carers of people on the autism spectrum.

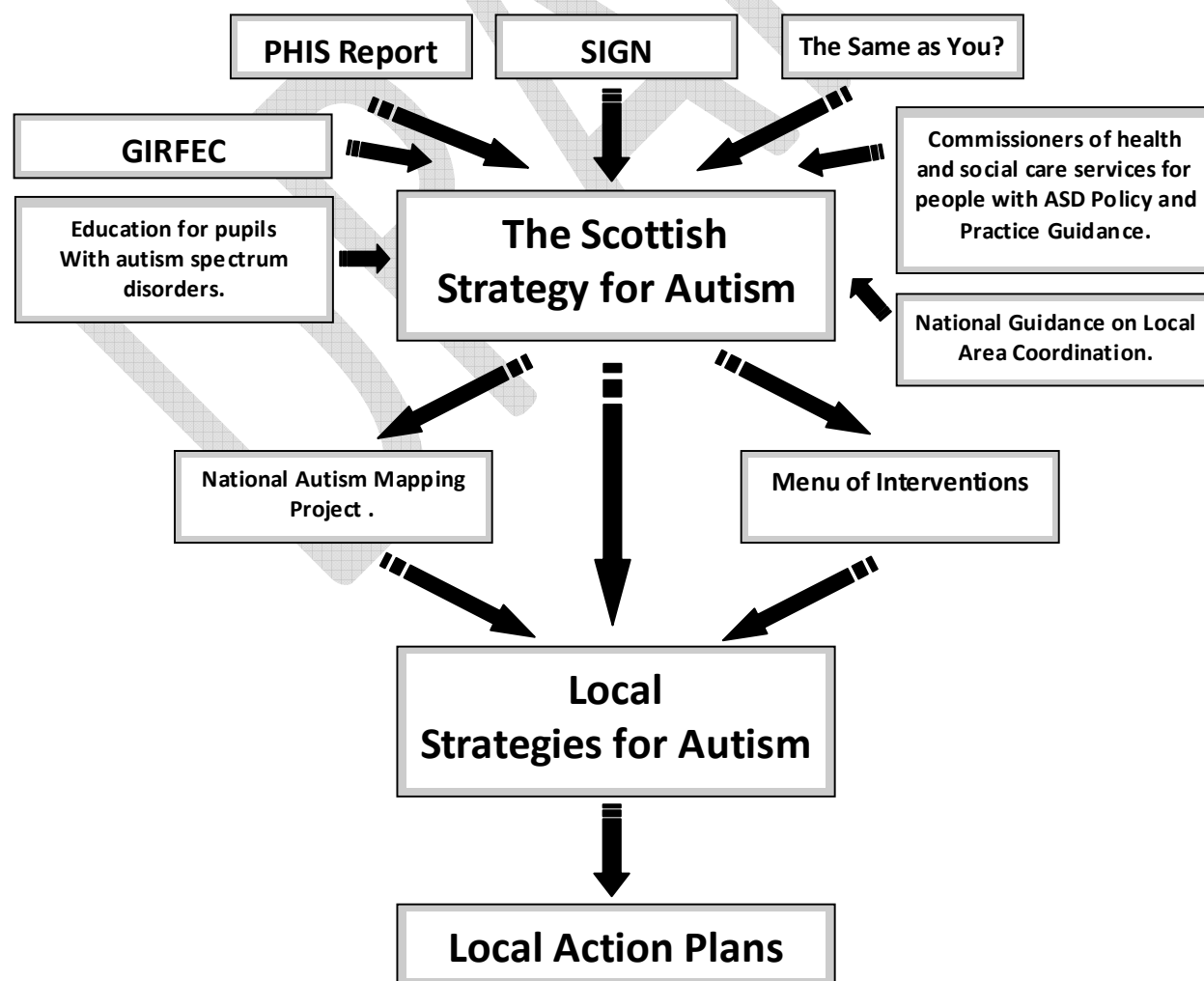
The Strategy was produced very quickly following the decision of the Scottish Government to produce a strategy rather than follow the earlier model adopted by Westminster to go straight to legislation.

A number of recommendations were put out for consultation, but at that time no mechanism was established by which these recommendations could be reviewed or altered in the light of their effectiveness in delivering the goals of the Strategy.

The intention behind creating a strategy rather than going straight for legislation was that experience would illuminate successful policies as well as failures. It was always intended that flexibility was required in response to the affordability of service provision and the findings of key research projects designed to illuminate the key decisions relating to need and value for money.

The origins and policy context of these documents is shown in the diagram below.

1.4 Context of the Strategy.



A full referenced list of these strategy and policy documents underpinning this strategy together with the non statutory documents taken into account in the development of the strategy can be found in Appendix 1.

1.5 Structure and Rationale of the Strategy.

Strategic management is a name given to top management to distinguish it from operational management. Schendel and Hatten (1972) define strategic management “as the process of determining (and maintaining) the relationship of the organization to its environment expressed through the use of selected objectives, and of attempting to achieve the desired states of relationship through resource allocations which allow efficient and effective management programs by the organization and its subparts”.

This is a good definition which reflects a number of the issues facing us in Argyll & Bute. The “selected objectives” are simple – they are the Goals set out in the Scottish Strategy. These goals are deliberately wide ranging and general in nature. They are also aspirational and anticipate that foundation work in the early years will be required before tackling the more difficult goals. Most importantly they are not time-limited but represent objectives which might well be delayed if resources are not immediately available. The objective remains, but must remain dependant on scarce resources which might only become available after public finances recover. The goals are the very heart of the strategy and its most important elements. It would be perfectly possible to address all of the recommendations in the Strategy and still fail to achieve its goals. This could be as a result of for example patchy geographical implementation – the so-called postcode lottery, or through failure to address workstreams which had not been identified at the start of the Strategy and which later emerge as key to success.

Autism is often referred to as being multidimensional in nature and these dimensions will be addressed in greater detail in Section 3. It is clear that any one individual on the autism spectrum will encounter different “organs” of the state at different times of life – principally education, health and social services – and that these must work together efficiently and cost-effectively if we are to live up to the lofty values espoused in the Strategy. As it says in the definition we must achieve the desired states of relationship through resource allocation which allow efficient and effective management by the organisation and its subparts. How this might be achieved is also addressed further in Section 3. We might add the word “seamless” to the list of desired qualities because eliminating barriers to transition and access to services feature heavily in the strategic goals.

Strategic planning is only one part of strategic management. The other two components are resource allocation and evaluation and control.

It is assumed that the initial resource allocation is set out in the Action Plan. The function of this document apart from buying in to the vision, values and strategic goals of the national strategy is to set out the philosophy behind the systems of allocation and control. It is a well recognised phenomenon in large complex organisations that as people practice their own disciplines and focus on the use of the tools associated with those disciplines gradually the tools take the place of the strategy. This strategy for Argyll and Bute recognises this and aims to reserve as

much flexibility to the Partnership as possible so that it may react appropriately to changes in the environment principally in the following areas:

- Financial resources;
- Outputs from national research projects (in the socio-economic field as opposed to the medical arena);
- Changing political priorities;
- Developments in the understanding of ASD and best practice in enabling individuals on the spectrum;
- Changes in service commissioning practice, such as Self-Directed Support or the integration of Health and Social Care.

It also sets out gaps in service provision which would be desirable to fill if and when resources become available.

The Partnership recognises that the development of a local autism strategy is a declaration of our intention to improve the quality of life of people on the autism spectrum across Argyll and Bute.

The Argyll & Bute Strategy for Autism begins with a review of our evolving understanding of autism. Autism is a complex phenomenon, and the issues it generates for people on the autism spectrum are often dictated by other co-existing or co-morbid conditions. Much remains to be learned about the demographics of these co-morbid conditions. The Scottish Government has commissioned important research which it is hoped will provide a clear rationale for the allocation of scarce resources. It is important that this Strategy is read in the context of this evolving understanding.

The Strategy then goes on to outline vision, values and strategic goals, as well as ten indicators for current best practice in the provision of effective autism services which are all set out in the Scottish Strategy for Autism.

The remainder of the document comprises thematic chapters – these are included this way for ease of access as they represent aspects of autism representing professional disciplines and/or which affect people's quality of life and define the way they access services. One individual might in the course of their life require support in all of the areas.

Appendix 4 to this strategy is a series of tables which map the Strategic Goals in the national strategy against the Good Practice Indicators and the relevant sections of the Argyll & Bute Action Plan.

2. The Evolving Understanding of Autism.

This strategy for autism in Argyll & Bute reflects the evolving understanding of autism. Why is a specific strategy for autism needed?

The justification for making a special case for autism is that it is in fact a special case. The autism spectrum represents the major part of the group of conditions classified as 'pervasive developmental disorders' (American Psychiatric Association, 1994; World Health Organization, 1992). It is the very nature of its pervasiveness that makes the autism spectrum different from other conditions, no matter how high their prevalence or how potentially debilitating their effects. (Jones and MacKay 2013 P4).

2.1 The Characteristics of Autism.

People often associate autism with what they can see and observe, in other words a person's behaviour. It is however important to recognise that autism is not a behavioural problem and that observable behaviours arise as a result of a range of complex and interacting factors.

Autism occurs as the result of significant differences in the way people develop. The most noticeable differences are in the areas of social communication, social interaction, and social imagination, and sensory and cognitive processing.

The differences in each area and how they affect a person will vary across the spectrum and from person to person. Some examples of differences in social communication may include:

- Limited or absent verbal language;
- Difficulties using and understanding body language;
- Limited motivation to initiate and sustain conversation;
- Limited language and/or use of learned or echoed words and phrases with varying degrees of relevance to the context;
- Literal understanding of language;
- Some people may have a strong desire to verbally interact but with a focus on restricted interests. Individuals who have such tendencies may attempt to dominate conversations and may be very able to divert any conversation back to their preferred topic.

In terms of social interaction the following may be observed:

- An apparent lack of desire or motivation for social engagement;
- An apparent lack of understanding of the feelings, intentions and motivations of others;
- Initiation of social interaction can be rare but if approached, a person may respond to this and be compliant;
- May have a strong desire for social engagement but be unaware of social rules and how to apply them depending on the context.

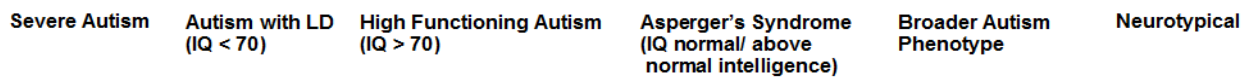
The idea of social imagination is complex; we can be sidetracked by thinking that imagination is limited to creative, aesthetic or play activities. Social imagination instead refers to the ability to imagine and predict what other people will do, understand abstract ideas and imagine situations outside of a person's routine.

Some examples are that individuals with autism:

- May find it difficult to adjust their behaviour and respond to different situations;
- May find new and unfamiliar experiences stressful, threatening and confusing;
- May resist change or exposure to new experiences due to having limited ability to generate a concept or form an idea without prior experience;
- May find it difficult to recognise emotional expressions and body language in relation to the social context.

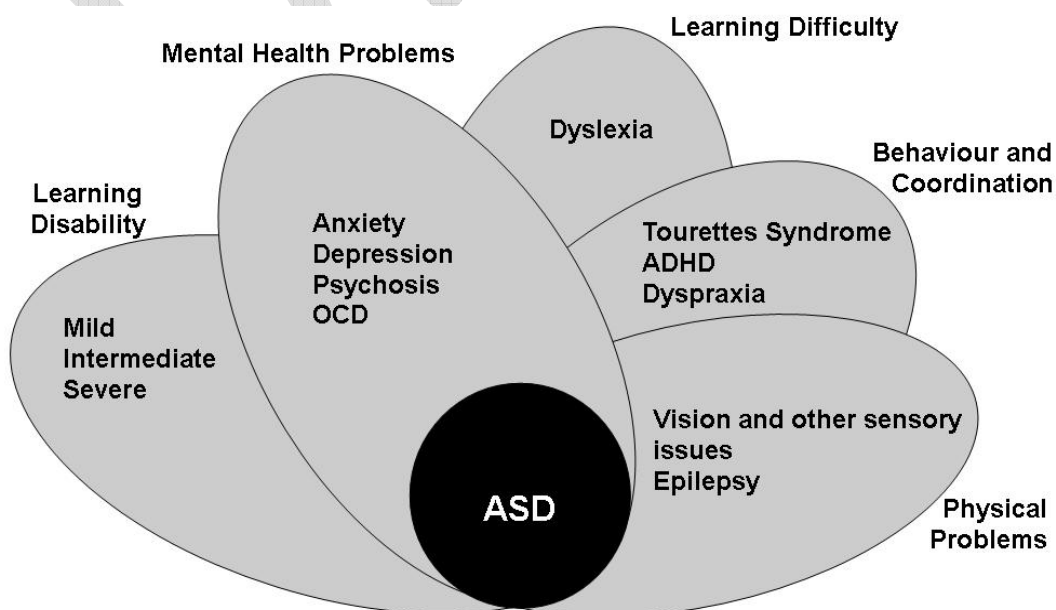
2.2 Co-Morbidities.

The following depiction of the autism spectrum is helpful in illustrating the wide range of individuals on that spectrum.



Clearly autism is not a generic learning disability but needs tailored, specific support. People with Asperger's Syndrome who may be highly intelligent, capable individuals may still require support in areas of social interaction which are fundamental to integration and participation in society.

Autism is a multidimensional phenomenon, with great complexity generated by the possible permutations of co-morbid conditions (sharing of symptoms across disorders), *inter alia* those shown in the greatly simplified (and purely conceptual) Venn diagram below.



In fact autism rarely occurs alone and it is more common for autism to be accompanied by co-morbid conditions such as those in the conceptual diagram above. Indeed in many cases it will be addressing the co-morbid conditions that provides the key to an improved quality of life for the individual concerned.

The concept of a single spectrum is outdated. Just as it takes a minimum of three dimensions to define a regular three dimensional object, multiple spectra would be required to reflect all the dimensions of such a complex phenomenon as autism.

It seems likely that some form of conceptual “map” of autism and its co-morbid conditions would be required, but at present it does not exist. Many people in the social care community find the idea of “classifying” people undesirable, but this is also a barrier to understanding in terms of resourcing an autism strategy.

The various spectra are unlikely to be continuous, with certain combinations of conditions existing in “clumps” irregularly along the length of any particular spectrum. In other words “autism-space” is neither homogeneous nor isotropic. Such a map would attempt to identify these concentrations/associations and also to assess the size of the population within each grouping.

Existing statistics on the autistic population are of limited value in isolation. They are often the result of studies commissioned by education, social care or health bodies and tend to record only the aspects of people’s autism which interfaces with that particular dimension. It seems quite possible that the majority of the adult autistic population does not present as a “problem” to any of the major organs of the state and therefore it is conceivable that a significant proportion of the total autism population does not appear anywhere in statistics gathered by any public agency.

It is equally likely that a significant number of people have been misdiagnosed and are receiving the wrong sort of support e.g. schizophrenia is often cited as a diagnosis which can wrongly be given to people on the autism spectrum. In other cases individuals might be diagnosed with the dominant co-morbid condition and their autism not mentioned.

Fairly sophisticated statistical analysis of available data would be required to identify these gaps and the inevitable double counting, but this is routine in economic studies and would not present serious difficulties to good quality economic practitioners.

This problem is being addressed in the “Microsegmentation Project” funded by the Scottish Government and being carried out by Professor Tommy MacKay of the University of Strathclyde and Professor Martin Knapp of the London School of Economics. Findings to date suggest that the quality of existing information is even worse than was originally thought:

The scoping of the literature has highlighted two key issues which must be further addressed as a basis for any ASD economic analysis:

1. Prevalence data are inadequate and conflicting;
2. Data on ability levels – crucially, the proportion with learning disability, is inadequate and conflicting.

A meta-analysis of high quality prevalence studies is being prepared, with an analysis of the sources of variance in published figures and this will provide a basis for better economic analysis and planning in relation to autism in Scotland. The project should report in October 2014 and it will have implications for the affordability of all autism strategies, national and local. It will also provide a first sketch of the map of “autism space” as defined earlier.

Professor Chris Gillberg of the University of Göteborg also attests that the co-existence of disorders – including attention-deficit/hyperactivity disorder, oppositional defiant disorder, tic disorder, developmental coordination disorder, and autism spectrum disorder (co-morbidities) *“is the rule rather than the exception in child psychiatry and developmental medicine”*.

This leads him to conclude that children may need to see specialists in multiple disciplines to understand the complexity of their presentation.

“There is no time to wait; something needs to be done, and that something is unlikely to be just in the area of speech and language, just in the area of autism or just in special education.” (Gillberg 2010 P1543)

2.3 “Mainstream” models and specialist support.

The Scottish Strategy for Autism sets out ten indicators for current best practice in the provision of effective Autism Spectrum Disorder (ASD) services. ASD provision should include:

1. A local Autism Strategy developed in co-operation with people across the autism spectrum, carers and professionals, ensuring that the needs of people with ASD and carers are reflected and incorporated within local policies and plans.
2. Access to training and development to inform staff and improve the understanding amongst professionals about ASD.
3. A process for ensuring a means of easy access to useful and practical information about ASD, and local action, for stakeholders to improve communication.
4. An ASD Training Plan to improve the knowledge and skills of those who work with people who have ASD, to ensure that people with ASD are properly supported by trained staff.
5. A process for data collection which improves the reporting of how many people with ASD are receiving services and informs the planning of these services.
6. A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with ASD and remove barriers.
7. A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.
8. Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with ASD.
9. Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.

10.A self-evaluation framework to ensure best practice implementation and monitoring.

These are intended to provide a guide for local authorities and should be regarded as the “mainstream” elements for the provision of services for people on the autism spectrum. All of these indicators of best practice will be addressed in the course of this strategy document. The *degree* to which they are implemented by the local authority is of course defined by the parameters set out at the end of the Introduction.

Section 5.6 of this document outlines the current perception of progress against these indicators within Argyll & Bute as presented in the National Autism Mapping Project (Scottish Government 2013).

While much progress can be made in setting out services for people on the spectrum in this way, it cannot be “one size fits all.” The spectrum is wide, ranging from people who require care all their lives, to people who are of very high intelligence but might require support in social situations – e.g. for such activities as employment interviews. The saying “if you’ve met one person with autism, you’ve met one person with autism” is as true today as it ever was. In this complex environment it is more productive to address the specific requirements of the various spectra when planning services rather than treating the condition as a homogeneous whole.

The implication of this is that we must segment the autism spectrum in order to make sense of the services people require. The following is one possible high-level segmentation of the autism spectrum commonly used by one prominent service provider as a guide when designing packages for service users.

1. Group requiring 24 hour care and support for all of their lives.
2. Individuals with autism, autism and a learning disability or Asperger’s Syndrome who require substantial care and support on a daily basis.
3. Individuals with autism/autism and a learning disability who require moderate support. These individuals would not present with serious behavioural challenges.
4. Individuals with Asperger’s Syndrome who can achieve a measure of independence with structured, regular support on a weekly basis.
5. Individuals with Asperger’s Syndrome who have minimal support requirements.
6. Individuals with Asperger’s Syndrome who have challenging behaviour, are sometimes violent or who engage in offending behaviour.

Service specification should always be uniquely personalised. However as an aid to understanding the following table is illustrative of how service providers might offer their services to people falling within the six groupings. It should be noted that this represents a typical mapping of service provision against our indicative segmentation and not a prescription for services for any individual.

Service User "Segment"	1	2	3	4	5	6
Typical Service Package						
24 hr care & support	XXX					
Care & support at home		XXX	X	XXX		
Day opportunities	XXX	XXX	XXX	X		
Respite short break		XXX	XX			
Children's day opportunities			X			
Community outreach			XX	XXX	X	X
Social groups				XXX	XXX	X
Higher education				X	XXX	X

This is a “menu of services” set out from the perspective of social care provision and should not be confused with the Menu of Interventions (Scottish Government 2013). Depending on the exact nature of a person’s autism there could be a whole series of other appropriate interventions from say the mental health paradigm.

Malcolm K. Sparrow is Professor of the Practice of Public Management at Harvard’s John F. Kennedy School of Government. It is his thinking set out in his book *The Character of Harms: Operational Challenges in Control* which led to the Scottish Government and the charity Scottish Autism jointly funding a workshop in Edinburgh in December 2012 – “The Scottish Strategy for Autism: Structuring Services and Harm Reduction Work for the ASD Community.”

The arguments underpinning this part of the Argyll & Bute strategy are complex. For brevity here the detailed account of his reasoning is presented as Appendix 2 to this document. A brief summary of the conclusions is presented here:

- Addressing the various elements of a complex issue which straddles different departments of an organisation naturally produces a series of tailor-made interventions which are outside the normal policies and procedures of the organisations which make up the Partnership.
- Conventional quality improvement policies in local government tend to focus on *process* improvement i.e. they are managerial tools for improving the Partnership’s processes. By contrast a *problem-solving* approach is an operational way of working on external issues.
- This suggests additional resources specifically to manage all the various requirements of complex individuals - clearly not practicable in the current economic climate. The Partnership therefore recognises that for such a complex multidimensional phenomenon as autism, staff in all disciplines must recognise that they may only be seeing one facet of the individual’s condition and adopt an individual-focused approach (i.e. a problem solving approach) if all the individual’s needs are to be met and quality of life maximised.

3. The Strategy.

3.1 Vision and Values.

In the context of this strategy it is clearly most logical to adopt those set out in the national strategy, which are compatible with the local vision and values presented in various policies and strategies.

Our vision

Our vision is that individuals on the autism spectrum are respected, accepted and valued by their communities and have confidence in services to treat them fairly so that they are able to have meaningful and satisfying lives.

Our values

Underpinning values will be:

- **Dignity:** people should be given the care and support they need in a way which promotes their independence and emotional well-being and respects their dignity;
- **Privacy:** people should be supported to have choice and control over their lives so that they are able to have the same chosen level of privacy as other citizens;
- **Choice:** care and support should be personalised and based on the identified needs and wishes of the individual;
- **Safety:** people should be supported to feel safe and secure without being over-protected;
- **Realising potential:** people should have the opportunity to achieve all they can;
- **Equality and diversity:** people should have equal access to information assessment and services; health and social care agencies should work to redress inequalities and challenge discrimination. People with ASD should expect to have the support of professionals working in their best interests to make these values a reality.

3.2 Strategic Goals.

The goals are set out in three parts: Foundations (by 2 years), Whole-life journey (by 5 years) and Holistic-personalised approaches (by 10 years). These broadly reflect the degree of difficulty associated with each set of goals and the complexity of organisational change required in delivering them.

Some goals will principally be for one discipline to deliver whilst others will require a multi-disciplinary response.

Foundations: by 2 years.

1. Access to mainstream services where these are appropriate to meet individual needs.
2. Access to services which understand and are able to meet the needs of people specifically related to their autism.
3. Removal of short-term barriers such as unaddressed diagnoses and delayed intervention.
4. Access to appropriate post-diagnostic support for families and individuals (particularly when there is a late diagnosis).
5. Implementation of existing commissioning guidelines by local authorities, the NHS, and other relevant service providers.

Whole life journey: by 5 years.

1. Access to integrated service provision across the lifespan to address the multi-dimensional aspects of autism.
2. Access to appropriate transition planning across the lifespan.
3. Consistent adoption of good practice guidance in key areas of education, health and social care across local authority areas.
4. Capacity and awareness-building in mainstream services to ensure people are met with recognition and understanding of autism.

Holistic personalised approaches: by 10 years.

1. Meaningful partnership between central and local government and the independent sector.
2. Creative and collaborative use of service budgets to meet individual need (irrespective of what the entry route to the system is).
3. Access to appropriate assessment of needs throughout life.
4. Access to consistent levels of appropriate support across the lifespan including into older age.

At the time of writing, we are two years into the implementation of the national strategy. This is an appropriate time to review progress to date, identify elements of the two year goals which are incomplete, review the membership of the External Reference Group and the working groups set up to deliver the recommendations set out in the national strategy. This review has just begun but will have an impact on the future evolution of the national strategy. This is another reason to seek to reserve flexibility for local authorities in their own strategic plans.

The national strategy contains recommendations relating to research that will examine and compare outcomes in relation to quality of life for those who are supported by autism service providers and individuals who access generic provision. Argyll & Bute will take account of the relevant findings of these projects in relation to local service planning, commissioning and delivery.

One development overshadows all the others with respect to the provision of services for people with autism and that is the integration of health and social care.

Much depends on this project for the success of the Scottish Strategy for Autism, indeed the ten year goals are almost entirely dependent upon it. It seems logical that any local authority autism strategy should adapt itself to the systems thus evolved rather than the other way round. This is another reason not to attempt to be too prescriptive in these early stages of the strategy.

DRAFT

4. Outcomes for People with Autism.

The stated overarching aim of the national strategy for autism is to improve quality of life for people on the autism spectrum. Quality of life has been variously defined, however frameworks such as those defined by Schalock (1996) are well quoted. Schalock takes a domain based approach to identifying areas that are key to quality of life. These are:

1. Physical wellbeing
2. Material wellbeing
3. Interpersonal relationships
4. Social inclusion
5. Personal development
6. Self determination
7. Emotional wellbeing
8. Rights

Identifying and measuring outcomes for people with autism has to take account of the unique world view of the person on the spectrum. Whilst many people with autism aspire to accessing similar life experiences to those of the typically developing population, there are those who seek a good life by their own measure and on their own terms. To this end it is important to understand the potential impact of autism on any given domain but be able to personalise learning and experiences so that individuals reach their full potential. Plimley (2007, P6) outlines, in broad terms, how autism might be considered in relation to quality of life.

QoL domain	Monitoring variables	Outcome indicators	ASD focus
Emotional wellbeing	Increased safety, stable and predictable environments, positive feedback	Contentment, self concept, lack of stress	Ability to identify personal stress and de-fuse it. Role of sensory hypo/hyper sensitivity. Objective self evaluation, satisfaction levels
Interpersonal relations	Foster friendships, encourage intimacy, support families	Interactions, relationships, supports received	Articulation of social needs, seeking out others and choice of time alone
Material wellbeing	Ownership, possessions employment	Financial status, employment status, residential status	Role and status within employment and accommodation. Financial decision making
Personal development	Functional education/training, augmentative technology	Education status, personal competence, performance	Choice of FE/HE options. Access to IT and pursuit of special interests to enhance potential
Physical wellbeing	Health care, mobility, wellness, nutrition	Health status, activities of daily living, leisure and recreation	Awareness of principles of healthy living; monitoring of physical condition; role of sensory hypo/hyper sensitivity in personal choices. Facilitated access to leisure and recreation opportunities
Self determination	Choices, personal control, decisions, personal goals	Autonomy, goals, personal values, choices	Universally recognized means of making choices; opportunities to regularly exercise choice; respect for personal wishes/values/lifestyle
Social inclusion	Community role, community activities, volunteerism	Community integration, community roles, social supports	Social valorization in micro/macro-community roles; recognition of strengths; choice of level of community involvement
Rights	Privacy, voting, due process, civic responsibilities	Human (e.g. respect), legal rights (e.g. access)	Respect for life choices and need for privacy and being alone; facilitated information on rights, processes and responsibilities

It is a real challenge for local authorities and service providers to evidence outcomes in this area however it is important to demonstrate that the impact of autism on an individual's quality of life as well as their general health, well being and happiness has been taken into account.

The challenge remains how best to assess progress in relation to outcomes. This is, quite rightly, usually done on an individual basis however the indicators of good practice require that local authorities have in place, "a self-evaluation framework to ensure best practice implementation and monitoring." There is therefore a need to measure, monitor and evaluate outcomes at a strategic level.

Self evaluation is a useful process but is one that requires identification and evaluation of robust evidence as well as transparency in terms of findings and action planning in order to improve.

Argyll and Bute Partnership already demonstrates a commitment to continuous improvement by its involvement in The Public Service Improvement Framework (PSIF). Applying the self assessment methodology that is central to PSIF to the local strategy and to autism services would enable effective evaluation within a recognised, validated framework. A small number of voluntary organisations, including Scottish Autism have signed up to PSIF. Scottish Autism has developed a specific self evaluation tool based on the PSIF methodology, The Autism Practice Improvement Framework. This demonstrates that there is scope for customisation of the core approach. This is worthy of consideration as a means of evidencing progress in relation to this specific indicator of good practice. NHS Highland developed its own system of quality improvement known as Highland Quality Approach (HQA).

5. Autism Services and Models of Support.

Over recent years there has been a significant change in Autism commissioning practice, where in line with the national focus, local authorities seek to make placements into supported living rather than traditional registered care homes, which had previously been the default position.

The emphasis should be focused on the individual at the centre of the planning and commissioning process, with services being flexible and adjusting to changes in need over the whole life journey.

A one size fits all approach is therefore not advocated but one that is underpinned by person-centred values and tailored to individual needs and complexity.

Overall it is fair to say that the autism services commissioning landscape going forward is difficult to predict. What models of support will be available, where and for whom they are required, is likely to be determined locally rather than nationally, with different Councils having very different requirements. This is another area where flexibility in the Council's strategy is essential.

What is not in doubt is that the demand for high quality support for people with autism will not decrease.

5.1 Transition Planning for Individuals – The Key to Success.

Argyll & Bute Partnership recognises that establishing new provision for individuals will mean a period of transition. It is essential whilst planning transition and throughout implementation that all parties are aware of their role and responsibilities and are accountable for participating fully in the process to ensure success.

It is recognised that transitions are a source of anxiety and unpredictability which can have a major impact on individuals living with autism. The Partnership must further develop its skills in managing such transitions and ensure that plans are in place to support the sensitive nature of such a life changing experience. Recognition of the specialist needs of individuals and in particular the complexities associated with transition is essential. Individuals with autism may experience difficulties with communication, socialisation, adaptation to environments and flexibility of thought, therefore any transition whether it be micro or macro can result in an increase in anxiety for individuals and challenging behaviour. The Partnership aspires to provide services which are able to support individuals at these most difficult times by providing person-centred support which ensures routine, structure, consistency and predictability and leads to an increased quality of life.

The Partnership will promote a culture where individuals, family/ carers and other stakeholders can expect commissioners of support packages to work closely with them to plan the introduction to a new service/ staff, ensuring the transition is sensitive to the users' needs and paced to achieve minimal disruption.

On completion of the transition, the Partnership and its contractors will be responsible for delivering the full package of care and support and will comply with all statutory responsibilities including ensuring the provision is appropriately registered with The Care Inspectorate.

5.2 Person-Centred Services.

Argyll & Bute Partnership will procure person-centred services not only to identify the needs of individuals, but to ensure individuals consider that their service is appropriate for them. By working in partnership with individuals the aim is to:

- Develop and agree individualised support for each person we support.
- Provide a safe home environment.
- Provide support with all aspects of daily living, ensuring full and active lifestyles are achieved.
- Promote each individual's ability to communicate and make their own choices about the way they wish to live.
- Promote opportunities for individuals to realise their potential.
- Provide a wide range of opportunities for each person to participate in their local community.
- Support people to understand their own needs and how these can be met.
- Consult with service users, families and stakeholders to inform the service and develop outcome focused support plans.
- Regularly review provision to ensure outcomes are being achieved.
- Empower and uphold the rights of each individual as citizens at all times.
- Ensure that individuals and care managers are fully involved in all aspects of their support.
- Provide a well trained and knowledgeable staff team that will provide high quality service provision.

Every Person-Centred Support Plan is developed following person-centred planning principles as follows:

- Key-workers should be responsible for ensuring the service user is listened to and is encouraged to identify their own aspirations which can be developed into achievable outcomes within the plan.
- Service providers should embrace the principles of personalisation and advocate for individuals to direct their support, encouraging creativity from individuals regarding their service needs/plans and respecting individual choice.
- An individual's support provision should be continually reviewed to ensure we are maximising both potential and independence, with the individual and their family are at the core of this process.

5.3 Working in Partnership.

The Council recognises the value and importance of working in partnership with key agencies that are important in individual's lives. Individuals should not be supported in isolation, and service providers should work closely with partners to plan provision

and respond to individual need and changing circumstances. Input from families and carers is valued and service providers should work hard to develop positive working relationships, with other key agencies.

5.4 Communication.

It is recognised that individuals on the autism spectrum can experience difficulties with communication and will therefore require support to express their wishes and be involved in all decision making. Service providers must be committed to establishing clear communication systems and will utilise existing skills to maximise communication whilst, where appropriate, exploring new and enhancing communication methods. These may include the use of:

- Verbal and Written
- Picture Exchange Communication System (developed by Bondy and Frost in 1985)
- Talking Mats
- Object Signifiers
- Social Stories™ (Gray 2010)
- Photographs/Symbols
- “Tablet” computers and Apps
- IT – Touch screen computer
- DVD/Audio

These communication aids will support the individual to communicate and comment about the service as well as provide staff with the means to communicate effectively. Service users will be encouraged to exercise their right of choice, and express their wishes and desires using their preferred communication method.

Argyll & Bute Partnership recognises that communication extends beyond language and an important task for service providers will be to build relationships with each individual so they understand and respond appropriately to non-verbal communication. All those involved will be responsible for developing ongoing relationships with individuals and their families promoting effective communication and facilitating open and honest exchanges between all parties.

5.5 Supporting Independent Living.

It is recognised that some individuals may require support to live full and rewarding lives. With this in mind, support will be constructed in a way that ensures each individual is supported to maintain existing skills and develop new skills. It is vital, for each individual the Partnership supports, to agree aims, expectations and outcomes from the outset and for these to be regularly reviewed and modified.

Person-Centred Support Plans should be developed in consultation with each service user and the significant people in their lives. Agreed outcomes should be realistic and achievable, whilst acknowledging aspirations and hopes for the future.

The Partnership recognises the importance of maintaining existing skills as it is known that some individuals with autism lose skills quickly if they are not given opportunities to practice them.

Argyll & Bute Partnership aims to maximise the potential for each individual we support, and is committed to reviewing and adapting support to ensure this occurs.

5.6 Existing Service Delivery within Argyll & Bute.

Due to the service profile it is recognised that adults with autism were likely to be under-represented in the National Autism Mapping Project.

The mapping project identified a number of key issues for Argyll & Bute Partnership (www.autismargyll.org.uk/autismargyll/News/Entries/2014/1/1_Autism_Mapping_Project.html)

. The top three actions identified by Parents/Carers included:

1. Education – more training awareness/better provision specialist and mainstream
2. Better Support to Carers and families
3. More and better service provision.

Many carers reported that they did not feel equal partners in the provision of support to their children. An improvement in inclusion and communication would be welcomed by parents and carers. Further suggestions for improvement included:

- A lead professional with Health and Social Care experience who could work at planning level.
- Ongoing multi-agency working around national developments, with lessons for local processes clearly planned, implemented and reviewed.
- Increased knowledge and understanding at middle/ senior management/ commissioner level

Both carers and professionals would benefit from having a clear point of contact for information and signposting which would ensure that information was kept up to date and coordinated. Whilst in relation to early intervention, a proactive approach rather than the crisis driven reactive approach was deemed desirable by parents and carers. Furthermore it is vital to ensure that people on the spectrum do not slip through at vital transition phases, whether this be from primary school to Secondary, or from moving on from College to securing a work placement.

While there was some good progress particularly with children and young people, gaps were identified across a number of areas:

- There was a lack of clear referral pathways, training, awareness and continuity of targeted support
- Coordination was not always consistent, with the geography determining which agency or professional would lead. This resulted in some inconsistent multi agency working.
- Multi agency pathways stop at assessment.

- Carers said that there was a need for better coordination between services particularly post diagnosis.
- On-going specialist training on ASD is required.

However, because of its rural nature staff working in the remote communities of Argyll & Bute often have to think differently and can often come up with very personalised and creative solutions. Access to the range of direct provision which is available elsewhere in Scotland is not so well established within Argyll & Bute. Careful consideration therefore must be given to the nature of support and services to both service users and their families, who often live in remote areas with limited access to physical resources, staff, and transport.

Perhaps a starting point to addressing many of these issues, which highlight the dependence on carer support is to ensure that Carers fully understand their rights and are aware of the right questions to ask of the professionals.

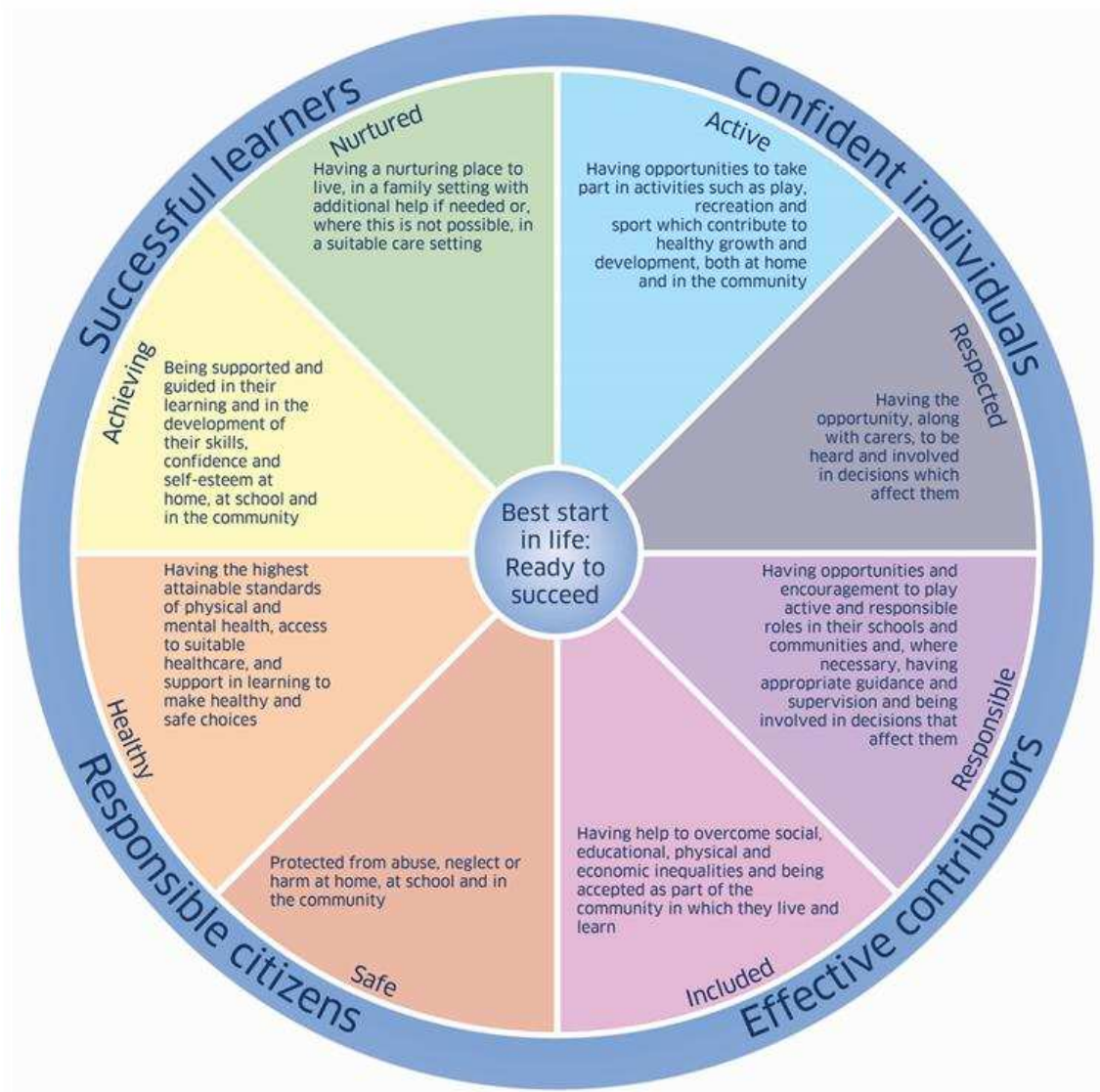
DRAFT

6. Education.

In all Scottish Schools, the Scottish Government, through documents such as GIRFEC (getting it right for every child), The Curriculum for Excellence, the Journey to Excellence and The National Care Standards (in residential schools) has set out entitlements, targets and a broad range of educational experiences for all children in Scotland.

The wellbeing of children and young people is at the heart of getting it right for every child. The eight indicators for well being are safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI). These eight areas are set in the context of the 'four capacities' which are at the heart of the Curriculum for Excellence.

These are illustrated in the "Wellbeing Wheel"
 (www.scotland.gov.uk/Topics/People/Young-People/gettingitright/well-being)



'National Priorities in Education' have been defined, expected 'outcomes' and 'experiences' clearly identified and every child in Scotland will be enabled to become 'Confident Individuals', 'Effective Contributors', 'Successful Learners' and 'Responsible Citizens' as shown below (www.educationscotland.gov.uk):

successful learners	confident individuals	responsible citizens	effective contributors
<p>attributes</p> <ul style="list-style-type: none"> enthusiasm and motivation for learning determination to reach high standards of achievement openness to new thinking and ideas <p>capabilities</p> <ul style="list-style-type: none"> use literacy, communication and numeracy skills use technology for learning think creatively and independently learn independently and as part of a group make reasoned evaluations link and apply different kinds of learning in new situations. 	<p>attributes</p> <ul style="list-style-type: none"> self-respect a sense of physical, mental and emotional well-being secure values and beliefs ambition <p>capabilities</p> <ul style="list-style-type: none"> relate to others and manage themselves pursue a healthy and active lifestyle be self-aware develop and communicate their own beliefs and view of the world live as independently as they can assess risk and make informed decisions achieve success in different areas of activity. 	<p>attributes</p> <ul style="list-style-type: none"> respect for others commitment to participate responsibly in political, economic, social and cultural life <p>capabilities</p> <ul style="list-style-type: none"> develop knowledge and understanding of the world and Scotland's place in it understand different beliefs and cultures make informed choices and decisions evaluate environmental, scientific and technological issues develop informed, ethical views of complex issues. 	<p>attributes</p> <ul style="list-style-type: none"> an enterprising attitude resilience self-reliance <p>capabilities</p> <ul style="list-style-type: none"> communicate in different ways and in different settings work in partnership and in teams take the initiative and lead apply critical thinking in new contexts create and develop solve problems

This has become a mantra in schools where all aspects of learning, all aspects of school life can be reflected back to the Curriculum and measured against the standards set and agreed specifically as 'Learners'. This might seem obvious and it is emphasised here as an alternative to the still commonly held view of young people with ASD as having behaviour disorders, communication problems etc.

It is the view of the Partnership that the educational, emotional and social needs of all pupils with autism can be best served by **adopting**, not by **adapting** the Curriculum for Excellence.

To quote from the Curriculum for Excellence documentation:

All children and young people are entitled to experience:

- A coherent curriculum from 3 to 18
- A broad general education and outcomes across all curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities

- Opportunities for developing skills for learning, skills for life and skills for work
- Opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school”.

These are lofty ideals. The important fact to consider, however, is that they are **entitlements**. What then happens to these ‘entitlements’ when pupils leave school; what then happens to the skills gained; what then happens to the expectations of parents/carers/professionals; and, most crucially, what happens to the increased expectations and aspirations of the young people themselves?

Education for children with autism in Argyll & Bute will seek to promote the following:

- Skills for independent living
- Developing the capacity for coping/resilience
- Opportunities for engaging with communities (including when teaching and learning takes place within a special needs unit)

Children and young people will progress differently, depending on their circumstances but every child and young person has the right to expect appropriate support from adults to allow them to develop as fully as possible across each of the well-being Indicators and have access to a broad curriculum of experiences.

The Scottish Strategy for Autism points out that some children will have been identified as likely to require additional support before they start nursery school. In these circumstances education authorities should seek and take account of relevant advice and information from appropriate agencies and individuals at least six months before the child is expected to start nursery. This advice and information will help the education authority to establish the child’s additional support needs and to determine the provision and adequacy of additional support required. A similar process must be undertaken before a child with additional support needs transfers from pre-school provision to primary school and from primary school to secondary school. However, the timescale for the planning of a transition is longer and the duty to seek and take account of relevant information and advice from appropriate agencies or persons should be completed no later than 12 months before the transition.

The Scottish Government commissioned and published an Autism Toolbox in 2009. This is currently being revised and updated. Written by a professional multi-agency team its aim is both to support education authorities in their planning of services for children and young people with autism and practice in the classroom.

This will be central to Argyll & Bute’s strategy for education for young people with autism.

7. Employment.

Many of the domains of quality of life described earlier are directly addressed by a person being in meaningful employment, and many people on the autism spectrum aspire to be part of their community and contribute to society in this way.

Large autism charities such as Autism Initiatives, Scottish Autism and the National Autistic Society do provide work opportunities, sometimes as “Social Firms.” For local authorities the focus must be on creating routes to employment within their own areas.

There is no easily defined work type which can be classified as suitable for people with autism. As shown earlier, the range of capability, intelligence, education and skills is very wide within the autism community. Meaningful employment is possible for some, but not all.

The Partnership’s strategy will be to:

- Create supported routes to further higher education, vocational training and employment which results in the fulfilment of support needs (which might be minimal);
- Buy into training, awareness of, and understanding of autism;
- Actively encourage meaningful buy-in from relevant sectors – Partnership offices and services, further education and the NHS within its area of responsibility.

The departments of the Partnership that deliver employment related services will be actively encouraged to engage with the strategy in relation to developing an awareness and understanding of the needs of people with autism in the area of employment.

The Partnership will seek to explore effective models of supported routes to employment e.g. project SEARCH (www.sclid.org.uk/sclid-projects/project-search) with a view to expansion when the financial environment improves.

8. Autism Awareness and Training.

Ensuring staff at all levels across all disciplines have knowledge and awareness of autism commensurate with their involvement in the lives of people with autism is a challenge for all Scottish local authorities. The National Training Framework for Autism (MacKay & Dunlop 2004) provides a rationale for the range of training available and gives indicative guidance as to who would benefit most from the range of opportunities available. Appendix 3 outlines the types of training opportunities that were available across Scotland at the time the document was published. Since then some authorities such as Edinburgh and Glasgow have developed e-learning resources that address needs at an awareness level. Voluntary organisations have also developed resources such as the National Autistic Society's "Ask Autism" resource and Scottish Autism's "Right Click" programme which is free to parents who have children on the autism spectrum.

Other parent training resources have been made available as a result of the Development Fund linked to the National Strategy.

The rationale and framework for awareness raising and training is clearly set out in the National Training Framework. The challenge is to operationalise this in a way that is strategic and measurable.

The Argyll and Bute Partnership will work towards adopting the national training framework as the basis of our local training strategy. Aspects of the outputs may be achieved by liaising with Partnerships and the voluntary sector to maximise the use of resources that are already developed and that are available free of charge or with minimal cost. Such resources can be cross-referenced with the framework; targets relating to staff and parent training can be set and measured over time.

It is also important that, in the longer term, local capacity in relation to training is identified and built. As part of the development funding stream the charity Scottish Autism is developing The Autism Trainer Award. The aim of the award is to drive up the standards of non award bearing training that forms the vast majority of training undertaken by local professionals. This ranges from awareness training to more specific topic based training such as supporting behaviours that challenge or communication. Argyll and Bute, along with all other Scottish Partnerships will be offered a place, free of charge on the pilot delivery of the award which will commence in the autumn of 2014.

**Appendix 1:
The Chronology of Key Autism Policy & Related Initiatives in the Scottish Context.**

Publication	Summary of Focus	Outcomes/Conclusions
<p>Scottish Government (2000) <i>The Same as You? A review of services for people with learning disabilities</i>. Edinburgh: Her Majesty's Stationery Office</p>	<p>National review of Learning disability. (Includes Asperger's Syndrome)</p>	<p>29 recommendations made. E.g. Establishment of "Partnership in Practice" agreements.</p> <p>Development of a National ASD network</p> <p>Right to a "personal life plan" if desired.</p>
<p>Public Health Institute of Scotland (2001) <i>Autistic Spectrum Disorders- Needs Assessment Report</i>. Glasgow: PHIS /NHS Scotland.</p>	<p>National Assessment of the Needs of people with autism and their families. Includes pre and post diagnosis, services, information and professional training</p>	<p>32 recommendations made in key areas of:</p> <ul style="list-style-type: none"> • Standards & Monitoring • Matching resources to need • Training • Research • Diagnosis & Assessment
<p>Barnard, J., Prior, A. & Potter D (2000) <i>Inclusion in Autism is it Working?</i> London The National Autistic Society</p>	<p>A survey of its members conducted by The National Autistic Society that focuses on their experiences of inclusion. Provides 1000 examples of inclusion in adult life and education.</p>	<p>A national survey with results differentiated to reflect views on experiences of inclusion in education and wider society in the various regions of the UK. Includes needs across the spectrum and the lifespan.</p>
<p>Barnard, J., Broach, S., Potter, D & Prior, A. (2002) <i>Autism in Scotland's Schools Crisis or Challenge?</i> London: The National Autistic Society</p>	<p>A survey seeking the views of teachers on numbers of children on the autism spectrum and the education provision made available to them.</p>	<p>Range of recommendations in areas of:</p> <ul style="list-style-type: none"> • Diagnosis & Assessment • Research to establish minimum standards of

		<p>education for children with ASD</p> <ul style="list-style-type: none"> • Training • Improved inter professional collaboration.
<p>Mackay, T.A.W.N. and Dunlop, A.W. (2004). <i>The Development of a National Training Framework for Autistic Spectrum Disorders. A study of Training for Professionals Working in the Field of ASD in Scotland</i>. Glasgow: National Autistic Society and University of Strathclyde.</p>	<p>A national survey of the training undertaken by and training needs of a range of professionals from health, education and social work and social care disciplines. Parents, family members and individuals on the autism spectrum are also included.</p>	<p>A “state of the nation” overview of the range and level of training undertaken by a range of professionals and individuals with a personal interest in ASD.</p> <p>21 recommendations in areas relating to:</p> <ul style="list-style-type: none"> • Developing a national training framework • Training providers • Local training strategies • Implementation
<p>Her Majesty’s Inspectorate of Education (2006) <i>Education for Pupils with an Autism Spectrum Disorder</i>. Livingston: HMIE</p>	<p>A review of the range of educational provision available to children on the autism spectrum. Including mainstream provision, units within or attached to mainstream schools and autism specific schools.</p>	<p>8 key recommendations:</p> <ul style="list-style-type: none"> • Education authorities should know the numbers of children in their area and have details of provision. • Education authorities should have varied forms of provision • Schools should use and regularly review individual education

		<p>plans. Local authorities should work with Scottish government to ensure co-ordination of support.</p> <ul style="list-style-type: none"> • Schools should provide appropriate opportunities for pupils with ASD to develop life skills. • Schools should maximise opportunities for social inclusion • Education authorities should ensure parents have access to information about provision. Authorities should involve parents in training where appropriate • Education authorities should ensure teaching and support staff have access to training and professional development opportunities • Collaboration between education authorities and other agencies
--	--	--

DRAFT

		<p>to ensure a co-ordinated approach</p> <p>This report led to the formation of the Autism Education Working group formed by Support for Learning Divisions, Schools Directorate. Scottish Government.</p>
<p>Batten, A. and Daly, J. (2006) <i>“make school make sense.” Autism and education in Scotland: the reality for families today.</i> Glasgow: National Autistic Society</p>	<p>Survey report conducted as part of The National Autistic Society campaign aimed at improving educational provision for all children on the autism spectrum.</p>	<p>This report also influenced the development of the working group mentioned above. The report resulted in a call for:</p> <ul style="list-style-type: none"> • The right school for every child with autism • The right training for every teacher • The right approach in every school
<p>Marwick, H. and Tait, C. (2006) <i>Evaluation Report of the Glasgow Autism Resource Centre.</i> www.scotland.gov.uk</p>	<p>An evaluation of the perceived efficacy of a Scottish Government funded initiative. Includes the views of staff and service users as well as professionals who engage with the service for training or advice.</p>	<p>Evidence as to the efficacy and service user satisfaction levels with this model of provision for adults on the autism spectrum.</p>
<p>Marwick, H. and Tait, C. (2007) <i>Evaluation of ‘No. 6’: the One-Stop-Shop for Adults with Asperger’s Syndrome and High Functioning Autism, in Edinburgh and the Lothians.</i> www.scotland.gov.uk</p>	<p>An evaluation of the perceived efficacy of a Scottish Government funded “one stop shop” initiative. Includes the views</p>	<p>Evidence as to the efficacy and service user satisfaction levels with this model of provision for adults on the autism spectrum.</p>

	of staff and service users as well as professionals who engage with the service for training or advice.	
Scottish Intercollegiate Guideline Network (SIGN) (2007) <i>Assessment, Diagnosis and Clinical Interventions for Children and Young People with Autism Spectrum Disorders</i> . (SIGN Publication 98) Available at: www.sign.ac.uk/pdf/sign98.pdf Retrieved March 2010	Review of high level research evidence available relating to diagnosis, assessment and interventions for children and young people on the spectrum up to 18 years of age.	Guidance regarding diagnostic protocols. Recommendations re appropriate tools for diagnosis and assessment. Recommendations re a range of interventions based on a review of available evidence. Outcomes available in a range of formats including a booklet that aimed to be accessible for children and young people on the spectrum.
Scottish Government (2008) <i>Commissioning Services for People on the Autism Spectrum. Policy and Practice Guidance</i> . Edinburgh: The Scottish Government.	Guidance aimed at improving the range of services provided to adults with autism where such services are specifically commissioned by local authorities for individuals or numbers of people on the spectrum.	Details on areas that should be considered before commissioning services for people on the spectrum. Includes models of good practice.
Daly, J. (2008) <i>I Exist</i> . Glasgow: The National Autistic Society	Survey report resulting from The National Society campaign to bring attention to the needs of adults on the autism spectrum if they are to be meaningfully included in society. Addresses issues such as housing,	A survey of National Autistic Society members in Scotland aimed at identifying issues for adults on the autism spectrum. 7 recommendations made: <ul style="list-style-type: none"> • The Scottish Government should ensure local authorities

	<p>employment, friendships and relationships.</p>	<p>implement “The Same as You?”</p> <ul style="list-style-type: none"> • Establishment of local data bases • Produce and promote guidance for commissioners • Guidance on how local authorities should bridge the gap between learning disability and mental health services • Staff training particularly for those conducting needs assessments • Training for social care staff • Clear routes to assessment for people on the spectrum
<p>A Guide to Getting it right for every child (GIRFEC) (2008)</p> <p>www.scotland.gov.uk/Topics/People/childrenservices/girfec</p>	<p>Provides a consistent way for people to work with all children and young people. It’s the bedrock for all children’s services and can also be used by practitioners in adult services who work with parents or carers.</p>	<p>The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. <i>Getting it right for every child</i> is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.</p>

<p>Dunlop, A.W., Tait, C., Leask, A., Glashan, L., Robinson, A., and Marwick, M. (2009). <i>The Autism Toolbox: An Autism Resource for Scottish Schools</i>. Edinburgh: Blackwell</p>	<p>Resource produced as a result of a working group formed by The Scottish Government Support for Learning Division, Schools Directorate to address the recommendations made in HMIE review of provisions and “make school make sense” campaign report.</p>	<p>A national resource containing practice and policy guidance aimed at improving the inclusion of pupils on the autism spectrum in mainstream schools. A copy sent to every nursery, primary and secondary school in Scotland.</p>
<p>Dunlop, A.W., Tait, C. and Robinson, A. (2009) <i>Policy into Practice: Supporting the Development of ASD Accreditation Standards for Trainers and Developing Personal Accreditation Routes for ASD Training Participants</i>. Edinburgh: The Scottish Government.</p>	<p>Policy into practice project report on the outcomes of a 2 year Scottish Government funded collaborative project between The Scottish Society for Autism and The National Centre for Autism Studies. The aim of the project was to develop a system of accreditation or approval for award and non- award bearing training in autism and autism trainers.</p>	<p>Continuing development of an autism training approval scheme via the development of a customised award; The Autism Trainer Award. This award is to be developed by Scottish Autism and validated by The Scottish Qualifications Authority.</p>
<p>The Scottish Government (2011) <i>The Scottish Strategy for Autism</i> Edinburgh: The Scottish Government</p>	<p>10 year strategy</p>	<p>2,5 and 10 year goals and 26 recommendations aimed at improving quality of life of people on the autism spectrum</p>
<p>The Scottish Government (2013) <i>The Scottish Strategy for Autism: Menu of Interventions</i> Edinburgh: The Scottish Government</p>	<p>Guide to interventions and supports for</p>	<p>Developed in response to Recommendations 10</p>

	people on the autism spectrum	and 11 of the national strategy it is intended as a guide to interventions required by people with autism across the lifespan and ability range.
The Scottish Government (2013) <i>The Scottish Strategy for Autism: National Autism Mapping Project</i> Edinburgh: The Scottish Government CDROM	Map of services and service pathways across Scotland	A local map of services for every local authority in Scotland indicating what is working well and identifying gaps

DRAFT

Appendix 2: The Theory of Operations.

Malcolm K. Sparrow is Professor of the Practice of Public Management at Harvard's John F. Kennedy School of Government. He is Faculty Chair of the school's executive programmes on regulation and enforcement, corruption control, policing, and counter-terrorism. In March 2010 he was appointed by President Barack Obama to the Recovery Independent Advisory Panel, to advise the Recovery Board on protecting the integrity of the economic stimulus package.

Professor Sparrow is no stranger to Scotland, having given lectures and run workshops on regulation, the control of "harms" and in refining the business model for SCISWIS, where he delivered a Scrutiny Reform Master Class. He has worked extensively with the Scottish Environmental Protection Agency in refining that agency's approach to "Better Regulation." The Scottish Government's response to the Crerar Report was also informed by reference to Professor Sparrow's work, in particular his book *The Character of Harms: Operational Challenges in Control*, Cambridge University Press, 2008.

It is his thinking set out in this book which led to the Scottish Government and Scottish Autism jointly funding a workshop in Edinburgh in December 2012 – "The Scottish Strategy for Autism: Structuring Services and Harm Reduction Work for the ASD Community."

Much of this theory is directed towards what Sparrow describes as "sabotaging harms." The word "harm" is perhaps inappropriate in the context of autism, but the theory is readily adaptable to many complex issues facing government organisations. First, consider the levels at which "harms" could be addressed:

Levels at which "harms" could be defined and addressed:

Level:	Object:	Comments:
1-Highest	Broad categories of harm, addressed at the level of nations.	<ul style="list-style-type: none"> • Macro-level analyses • "General theories" compete at this level • Lower level texture not visible from here
2-High	Specific harms that have escalated to crisis proportions	<ul style="list-style-type: none"> • Problem politically visible and urgent • Failure to control would be embarrassing • Combination sufficient to produce action
3-Medium	Anything in between!	<ul style="list-style-type: none"> • Small enough to be optional • Large enough to require organizational systems • Many agencies lack any apparatus for this
4-Low	Problems small enough to be addressed by highly motivated individuals or teams	<ul style="list-style-type: none"> • Preserve of self-motivated volunteers • Represent departures from normal practice • Heralded as "innovations"
5-Lowest	One specific incident, report, or case.	<ul style="list-style-type: none"> • Handled through routine processes • Unit of work is how workload is measured • Object not a collection of lower level objects

Autism could be said to spill over into level 2, but fits best in level 3. Expanding this view:

Levels at which "harms" could be defined and addressed:

Level:	Object:	Comments:
1-Highest	Broad Categories	
2-High	Visible Crises	
3-Medium	Anything in Between!	<ul style="list-style-type: none"> ▪ Small enough to be optional ▪ Large enough to require organizational systems ▪ Many agencies lack any apparatus for this ▪ Therefore "covered" by functions & processes
4-Low	Addressable by small teams	
5-Lowest	Individual incidents or cases	

Malcolm K. Sparrow

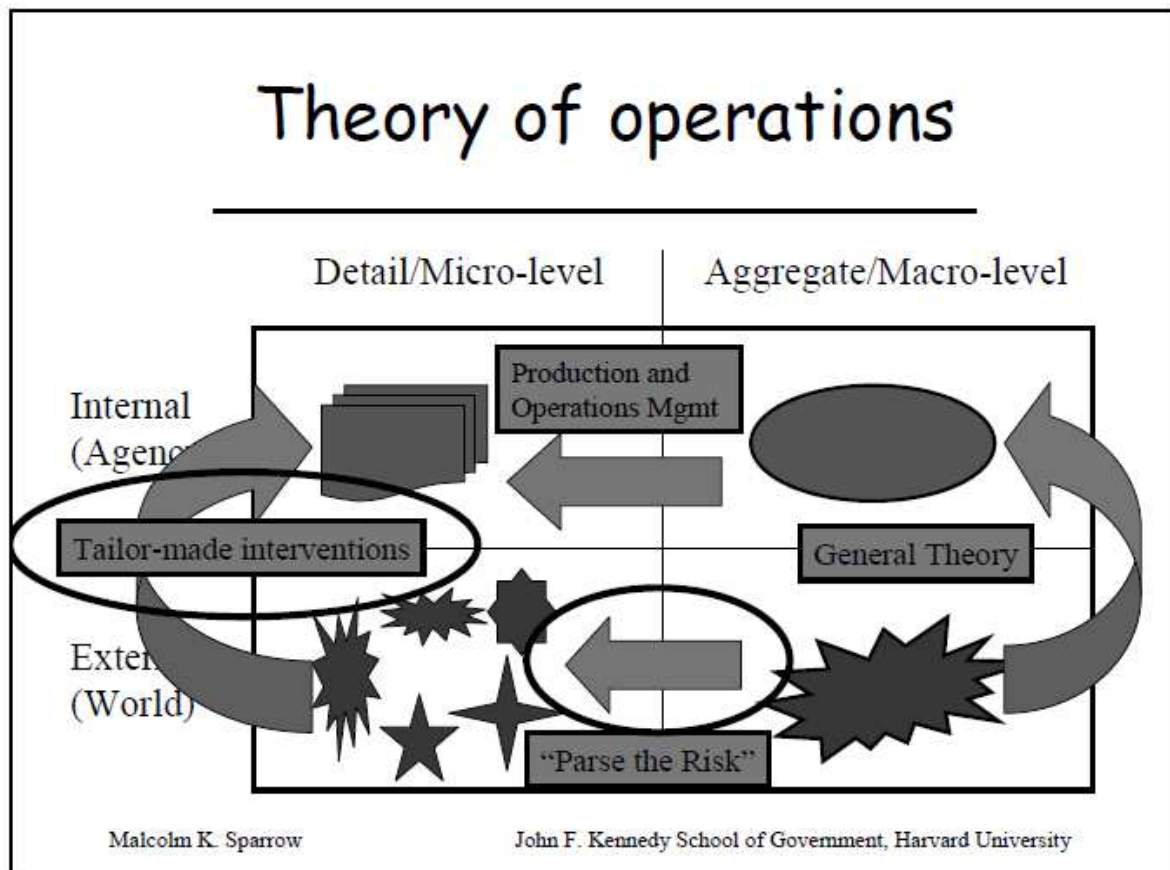
John F. Kennedy School of Government, Harvard University

The result of this is that the majority of risk-control work is not organised around risk-concentrations (such as the unaddressed needs of people on the spectrum), but around functions, processes and agency structures.

This has several important implications. In the diagram below the horizontal dividing line separates the external world (below the line) from the internal world (above the line). The vertical dividing line separates macro-level considerations (on the right) from detailed or micro-level ones (on the left).

The starburst on the lower right represents a global concentration of risk/harms – in our case the entire needs of the ASD population. In response to this government creates one or more agencies to address this and this is represented by the oval in the top right corner.

The governing body now needs to decide what might be done, which Sparrow calls the *theory of operations*. Usually the general method of operations is set out in the governing/delivering body's policies or authorising legislation – but not always.



Often the *theory of operations* represents an entrenched tradition which has never been questioned. This is perfectly normal and understandable – governments, local or national, need to plan for the delivery of services and are required to show fairness and objectivity as well as being efficient and providing value for money.

This approach is represented as the “General Theory” in the diagram and is perfectly adequate for most of the population.

However the problems and issues associated with autism exist in the outside world and are *independent* of the structures Partnerships put in place to address them. The core of the problem is that with something as complex and multidimensional as autism for a significant minority of individuals there is a misalignment between the “standard” processes any Partnership has in place and the problem itself.

This works on two different scales:

- 1: On the autism population as a whole - recognising that autism is not a single specific issue – say a generic learning disability – but a series of “populations” of which the analysis in Chapter 2 of this strategy could be one possible classification; and
- 2: On the individual on the autism spectrum recognising the complexity inherent in co-morbid conditions, sensory issues and the presentation of that individual’s autism.

Therefore the “starburst” in the Theory of Operations diagram could represent either the issues facing the entire autistic population or multiple issues faced by an individual with ASD.

Functional organisation is important but not sufficient because it leaves no-one in charge of processes which straddle multiple functions. This is not to imply that there is some form of conflict between processes owners (e.g. health and social care), just a lack of consideration of the individual’s interaction with the other process. The process owners may have markedly different views on how to proceed.

This can result in the individual being classified e.g. as a “patient” or as a “service user” according to where he comes to the attention of government services, and his/her other needs are not addressed.

The logical implication is that the issues are better focused on the individual than on the mainstream processes. Sparrow’s analysis concludes (P57) *“that focusing on processes and focusing on problems produces two quite different patterns of thought and action.”*

Addressing the various elements of a complex harm naturally produces a series of tailor-made interventions which are outside the normal policies and procedures of the Partnership.

Conventional quality improvement policies in local government tend to focus on *process* improvement i.e. they are managerial tools for improving the Partnership’s processes. By contrast a *problem-solving* approach is an operational way of working on external harms.

This suggests additional resources specifically to manage all the various requirements of complex individuals. This is clearly not practicable in the current economic climate. The Partnership therefore recognises that for such a complex multidimensional phenomenon as autism, staff in all disciplines must recognise that they may only be seeing one facet of the individual’s condition and adopt an individual-focused approach (i.e. a problem solving approach) if all the individual’s needs are to be met and quality of life maximised.

Appendix 3: The National Training Framework.

LEVEL	TYPE OF TRAINING	FOR WHOM	WHERE
12) Postgraduate	PhD	Grads & postgrads	Universities
11) POSTGRADUATE AWARDS	Certificate, Diploma and Master's in Autism	Specialist practitioners and managers of services who hold first degrees or equivalent - range of disciplines	University of Strathclyde - on campus and local outreach. University of Birmingham Distance Education programme
11) PROFESSIONALLY SPECIFIC POST-GRADUATE AWARDS	MSc Educational Psychology Clinical psychology	Educational & clinical psychology trainees	Various universities
10) PROFESSIONAL AND STATUTORY BODY QUALIFICATIONS	Core or option element on autism in initial undergraduate vocational degrees	Teachers, speech & language therapists, nurses, doctors, social workers, occupational therapists	Faculties of education, medicine, health studies, social work - various universities
CPD - LOCAL AUTHORITY AND HEALTH BOARD	In-service, local authority training provided by LA personnel & speakers outwith	Usually targeting single professional groups	In local centres
9) BA DEGREES	Non-vocational degrees, eg psychology	Major project and undergraduate dissertation students	Universities
8) HEI	HE undergraduate certificates and diplomas with option elements	Those exiting before degree status.	Universities and higher & further education colleges, ACE in Autism
6) & 7) FE	PDA awards students, SGA students		FE colleges
5) HNC AND NC	Social Care awards - non-specific	Career pathway in social care, childcare and education	FE colleges
4) SVQ	Levels 3 & 4 SVQ cluster skills set, in preparation	People who prefer a practical way of learning	Learning activities undertaken in the workplace

3) COMMUNITY LEARNING	Reflection on personal development	People working in a range of community care settings	Community-based learning
2) IN-HOUSE	Building a portfolio of experience and training, shadowing, planned learning opportunities	All employees in a given setting	Workplace learning
1) INITIAL PRACTICAL EXPERIENCE IN COMMUNITY OR WORKPLACE	Informal life and work experience	Volunteers, work experience students, returners, parents	Informal learning through observation and experience

DRAFT

Appendix 4.1: Mapping the Two Year Goals in the National Strategy against the Good Practice Indicators and the Argyll & Bute Action Plan.

Links to National Strategy goals – Foundations: by 2 years	
<ul style="list-style-type: none"> • Access to mainstream services where these are appropriate to meet individual needs. • Access to services which understand and are able to meet the needs of people specifically related to their autism. • Removal of short-term barriers such as unaddressed diagnoses and delayed intervention. • Access to appropriate post-diagnostic support for families and individuals (particularly when there is a late diagnosis). • Implementation of existing commissioning guidelines by local authorities, the NHS, and other relevant service providers. 	
Good Practice Indicator	Strategic Action
10. A self-evaluation framework to ensure best practice implementation and monitoring.	The authority will seek to identify a relevant and effective means of self evaluation in relation to best practice within autism service delivery across health, education and social care.
2. Access to training and development to inform staff and improve the understanding amongst professionals about ASD. 4. An ASD Training Plan to improve the knowledge and skills of those who work with people who have ASD, to ensure that people with ASD are properly supported by trained staff.	<p>Develop a cross agency, sustainable, training plan that meets the existing and future training needs in relation to ASD. This will be a 3 tiered plan. Monitor the use and application of The Autism Toolbox as a resource that supports good practice in mainstream education settings.</p> <p>We will work to implement the National Training Framework for Autism in all relevant sectors of the authority</p> <p>We will monitor the uptake and impact of autism training particularly at awareness level.</p> <p>We will seek to collaborate with other local authorities and the voluntary sector to identify training resources that can be shared and can be readily accessed e.g. e-learning resources.</p> <p>We will work to build local capacity by taking advantage of initiatives linked to the national strategy such as The Autism Trainer Award.</p>

<p>5. A process for data collection which improves the reporting of how many people with ASD are receiving services and informs the planning of these services.</p> <p>3. A process for ensuring a means of easy access to useful and practical information about ASD.</p>	<p>The authority intends to develop a database and data collection methods that enable interagency data sharing in order to plan and target support for people with ASD. Particular attention will be paid to how information on adults with ASD is collected and collated.</p>
<p>6. A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with ASD and remove barriers.</p> <p>1. Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with ASD.</p> <p>7. A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.</p>	<p>Develop a clear consistent pathway for adults to receive a diagnosis of autism and appropriate support following a diagnosis.</p> <p>We will seek to identify opportunities to maximise supported employment opportunities for people across the spectrum.</p>

Appendix 4.2: Mapping the Five Year Goals in the National Strategy against the Good Practice Indicators and the Argyll & Bute Action Plan

Links to National Strategy goals – Whole Life Journey: by 5 years	
<ul style="list-style-type: none"> • Access to integrated service provision across the lifespan to address the multi-dimensional aspects of autism. • Access to appropriate transition planning across the lifespan. • Consistent adoption of good practice guidance in key areas of education, health and social care across local authority areas 	
Good Practice Indicator	Strategic Action
10. A self-evaluation framework to ensure best practice implementation and monitoring.	<p>The authority will seek to identify a relevant and effective means of self evaluation in relation to best practice within autism service delivery across health, education and social care</p> <p>Establish the ongoing evaluation of the “ASD Multi-disciplinary Protocol and Pathway” for identification of ASD in line with the SIGN guidance.</p> <p>To work toward the implementation of NICE Guideline (Assessment, diagnosis and clinical interventions for people with autism spectrum disorders) to ensure more evidence based diagnosis.</p>
<p>8. Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with ASD.</p> <p>9. Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.</p>	<p>The authority will ensure that planning meetings for all children with an ASD moving from early years to primary education are in line with the ASL Act (2004)(2009). Planning meetings will include all multi-agency partners, parents and the individual.</p> <p>Individual educational plans will be person centred and will encompass the wellbeing indicators in line with GIRFEC principles and guidance. This will ensure monitoring of progress and identification of further areas for intervention.</p> <p>Review reports will reflect the well being indicators of GIRFEC ensuring that each child or young person is at the centre when developing a shared understanding within and across</p>

	<p>agencies.</p> <p>We will promote ASD aware environments in schools to take into account any sensory issues experienced by the individual.</p> <p>There will be a review of the existing transitions guidance, incorporating ASD and ensure the development of good practice transition guidance across all partner agencies and organisations to ensure appropriate support for individuals with ASD through life stage transitions.</p> <p>We will ensure Getting It Right at Post School Transition guidance includes those individuals higher functioning on the spectrum.</p> <p>We will monitor the outcomes of projects funded via the national strategy development fund to identify cost effective models of professional and parent training that can be implemented in Argyll and Bute.</p>
--	--

Appendix 4.3: Mapping the Ten Year Goals in the National Strategy against the Good Practice Indicators and the Argyll & Bute Action Plan

Links to National Strategy goals – Holistic personalised approaches: by 10 years	
<ul style="list-style-type: none"> • Meaningful partnership between central and local government and the independent sector. • Creative and collaborative use of service budgets to meet individual need (irrespective of what the entry route to the system is). • Access to appropriate assessment of needs throughout life. 	
Good Practice Indicator	Strategic Action
<p>1. A local Autism Strategy developed in co-operation with people across the autism spectrum, carers and professionals, ensuring that the needs of people with ASD and carers are reflected and incorporated within local policies and plans.</p> <p>5. A process for ensuring a means of easy access to useful and practical information about ASD, and local action, for stakeholders to improve communication.</p>	<p>The authority will develop a clear communication strategy to ensure that all developments and service implications are communicated to stakeholders</p> <p>The authority will seek to improve parental and carer support during and post diagnosis</p> <p>The authority will work to establish partnerships and or support initiatives that provide adequate access to information and support for adults with ASD and families to understand the implications of their diagnosis.</p>
<p>9. Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.</p>	<p>The authority will work to enable people with ASD and their families can choose from a wide range of affordable and achievable options. This includes promoting choice and control through Self Directed Support.</p> <p>The authority will work to ensure (and monitor) that all statutory services consult the Scottish Government ASD Commissioning Guidelines when commissioning services.</p>

REFERENCES.

- Batten, A. and Daly, J. (2006) "make school make sense." *Autism and education in Scotland: the reality for families today*. Glasgow: National Autistic Society
- Barnard, J., Broach, S., Potter, D & Prior, A. (2002) *Autism in Scotland's Schools Crisis or Challenge?* London: The National Autistic Society
- Barnard, J., Prior, A. & Potter D (2000) *Inclusion in Autism is it Working?* London The National Autistic Society
- Daly, J. (2008) *I Exist*. Glasgow: The National Autistic Society
- Dunlop, A.W. , Tait, C. , Leask, A., Glashan, L., Robinson , A and Marwick, H. (2009) *The Autism Toolbox: A resource for Scottish Schools*. Edinburgh: Blackwell.
- Dunlop, A.W., Tait, C., and Robinson, A. (2009) *A Collaborative Autism & Education Training Project: Supporting the Development of ASD Accreditation Standards for Trainers and Developing Personal Accreditation Routes for ASD Training Participants*. Scottish Government Report.
- Education Scotland (2014) *The Purpose of the Curriculum* www.educationscotland.gov.uk (accessed 7/4/2014)
- Gillberg, C. (2010) The ESSENCE in child psychiatry: Early Symptomatic Syndromes Eliciting Neurodevelopmental Clinical Examinations. In: *Research in Developmental Disabilities*. 31:6, 1543 – 1551.
- Gray, C. (2010) *The New Social Story Book*. Texas. Future Horizons
- Her Majesty's Inspectorate of Education (2006) *Education for Pupils with an Autism Spectrum Disorder*. Livingston: HMIE
- Mackay, T.A.W.N. and Dunlop, A.W. (2004). *The Development of a National Training Framework for Autistic Spectrum Disorders. A study of Training for Professionals Working in the Field of ASD in Scotland*. Glasgow: National Autistic Society and University of Strathclyde.
- Marwick, H. and Tait, C. (2006) *Evaluation Report of the Glasgow Autism Resource Centre*. www.scotland.gov.uk
- Marwick, H. and Tait, C. (2007) *Evaluation of 'No. 6': the One-Stop-Shop for Adults with Asperger's Syndrome and High Functioning Autism, in Edinburgh and the Lothians*. www.scotland.gov.uk
- Plimley, L. (2007) A Review of Quality of Life Issues and People with Autism Spectrum Disorders. In: *British Journal of Learning Disabilities*. 35, 205–213.
- Project SEARCH www.sclld.org.uk/sclld-projects/project-search (accessed 8/4/2014)

Public Health Institute of Scotland (2001) *Autistic Spectrum Disorders- Needs Assessment Report*. Glasgow: PHIS /NHS Scotland.

Schalock, R. L. (1996). Reconsidering the conceptualization and measurement of quality of life. In R. Schalock (Ed.), *Quality of life: Conceptualization and measurement* (Vol. I; pp. 123-139). Washington, DC: American Association on Mental Retardation.

Schendel, D.E and Hatten, K.J. (1972) *Business Policy or Strategic Management: A Broader View* f

Scottish Government (2000) *The Same as You? A review of services for people with learning disabilities*. Edinburgh: Her Majesty's Stationery Office

Scottish Intercollegiate Guideline Network (SIGN) (2007) *Assessment, Diagnosis and Clinical Interventions for Children and Young People with Autism Spectrum Disorders*. (SIGN Publication 98) Available at: www.sign.ac.uk/pdf/sign98.pdf
Retrieved March 2010

Scottish Government (2008) *Commissioning Services for People on the Autism Spectrum. Policy and Practice Guidance*. Edinburgh: The Scottish Government.

The Scottish Government (2011) *The Scottish Strategy for Autism* Edinburgh: The Scottish Government

The Scottish Government (2013) *The Scottish Strategy for Autism: Menu of Interventions* Edinburgh: The Scottish Government

The Scottish Government (2013) *The Scottish Strategy for Autism: National Autism Mapping Project* Edinburgh: The Scottish Government CDROM

Scottish Government (2013) *Argyll & Bute Service Map*
www.autismargyll.org.uk/autismargyll/News/Entries/2014/1/1_Autism_Mapping_Project.html (Accessed 8/4/2014)

Sparrow, M.K. (2008) *The Character of Harms: Operational Challenges in Control* Cambridge, Cambridge University Press.

CHILDREN & FAMILIES SERVICE REVIEW

1. SUMMARY

- 1.1 The Children and Families Service have been actively involved in a service review and, following the presentation of the Service Review options to a seminar of Elected Members, have now completed a period of consultation with managers and staff across the service. The consultation process has allowed for additional contact with Community Health Partnership managers through the joint managers meeting, contact with Police Scotland and Heads of Service within Community Services.
- 1.2 Staff within the Children and Families service have had an opportunity to consider the detail of the three models presented to Elected Members and discuss the strengths, opportunities and key characteristics of each of the models during interactive consultation sessions. Staff completed questionnaires and used the Hub to comment on the models.

2. RECOMMENDATIONS

That the Community Services Committee:

- 2.3 Agrees to implement the new model, model 1, of service delivery and that the budgets will be re-configured to achieve the new model within current budget
- 2.2 Notes 1% saving will be achieved.

3. BACKGROUND

- 3.1 Following a negative Child Protection inspection in 2011 and publication of a Fatal Accident Inquiry in 2012 (relating to an incident from 2009), the Council put in place an improvement plan within the Children and Families Service. The plan introduced new processes, procedures and 5 additional new staff on a temporary basis to build resilience and promote good practice. At this stage, agreement was reached that the sustainability of the temporary posts would be considered as part of a wider service review of the Children & Families service.
- 3.2 The 2013 a Joint Integrated Children's Service Inspection outlined key strengths and areas for improvement across 9 quality indicators.

The service achieved:

- 1 - very good
- 5 - good
- 3 - adequate.

- 3.3 These grading's demonstrated improvements across all areas in a relatively short period of time. 3 quality indicators were graded as adequate i.e. strengths just outweigh weakness. Crucially assessment and care planning both graded as adequate – these are core Social Work processes. These grading were disappointing but accurately described the standards in relation to these core functions at the time of the Inspection. These areas are key development areas for the service and improvements are ongoing.
- 3.4 To improve assessment, care planning and understand the future shape of the service, a scoping of the service began and at this stage identified the following issues:
- High turnover of staff and high use of agency staff
 - Small geographical teams have less resilience
 - Achieving consistency across assessment and care planning was difficult
 - The need to focus on quality assurance to improve standards across Area Teams
 - The need for early identification and intervention which could shift the balance of care in the future.
- 3.5 The internal review identified the need to undertake a full service review which would look at the sustainability of the temporary posts, building quality assurance and creating a more stable staffing structure.
- 3.6 Three work streams were established, Frontline Services, Looked After Children and Leadership. Each work stream included staff from all levels of the organisation and the Leadership work stream included partners across Health, Police and Education. The work streams reported to a Project Board led by the Executive Director of Community Services and included staff representation, Unions and colleagues from Finance and Human Resources.
- 3.7 A benchmarking exercise was undertaken across 7 local authorities to ascertain how services were managed, workloads for Social Workers and whether specialisms were required. In addition, national information was compared. The Benchmarking exercise found that in comparison Argyll & Bute had:
- More specialised teams than comparative authorities
 - Less quality assurance processes in place
 - One of the highest caseloads for Area Team Social Workers
 - Lower spend on Children & Families than comparative authorities

- 3.8 All Authorities had different management structures; however 4 of the 7 have senior managers as an integral part of their management structure with an overview of operational activity.
- 3.9 Using the benchmarking and data analysis the frontline work stream created a workload formula. The formula, based on lower workload for Area Teams, which brings Argyll & Bute into line with comparative authorities and has created the new allocation of staff across Argyll & Bute for frontline service within the new model.
- 3.10 The Looked After Children work stream reported the need to maintain specialised Fostering & Adoption and Throughcare teams in line with the comparative Local Authorities. Given these are areas most affected by the Children & Young People's Bill this proposal appears reasonable.
- 3.11 The Bill will include additional responsibilities placed on Local Authorities through Kinship Care and an increase in the age of responsibility for Looked After Children to 25. Improved financial and practical support to kinship carers is also detailed in the legislation. Both of these services will receive additional funding through the Bill, although the details are still to be agreed, and will require some reconfiguration to meet the additional demands placed on the service.
- 3.12 The Leadership work stream examined the management structure and how best to achieve improved governance, accountability and practice through the development of an improved management structure.
- 3.13 **Three Models**

Three models were developed for consideration in consultation with workstream groups. The preferred model needs to deliver improvement in the following areas:

Identification and initial response to children at risk especially those experiencing neglect

Assessment of the needs of vulnerable children

Assessment and response to children at risk

Planning to secure better outcomes for all of our children

Secure continuous and consistent improvement in the quality of assessment of risk and needs and planning for individual children and young people

Shifting cultures to achieve excellence

Contribute to the work within the Integrated Children's Services Plan

Continue to develop rigorous and systematic joint self-evaluation to improve outcomes for children and young people

Ensure continued leadership and direction is provided to implement the planned improvements for services for children, young people and families based in localities aligned to Education structure.

Be fit for purpose in terms of the potential implications of Integration in Argyll & Bute as outlined in the Public Bodies (Joint Working) (Scotland) Bill and the increased duties and responsibilities detailed in the Children and Young People (Scotland) Bill.

4. **MODELS AND CONSULTATION**

4.1 (see appendix 2)

In all models presented for consultation, frontline services are re-configured to ensure equality based on a new workload formula.

- By disbanding Permanence and Disability teams, Social Workers will be required to build skills across the spectrum of interventions.
- Social Work Assistant's contracts will change to accommodate evening work
- Early & Effective Intervention Support Workers who work in the evenings and at weekends become part of the staffing establishment on a permanent basis. Funding is mainstreamed (see appendix 1).
- All models provide opportunities to reconfigure budgets and invest in frontline staff. Locality based models were present and one model retaining specialism. The 3 models develop quality assurance and greater governance and accountability for operational standards.
- The models achieve reconfiguration of staffing structure in addition to 1% saving over the next 2 years.
- Any gaps in finance will be filled by ongoing efficiencies and increased third party contributions. These will be actively monitored with remedial action being taken if necessary.

4.2 **Consultation Process**

Consultation with Children & Families staff began on 20th November 2013 and ended on 20th December 2013. There have been several meetings with each staff group across this period including:

- Managers – 20th November 2013
- All Children & Families staff – 28th November 2013
- Team Leaders – 3rd December 2013
- Social Work Assistants – 9th December 2013

In addition, a page on the Hub was set up to provide updates in relation to the consultation process.

4.3 **Staff**

Staff were asked to prioritise their preferred models and give reasons for their choice through questions. Colleagues in Adult Services, Police, Health and Education have also been asked to comment on their preferred model.

Model 1 and 3 are similar however Model 3 has a senior manager.

4.4 **Chosen Model**

The analysis of Models indicates that staff preferred Model 3, with Model 1 being their second choice. There is general positive feedback on Model 1 and 3. The move to localised management arrangement is welcomed by the Police and Health.

- 4.5 Model 1 is implementable now and the implementation of Model 1 would end a yearlong review and allow staff to be interviewed for appropriate post, reducing anxiety for staff and allowing the service to move forward with a different model of delivery to improve standards, consistency and prepare for integration.

5. **CONCLUSION**

- 5.1 The service review process within the Children and Families Service has reached the conclusion of the detailed consultation phase.
- 5.2 The focus on improving outcomes for children and young people sit at the heart of this service review. It is now important to act on the feedback from the consultation and deliver the changes required to ensure the service is fit for purpose and ready for the multi-faceted challenges ahead.

6. IMPLICATION

Policy: The Model should offer greater opportunity to deliver on Council's statutory responsibilities.

Financial: The Service Review Options are cost neutral and will be met from a realignment of existing resources. The options focus on investment in Frontline Services with corresponding efficiencies in other areas of the service. This reconfiguration of resource is necessary in order to align resources with service priorities and to ensure the service is structured correctly to meet the demands of the service.

The table below shows the current and proposed budget configurations under for chosen model.

Service Area	2014/15 Draft Budget	2014/15 Budget – Model 1	2014/15 Budget – Model 2	2014/15 Budget – Model 3
Central/Management Costs	1,014,079	↓ 832,388	↓ 832,960	↓ 905,503
Looked-after Children	5,796,330	↑ 5,922,981	↑ 5,865,044	↑ 5,849,866
Child Protection	3,403,017	↑ 3,503,925	↑ 3,512,063	↑ 3,503,925
Children with a Disability & Early Years	5,784,514	↓ 5,738,646	↑ 5,787,873	↓ 5,738,646
Criminal Justice	-13,000	-13,000	-13,000	-13,000
Total	15,984,940	15,984,940	15,984,940	15,984,940

The move to reconfigure the service will allow progress to be made within the current financial envelope and allows a 1% saving to be achieved in the next 2 years. Redundancy may not follow the 3 year rule however saving will be found from within the current budget.

Legal: None

Personnel: Staff will be interviewed for ring fenced posts to allow appropriate skills to be matched to appropriate posts

Equal Opportunities: None

Customers: Improving outcomes for customers is central

Risk: Failure to implement a model will halt progress.

Cleland Sneddon
Executive Director of Community Services

For further information contact: Louise Long
Head of Service – Children & Families
Kilmory Castle
Lochgilphead
PA31 8RT

Tel: 01546 604526

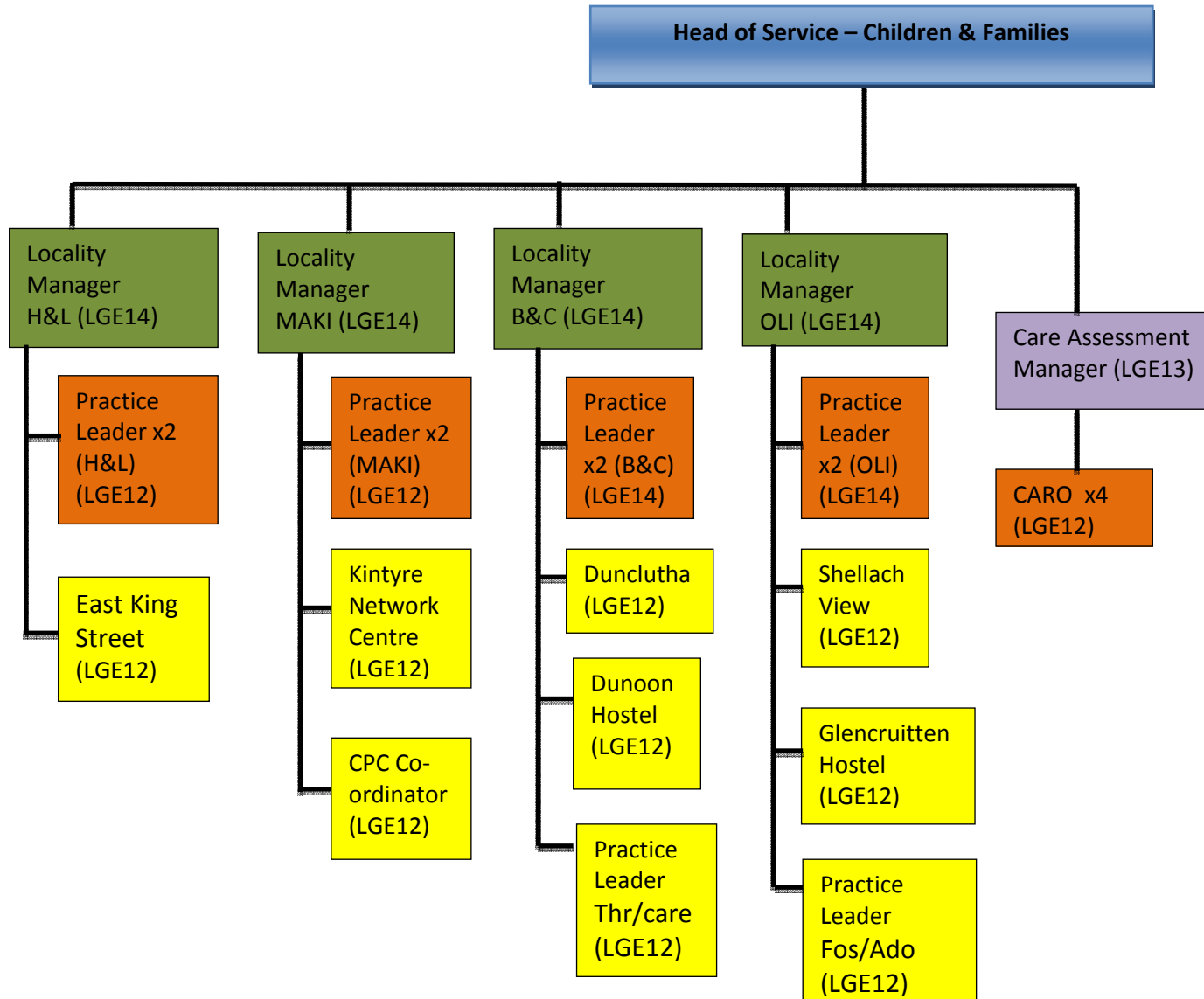
Complement of Main Grade Staff

Appendix 1

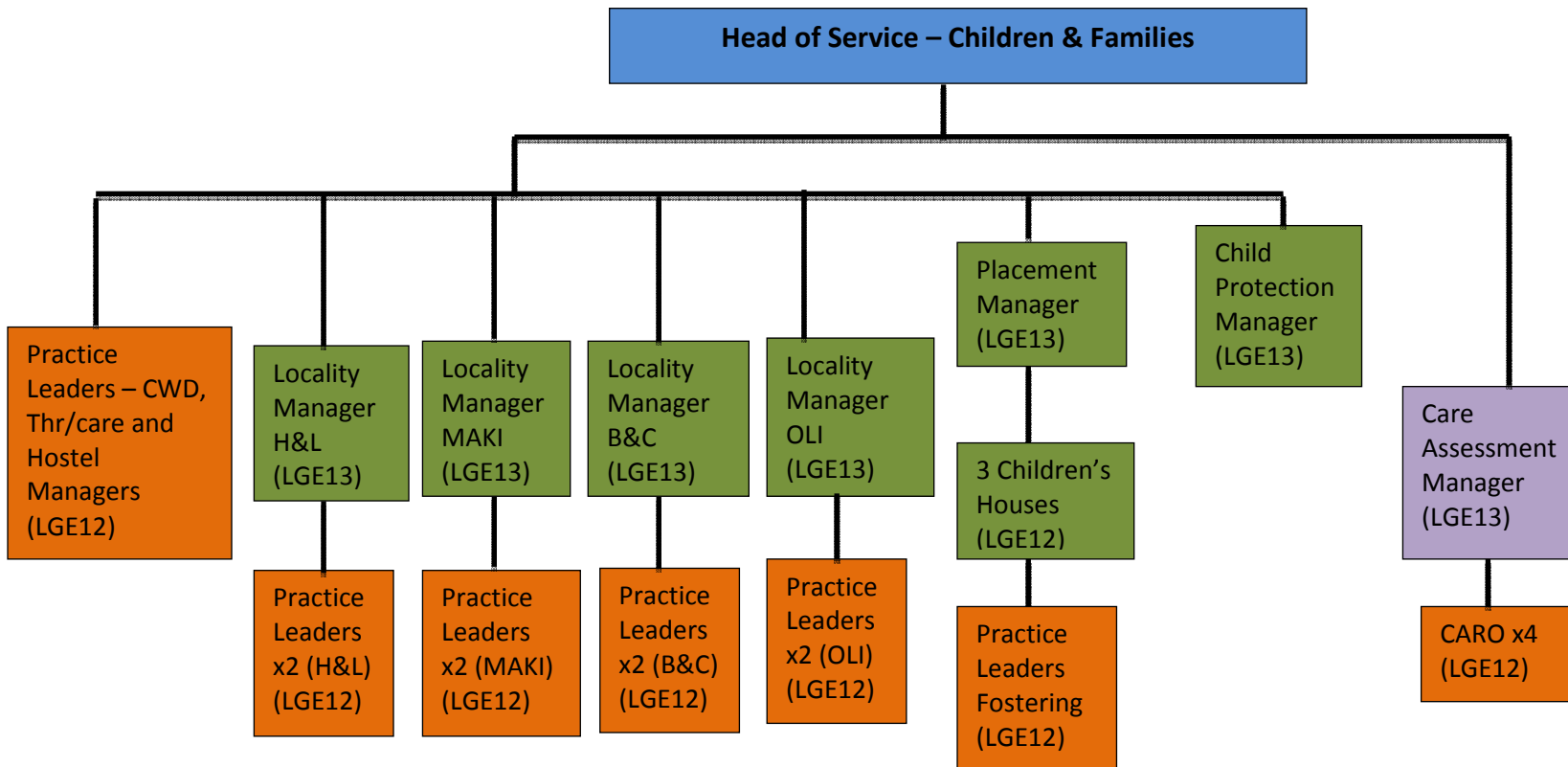
Each of the 3 models has the same complement of main grade staff.

Bute & Cowal	Helensburgh	MAKI	OLI
2 Practice Leads	2 Practice Leads	2 Practice Leads	1.75 Practice Leads
10.5 Social Workers	10.25 Social Workers	7.25 Social Workers	7 Social Workers
3 Social Work Assist	3 Social Work Assist	2 Social Work Assist	2 Social Work Assist
1.7 Foster/Adoption	1.3 Foster/Adoption	0.5 Foster/Adoption	1.5 Foster/Adoption
1 EEI Support Worker	1 EEI Support Worker	1 EEI Support Worker	1 EEI Support Worker
What difference in each area?			
+1 Social Worker	+0.25 Social Worker	-0.5 Practice Lead -0.25 Social Work	-0.25 Practice Lead -0.5 Social Worker
-0.11 Social Work Assist	+1 Social Work Assist	-2.71 Social Work Assist	
-0.3 Foster/Adoption	+0.3 Foster/Adoption	+0.5 Foster/Adoption	+0.5 Foster/Adoption
+1 EEI Support Worker	+1 EEI Support Worker	+1 EEI Support Worker	+1 EEI Support Worker

Model 1

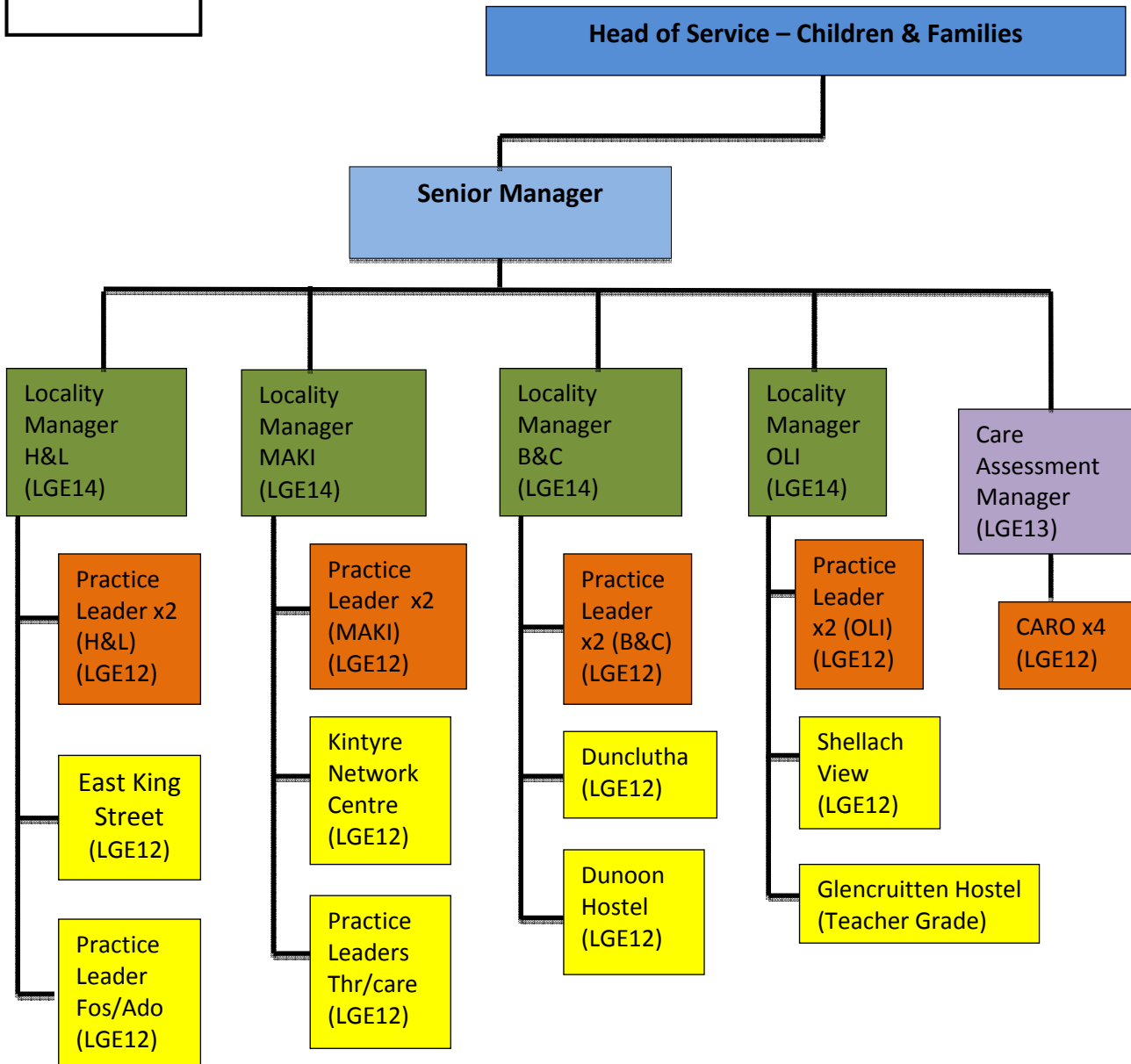


Model 1
 Locality based model, removal a layer of management to allow investment in front line and quality assurance. It strengthens localised service delivery.



Model 2

The model removes a layer of senior management to allow investment in quality assurance. It continues to focus on a mixture of area teams and specialisms.



Model 3

Model 3 provides re-configuration of current management structure to provide quality assurance and investment in front line services. It strengthens local arrangements and provides greater accountability.

This page is intentionally left blank

ARGYLL & BUTE COUNCIL**Community Services Committee****COMMUNITY SERVICES
CHILDREN & FAMILIES****8 May 2014**

**Report on the implications for the Council of the Children and Young People's
(Scotland) Act 2014**

1.0 SUMMARY

The Children and Young People (Scotland) Act 2014, which was passed by the Scottish Parliament on 19th February 2014 and received Royal Assent on 27 March 2014, places children and young people at the heart of services and aims to ensure that their rights are respected across the public sector.

The Act addresses the following areas:

- 1.1 Rights of children and young people. To ensure that children's rights properly influence the design and delivery of policies and services.
- 1.2 Wellbeing and Getting it right for every child (GIRFEC). To improve the way services work to support children, young people and families through legalisation and clear guidance.
- 1.3 Early Learning & Childcare. To improve the way services work to support children, young people and families through increased provision of free early learning and childcare from 475 hours a year to a minimum of 600 hours for 3 and 4 year olds, and vulnerable 2 year olds.
- 1.4 Getting it right for looked after children by ensuring better permanence planning for looked after children including providing a care plan option for looked after children up to age 21.
- 1.5 Corporate Parenting responsibilities to age 25.
- 1.6 The provision of free school meals for Primary 1 to 3.

Establishing the additional services to meet the requirements of this Act will have cost and policy implications for the Council. This paper outlines initial scope for issues and recommends how the Council should progress.

2. RECOMMENDATIONS

It is recommended that the Community Services Committee agree to:

- 2.1 The development of a programme of staff training on GIRFEC, Corporate

Parenting, Kinship and Children Rights across the Community Planning Partnership.

- 2.2 Explore the impact of the Children's Commissioner's duty to investigate complaints including Social Work, Education and Corporate Complaints procedures.
- 2.3 Review the options for meeting the duties in respect of Throughcare & Aftercare Services including the requirement for increased residential and foster care provision.
- 2.4 Note the implementation arrangements for the introduction of 600hours of early learning and childcare agreed by the Council in March 2014.
- 2.5 Review Kinship Care to ensure carers and children are offered a good experience. This will include: exploring our approach; support arrangements and allowances in line with the Act.
- 2.6 Note the current potential rise in case management numbers and implications for the Social Work Team's workloads to ensure increased support to ex care leavers and kinship carers. Future reports will be reviewed and presented to Community Services Directorate.
- 2.7 Note the requirement to provide free school meals for Primary 1 – 3 from January 2015. A cross service working group has been set up to consider the implications of providing this service and a report will be prepared for Council in June.
- 2.8 Note that CoSLA continue to negotiate for the full funding of all financial consequences arising from the Act.
- 2.9 Refer consideration of the financial consequences to the Policy and Resources Committee

3. DETAIL

3.1 The children's rights element of the Act will:

- 3.1.1 Place a duty on the Scottish Ministers to keep under consideration and take steps to further the rights of children and young people, to promote and raise awareness and understanding of the United Nations Convention on the Rights of the Child (UNCRC), and to prepare reports describing this activity;
- 3.1.2 Place a duty on the wider public sector to report on what they are doing to take forward realisation of the rights set out in the UNCRC; and

3.1.3 Extend the powers of Scotland's Commissioner for Children and Young People, so that this office will be able to undertake investigations in relation to individual children and young people.

3.2 Wellbeing and Getting it right for every child (GIRFEC) this element will improve the way services work to support children, young people and families, the Act will:

3.2.1 Ensure that all children and young people from birth to 18 years old have access to a Named Person; – usually their health visitor or head/senior teacher – available as a single point of contact

3.2.2 Put in place a single planning process to support those children who require it;

3.2.3 Place a definition of wellbeing in legislation; and

3.2.4 Place duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

3.3 To improve the way services work to support children, young people and families. To strengthen the role of early years support in children's and families' lives, the Act will:

3.3.1 Increase the amount and flexibility of free early learning and childcare from 475 hours a year to a minimum of 600 hours for 3 and 4 year olds, and 2 year olds who are, or have been at any time since turning 2, looked after or subject to a kinship care order or are living in a workless household. These arrangements were agreed in full by the Council on 20th March 2014.

3.4 Getting it right for looked after children by ensuring better permanence planning for looked after children. The Act will:

3.4.1 Provide for a clear definition of corporate parenting, and define the bodies to which it will apply;

3.4.2 Place a duty on local authorities to assess a care leaver's request for assistance up to and including the age of 25;

Provide a legal duty to provide foster, residential or supported housing for looked after and accommodated young people up to the age of 21.

3.4.4 Provide for additional support to be given to kinship carers in relation to their parenting role through the kinship care order and provide families in distress with access to appropriate family counselling; and

3.4.5 Put Scotland's Adoption Register on a statutory footing.

3.5 The Act will also:

- Strengthen existing legislation that affects children and young people by creating a new right to appeal a local authority decision to place a child in secure accommodation,
- Allow every Primary 1 to 3 child to have the option of a free school lunch from next January.
- Make procedural changes to children's hearings support arrangements
- Make procedural changes to school closure arrangements, improved transparency for closure proposals, particularly in rural communities

4. Implications

Cross Cutting Issues

- 4.1 The Act extends the powers of Scotland's Commissioner for Children and Young People, so that this office will be able to undertake investigations in relation to individual children and young people. The Commissioner's office undertaking investigations may have an impact on Social Work and Education's complaints procedure. There will need to be clear guidance as to when the Commissioner will become involved in the processes and how the Local Authority will respond to enquiries.
- 4.2 Wellbeing and Getting it Right for Every Child (GIRFEC) is well embedded in Argyll and Bute however there is now a statutory duty for services to work together to assess and plan. Ongoing training for Health, Education and Social Work staff is required to ensure Argyll and Bute continue on a journey of improvement. There is a cost attached to training of £21,000 with ongoing administrative support in schools estimated at £17,000 per year. The costs attached are detailed in Appendix 3.

Early Learning and Childcare

- 4.3 In August 2014 Argyll and Bute will increase early learning and childcare from 475 hours provision to 600 hours for all 3 year olds and vulnerable 2 year olds. There is work ongoing with CoSLA and ADES to look at how 2 year old from workless household will be identified. In addition Argyll and Bute continue to look at increased flexibility of service being offered to families. A paper was agreed at Council in March 2014 exploring the implications and implementation plan. The Scottish Government fully funded this element of the Act; however there are implications for Capital Budgets if vulnerable 2 year olds are included. A number of Pre 5 locations will need improved toilet

facilities and increased space to ensure that we are able to meet the requirements of under 2's and the requirements of the Care Inspectorate.

Permanence

4.4 Getting it Right for Looked After Children (GIRLAC) by ensuring better permanence planning for looked after children provides some significant challenge. It is estimated there will be a 40% increase in the number of ex care leavers entitled to support and care. Potentially there is an increase of 114. (See appendix 2)

The most significant challenges will be:

- The potentially significant rise in numbers of young people eligible for residential or community based support packages.
- The increase in Social Work cases across all localities.
- Our current range of residential and support resources will not meet the different needs of an older group.

4.5 By extending the legislative duty of the Council as the Corporate Parent for Looked After Children is extended from 18 to 21 years old, the Council will require to provide foster care, residential or support housing. Currently the Council has no provision for these needs and for Care Leavers the age is extended from 21 to 25. Therefore the Council will be required to provide an additional social work and financial support.

4.6 The cost implications of establishing services to meet the additional demand will depend on several factors, including:

- The capacity of the current resources.
- The capacity of the current case management teams.
- Available resources and services to meet different assessed needs – young adults; and
- The uptake of service by ex-care leavers.

4.7 It is very difficult to accurately predict the number of young people and the level of assessed need. However, currently the cost of placements and case management ranges from £13,614 in Kinship to £210,950 in external placements. (See appendix 1 Throughcare & Aftercare Services and Resources). The financial implication outlined in Appendix 3 is based on the full impact of services.

4.8 The Throughcare Service will experience a significant additional demand on services and resources due to the Children and Young People's (Scotland) Act. The new expectation will be placed on Children & Families from April 2015.

4.9 To prepare, the Throughcare & Aftercare team should undertake a root and branch review of the approach including; financial, practical support and care

packages; case management and practice; the range of residential resources to meet the diversity of need; and staff case load and capacity should be undertaken.

- 4.10 Our current provision cannot meet the demands of the projected service need and there will be a significant gap, the review will look at how this can be addressed

Fostering and Adoption

- 4.11 Kinship Care: The Children and Young People (Scotland) Act 2014 will introduce a required or a discretionary payment so that Kinship Carers are paid the same rates as Foster Carers. If this is a requirement then Local Authorities will have no choice. Compliance will have major financial implications, the current allowances and numbers are:

Current Allowance	Age Range	Amount per week
Kinship	0 – 4	£74.70
	5 – 10	£92.75
	11 – 15	£114.00
	16 plus	£149.49

Foster	0 – 10	£265.23
	11 – 18	£318.27

- 4.12 The current numbers are 54 young people with allowances ranging from £168.78 to £204.27 per week for each child/young person.
- 4.13 From April 2015 an increase of approximately £584,000 in the revenue budget would be needed to ensure Kinship Carers are paid at the same rate as Foster Carers and have access to the various elements of support surrounding the new Kinship Orders.
- 4.14 The Children & Families Service need to consider the implications of the Children and Young People (Scotland) Act 2014 in terms of the increase in workloads; the current capacity within the system, and the assessed additional need required

5. CONCLUSION

The Children and Young People (Scotland) Act 2014 will have implications and present significant challenges to our Children and Families Social Work and Education Services. The Services need to consider and plan for the act and report back to the Community Service Directorate with more detail in the future.

6. IMPLICATIONS

- 6.1 *Policy:* Guidance/Policy will need to be developed for complaints, adoption, kinship and throughcare. A training programme will also need to be put in place for all staff.
- 6.2 *Financial:* some aspects are difficult to accurately predict, however the financial implications could be significant. The financial memorandum for 600 hours has been agreed. The Council is awaiting confirmation of the finance attached to the other elements of the Act. (see appendix 3 for details)
- 6.3 *Legal:* the Children and Young People (Scotland) Act 2014 will impose additional/extended duties with financial implications for the Council.
- 6.4 *HR:* Subject to the outcome of the recommended reviews – possible additional staffing resource.
- 6.5 *Risk:* There is a risk to the standards and quality of our of our service delivery diminishing unless we review and act to prepare for the significant increase in service need and demand – the implications of the Children and Young People (Scotland) Act.
- 6.6 Customer Service: risk to customer service as above.

Cleland Sneddon

Executive Director of Community Services

10 April 2014

For further information contact:

Louise Long, Head of Children and Families, Tel 01546 604256,

E mail: Louise.long@argyll-bute.gov.uk

Table A: the following is the average annual placement cost (including estimated case management costs) per young person

Type of Placement	Average Cost
Argyll – Children’s Care Home	98,840
External – Children’s Care Home	210,950
Foster Care Services	20,404
Kinship Care (LAAC)	13,614
Supported Carers	16,564
Supported Lodgings	14,726
Care Leavers – Community Support Package	16,518

Table B: The following is the total number of LAAC and Care Leavers, February 2014; and, applying an estimate of 40% an approximate increase in service demand:

Placement	Total: Feb. 2014	Approximate Increase in service demand
At Home with Parents (LAAC)*	69	27
Foster Care Services (LAAC)	61	24
Argyll – Children’s Care Home (LAAC)	14	6
External – Children’s Care Home (LAAC)	15	6 - will become increasingly lower.
Residential School (LAAC)	8	3 - will become increasingly lower
Kinship Care (LAAC)	54	22
Throughcare & Aftercare – Care Leavers	67	26
Grand Total	288	114

*This figure does not include those in Kinship care without a Supervision Order.

On an elementary statistical level applying an average increase of 40% rise in service demand – as shown in table B - will equate in this case to a rise of 114 additional young people eligible for a residential or community based case managed package of support in Argyll & Bute.

Importantly, the figure of 114 additional cases represents the maximum possible cases eligible for residential or community based support packages taking up this service for the maximum time, this is highly unlikely.

Potential Projected costs of Children and Young People Act

Section of Act	Estimated Start Date	2014/15		2015/16		2016/17	
		Revenue	Capital	Revenue	Capital	Revenue	Capital
Children's Rights	2015	0	0	93,334	0	93,334	0
Getting it Right for Every Child (GIRFEC)	2016	0	0	38,000	0	17,000	0
Early Learning and Childcare - increase 3 and 4 year-old provision to 600 hours	2014	815,000	503,000	1,200,000	tba	1,200,000	tba
Early Learning and Childcare - extension of provision to certain 2 year-olds ¹	2014	728,399	1,462,500	1,290,348	1,462,500	1,290,348	1,462,500
Throughcare and Aftercare Support ²	2015	0	0	3,268,187	0	3,268,187	0
Kinship Care Orders ³	2015	0	0	584,000	0	527,000	0
Free School Meals P1 – P3 ⁴	2015	150,000	550,000	600,000	0	600,000	0
Total estimated cost		1,713,399	2,515,500	7,073,869	1,462,500	6,995,869	1,462,500
Confirmed Funding from Scottish Government ⁵		842,000	503,000	tba	tba	tba	tba
Indicative Funding from Scottish Government ⁶ (Free school meals element)		260,000		840,000			

Assumptions

Due to the level of uncertainty surrounding the impact of the individual elements of the Act, the above figures are underpinned by a number of assumptions. Key assumptions are:

1. We have applied Scottish Government estimates, that is, provision would be required for 27% of 2 year olds at an 84% take-up rate.

2 year old provision would be split between local authority (50%)/partner providers (40%)/childminders (10%).

Rural provision would fall mainly to the local authority, with 75% of rural local authority units requiring to be extended/adapted. Outlining costs per adaptation provided by Design Team.

2. Increase in service demand has been estimated at 40%. This increase has been applied to the likely number of care leavers at February 2014.

Client base is mixed, low cost to high cost, depending on specific package requirements. Average cost per package x potential/eligible clients.

3. Client base moving to fostering rates and estimated additional support to carers.

4. The Council continues to scope the financial and practical impact that this policy decision will have on the Catering and Education Services.

At this stage, it is estimated that around £500k - £600k in additional revenue will be required to cover :

- additional staff hours
- food costs
- light equipment costs

In addition to this, it is estimated that around £550k will be required in capital investment to ensure that adequate storage and related facilities are provided to ensure that this policy can be implemented safely.

5. The remaining financial consequences of the Act are currently the subject of detailed negotiation between the Scottish Government and COSLA. Any aspect of the Act not fully funded on a recurring basis will present a cost or demand pressure to the Council. Free School meals figures are based on % share of national totals. Individual allocations have not be agreed /issued.

6. Free School Meals: In terms of funding, individual allocation have not yet been agreed. National totals have been given and we've taken our 2% share to show indicative values. Detailed work is taking place within Customer Services to firm up the estimates however this is an early stage.

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL
COMMUNITY SERVICES

COMMUNITY SERVICES COMMITTEE
8th MAY 2014

ADOPTION OF THE 'CULTURE, HERITAGE AND ARTS STRATEGY'

1. SUMMARY

- 1.1 This report outlines the remit and scope of the commissioned Culture, Heritage and Arts Strategy. It goes on to précis the main findings and recommendations on the development and sustainability of the culture, heritage and arts sectors within Argyll and Bute.

2. RECOMMENDATION

- 2.1. It is recommended that:
- (a) The Community Services Committee note the contents of this report and approve and adopt the strategy
 - (b) Refer the appointment of an elected representative onto the Cultural Assembly to the full council.

3. DETAIL

- 3.1 The Culture, Heritage and Arts sector in Argyll and Bute is pivotal to the area's identity, character and appeal. The sector is diffuse and uncoordinated, yet many pockets of brilliance demonstrate the potential to build the strengths of the sector and the cultural distinctiveness and competitiveness of the area
- 3.2 Argyll and Bute Council want to find ways to build on the cultural, heritage, arts and Gaelic assets to improve their contribution to the social and economic life of the area. Crucially, the challenge is to identify what the intrinsic needs of the sector are, how it can grow its audiences and markets and how it can contribute more to the visitor economy.
- 3.3 BTS was appointed through a competitive tender process and with financial support from HIE to develop the strategic action plan for Culture, Heritage and the Arts in Argyll and Bute. BTS is an Edinburgh based specialist tourism and marketing practice with extensive experience of working with the culture and heritage sectors. Their brief was to look at the breadth and depth of the sector in Argyll and Bute, and
- Identify how to generate stronger collaborative working with stakeholders in Argyll and partners at a national level;
 - Develop an action plan translating the strategy into priorities and investment needs;

- Articulate the economic contribution of culture, heritage, arts and creative industries in Argyll including the potential increase in cultural tourism;
- Suggest a model of governance for a sustainable umbrella organisation for the sector and establish how it will work with other partners including the Argyll and the Isles Tourism Co-operative and Partnership.

3.4 The research was undertaken through conducting face-to-face and telephone interviews with national and local institutions, organisations and key players; inviting contributions and expression of views in an electronic survey; conducting desk research and holding a series of interactive, facilitated workshops.

4. CONCLUSIONS

- 4.1 The estimate of those working in the sector is 1% of the Scottish total, or 844 people – this is very likely an underestimate, with many people in the sector “hidden”. Even so, this is almost 2% of the estimated 43,000 economically active people in Argyll. The electronic survey, sampling 140 relevant people and organisations in the arts and creative industries in Argyll and Bute, identified 924 people employed by them and 2,741 volunteers, which even accounting for many people with multiple volunteering roles, is a highly significant “unrecorded” resource. From published data an estimate is made of an annual turnover of between £63m and £120m p.a.
- 4.2 The sector creates opportunities for self-expression, cooperation and collaboration in rural and remote areas, while also helping to create new and sustain existing facilities for residents. It contributes to the well being and vibrancy of our communities and can be a key driver in stemming population loss.
- 4.3 The sector has to organise itself, in order to promote its virtues, its contribution to Argyll’s self-belief and market profile and to address shortfalls and barriers - market failures – that inhibit success, growth and satisfaction.
- 4.4 The Council initiated a Cultural Assembly gathering in 2013; BTS’s remit included testing whether and how this might play a delivery role. The view of the Strategy is that it serves as the foundation for building local and Argyll and Bute-wide delivery structures. This will take time to develop and needs energy and commitment.

A membership organisation is favoured with a “hub and spokes” model of local groupings in 8 areas (mirroring the Tourism Partnership’s areas), interwoven with an art form/thematic representation on the (current) steering group. Developing a company or co-operative structure will allow the cultural assembly to develop projects and attract or bid for funds, with the steering group transforming into the board. The Council would participate in, but not chair, the assembly

5. IMPLICATIONS

- | | | |
|-----|----------------------|---|
| 5.1 | Policy: | Contributes to the Single Outcome Agreement and the Economic Development Action Plan |
| 5.2 | Financial: | None |
| 5.3 | Legal: | None. |
| 5.4 | Personnel: | None. |
| 5.5 | Equal Opportunities: | None. |
| 5.6 | Customer Services | Implementation of the Strategy will enhance customer service through partnership with those working in the culture and heritage sectors |

**Cleland Sneddon
Executive Director Community Services**

**For further information contact: Kevin Baker, Culture and Library
Development Officer
Tel: 01631 567978**

This page is intentionally left blank



**Strategic Action Plan for
Culture, Heritage and Arts in Argyll and Bute
Final Report**

March 2014

Client:



Comhairle Earra Ghàidheal agus Bhòid

With financial assistance from



Strategic Action Plan for Culture, Heritage and Arts in Argyll and Bute

Contents

Executive summary		
1.	Introduction	1
2.	Background: the Importance of Cultural and Creative Industries	2
	• Defining the Cultural and Creative Industries	
3.	Baseline – where are we now	5
	• Tourism	
4.	Report of Consultations	9
	• Major Opportunities	
	• Barriers and Threats	
	• The Importance of Culture, Heritage and Arts in Argyll and Bute	
	• How the Strategy could help Respondents	
	• What the Strategy should Include	
	• Collaboration	
	• Cultural Partnership or Assembly	
	• Local Needs v Argyll-wide approach	
5.	Policy Context	16
6.	Strengths, Weaknesses, Opportunities and Threats	20
7.	Vision and Strategic Priorities	22
8.	Strategic Themes and Actions	23
	• Actions and Priorities	
	• Profile and Advocacy	
	• Economic Driver	
	• Promoting Co-operation	
	• Delivery Structures	
9.	Risk Analysis	29
10.	Action Plan	30
	Appendices	33
	1. Consultees	34
	2. Sources	39
	3. Creative Scotland definition of Scottish Arts and Creative Industries	41
	4. Learning from others – case studies of successful creative industry intervention	42
	5. Audit of Argyll and Bute’s Culture, Heritage and Arts Assets	Separate volume

Executive Summary

Argyll and Bute Council, with Highlands and Islands Enterprise's support, want to identify how culture, heritage and arts can take their rightful position as an economic and tourism generator. Interlaced within this goal is the role of Gaelic in contributing to tourism and helping sustain and articulate the area's identity.

BTS was appointed to research and articulate the strategic action plan for culture, heritage and the arts, which it has done after widespread consultation with people and organisations in the sector through October 2013 to February 2014. The report identifies the current situation in the sector(s), cataloguing strengths and weaknesses, opportunities for the future and their potential contribution to Argyll and Bute's success, visibility and stand-out.

Argyll and Bute's geographical characteristics pose significant policy and service delivery challenges, in terms of communication, accessibility, economic development, retaining population and generating and delivering consistent and integrated standards of service delivery. The relevance of population loss to culture, heritage and arts policy and intervention is demonstrated by the OECD's view that creative industries (which includes heritage) contribute to economic development, regeneration, the competitiveness and attractiveness of an area. Yet, while the economic and place competitiveness values of the sector are important, we also need to reflect on the social, educational, regeneration and life enhancing features of culture, heritage and arts.

Current Position

For the Argyll and Bute local authority area, the estimate of those working in the sector is 1% of the Scottish total, or 844 people – this is very likely an underestimate, with many people in the sector "hidden". Even so, this is almost 2% of the estimated 43,000 economically active people in Argyll. Our electronic survey, sampling 140 relevant people and organisations in the arts and creative industries in Argyll and Bute, identified 924 people employed by them and 2,741 volunteers, which even accounting for many people with multiple volunteering roles, is a highly significant "unrecorded" resource. From published data we estimate an annual turnover of between £63m and £120m p.a.

The Argyll and the Isles Strategic Tourism Partnership (AISTP) and its delivery body, Argyll and the Isles Tourism Co-operative Ltd (AITC) have established a highly effective partnership model that focuses on the strategic, communicates with the regional and sub-regional (through the local tourism groups) and develops and delivers new product development and marketing to customers. The structure has been highlighted as a potential model for the organisation, management and delivery of the strategic action plan for culture, heritage and arts and to help develop and position Argyll and Bute's cultural tourism offer.

Consultations

These comprised an electronic survey where 140 enthusiastic and creative responses were generated, plus meetings, face to face and telephone consultations with national and local stakeholders and bodies. A series of 4 workshops were held in Colintraive, Tarbert, Oban and Helensburgh. The results of the consultative processes feed into our evaluation of the way forward for the sector in the area.

The largest groups of respondents in the survey were individual artists, representatives of museums and heritage organisations, craftmakers and arts organisations. Respondents in the survey identified what they thought were major opportunities, weaknesses and their priorities to be addressed. Workshops meanwhile reviewed how to resolve local needs with an Argyll-wide approach to developing the sector, together with management and delivery challenges for the strategy.

Policy Context

The policy context for cultural and heritage development is complex. The main report explores the links with Scottish Government Economic Strategy, Argyll and Bute's Single Outcome Agreement and Community Plan and the policies of Creative Scotland, Historic Scotland, Museums Galleries Scotland, VisitScotland and Highlands and Islands Enterprise.

Vision and Strategic Priorities

The culture, heritage and arts sector has considerable presence but is not well understood in its totality in Argyll and Bute. Its fragmented nature, ubiquitous spread across Argyll but lack of focus give limited visibility for the people working in the sector and the absence of a voice to articulate and advocate their needs. So many people in the sector are artists or craftmakers, absorbed in their own creative processes and outputs, or are volunteers working under pressure and unpaid. So, as one consultee suggested:

"We live in a vibrant area, but joining the dots is difficult."

Our vision, supported by the views of our consultees, is that the sector has to organise itself, in order to promote its virtues, its contribution to Argyll's self-belief and market profile and to address shortfalls and barriers - market failures – that inhibit success, growth and satisfaction. Doing nothing isn't a viable proposition.

The vision for the creative industries is:

To establish the whole of Argyll and Bute as an area of cultural and artistic excellence, in order to release their full economic and social value.

The strategic priorities for the culture, heritage and arts across Argyll and Bute focus on:

1. A limited number of actions, that while maybe ambitious in nature, are considered achievable within a 3 to 5 year period (the detailed actions are spelt out in the plan at section 10);
2. A higher profile and visibility for the sector, giving it voice and the opportunity to advocate resources to meet needs across the sector;
3. The recognition that the creative industries are an important economic driver and contribute to tourism's cultural offer;
4. To promote co-operation across the sector in the development and delivery of projects;
5. A structure and delivery mechanism that encourages local engagement and supports local development of the creative industries while mobilising local people to take a pan-Argyll approach to priorities and actions.

Delivery Structures: the Cultural Assembly

There is so much enthusiasm and creative ability amongst people working across culture, heritage and arts in Argyll and Bute. Yet the area's visibility and the internal connectedness of people working in the sector are weak, despite some well-developed networks. The strategy's importance lies in providing a rationale for the sector, to help galvanise resources and help people working around these themes to find a voice. This process will strengthen Argyll and Bute's competitive advantage and provide a stronger incentive, and encouragement, for creative people to make their art and for vulnerable organisations to be strengthened.

The Council initiated a Cultural Assembly gathering in 2013; BTS's remit has included testing whether and how this might play a delivery role. Our view is that it serves as the foundation for building local and Argyll and Bute-wide delivery structures. This will take time to develop and needs energy and commitment.

A membership organisation is favoured with a “hub and spokes” model of local groupings in 8 areas (mirroring AITC’s areas), interwoven with an art form/thematic representation on the (current) steering group. Developing a company or co-operative structure will allow the cultural assembly to develop projects and attract or bid for funds, with the steering group transforming into the board. The Council would participate in, but not chair, the assembly. A high profile chair who is passionate about the sector, but has no personal interest, needs to be found.

Cultural Assembly “hub and spokes” model – representatives on the steering group/board	
Geography	Art form/themes
<ul style="list-style-type: none"> • Mull, Iona, Tiree & Coll • Oban & Lorn • Inveraray, Kilmartin Glen & Knapdale (Heart of Argyll/ Mid Argyll) • Cowal • Kintyre & Gigha • Bute • (West) Loch Lomond & Clyde Sea Lochs • Islay, Jura & Colonsay 	<ul style="list-style-type: none"> • Dance and Drama • Film, Digital and Literature • Music • Visual Arts and Crafts • Gaelic • Heritage • Argyll and Bute Council • Argyll and the Isles Tourism Co-operative

The role and remit of the assembly would be:

1. **Leadership and advocacy:** mobilise key people to represent the needs of the sector;
2. **Strategic Development:** to encourage local development of the sector and prioritise ideas from geographic and sectoral groupings that have Argyll and Bute-wide application;
3. **Sharing knowledge and expertise:** helping collaboration through the exchange and share of knowledge and expertise;
4. **Networking:** finding ways for those in the sector to work with each other;
5. **Internal communications:** using the Internet and meetings, create mechanisms that encourage people to talk to and work with each other;
6. **Funds and Funding:** identify resources can be found to deliver key priorities, including support staff.

Next Steps

The next steps comprise finalising the plan and testing and generating support for the development of the assembly, along the lines outlined.

BTS, March 2014

1. Introduction

The importance of culture, heritage and the arts lies in their contribution to wealth creation and jobs and as a means of expressing and promoting cultural identity and pride. They support the dispersal of economic activity and create opportunities for self-expression, cooperation and collaboration in rural and remote areas, while also helping to create new and sustain existing facilities for residents.

In Argyll and Bute, there is both a major imperative and a major opportunity for the combined attributes of culture, heritage and arts to be used to attract visitors and to help sustain population. It is crucial that Argyll and Bute adopts and promotes drivers that will generate revenue and radically address the trend of projected population loss. It is our contention that the area's cultural offer can contribute to these strategically critical tasks.

Argyll and Bute Council, with Highlands and Islands Enterprise's support, want to identify how culture, heritage and arts can take their rightful position as an economic and tourism generator. Interlaced within this goal is the role of Gaelic in Argyll and Bute, as a community resource, arguably as the crucible for the language's development¹ and as an indigenous attractor or driver for tourism.

In September 2013, The Council appointed BTS to research and articulate this strategic action plan for culture, heritage and the arts. A number of tasks were defined by the Council in the commission to look at the breadth and depth of the sector in Argyll and Bute, including:

- An audit of heritage, arts, culture, and Gaelic organisations and sites within Argyll and Bute;
- Articulate their relationships to and interdependency with the regional visitor economy;
- Identify best practice models from other comparable geographic areas addressing cultural and creative opportunities;
- Identify how culture, heritage and arts can generate stronger collaborative working with stakeholders in Argyll and partners at a national level;
- Develop an action plan translating the strategy into priorities and investment needs;
- Articulate the economic contribution of culture, heritage, arts and creative industries in Argyll and Bute including the potential increase in cultural tourism;
- Suggest a model of governance for a sustainable umbrella organisation for the sector and establish how it will work with other partners².

Our approach to the tasks has been to conduct face-to-face and telephone interviews with national and local institutions, organisations and key players; invite contributions and expression of views in an electronic survey; conduct desk research and hold series of interactive, facilitated workshops.

This report is the outcome of this research and analysis. The role of the report is to articulate the current situation of the sector(s), identifying their strengths and weaknesses, opportunities for the future and their potential contribution to Argyll and Bute's success, visibility and stand-out. We address priorities, delivery and organisation and management.

Many people and organisations have contributed enthusiastically to our work, prompted by their commitment to see positive change (Appendix 1). We thank everyone who has aided our thinking.

¹ Through the Kingdom of the Scots

² Including and in particular the Argyll and the Isles Strategic Tourism Partnership and Tourism Co-operative

2. Background: the Importance of Cultural and Creative Industries

The geographical characteristics of Argyll and Bute pose significant policy and service delivery challenges, in terms of communication, accessibility, economic development, retaining population and generating and delivering consistent and integrated standards of service delivery. Argyll and Bute is the second largest Scottish local authority by area, the third sparsest by population density, with 25 inhabited islands. One of the most significant challenges that faces the region is population loss.

The population of Argyll and Bute was 88,166, in the 2011 census. This is a reduction of 3.4% on 2001, and projections are, that by 2035, the population will have reduced by a further 7.2% to 82,754. This is against projections of 10% growth in the overall Scottish population. The projected drop is the 4th largest in Scotland and masks demographic changes, with growth in the number of people of pensionable age (an ageing, and by implication, dependent population segment) and overall growth in the Oban and Lorn area of 4.3%³. The key issue for the authorities is how to build on Oban and Lorn's success while also turning round the position in areas where decline is projected, all the while maintaining service delivery standards.

The relevance of population loss to culture, heritage and arts policy and intervention is demonstrated by the OECD's view that creative industries contribute to economic development, regeneration, the competitiveness and attractiveness of an area⁴.

The importance of culture, heritage and arts, or creative industries, is further highlighted by many bodies⁵:

- UNCTAD (the UN's trade and development body) says: "The creative economy has become a topical issue of the international economic and development agenda, calling for informed policy responses in both developed and developing countries." In 2005 the creative industries accounted for 3.4% of world trade, \$424 billion of exports and an annual growth rate of 8.7% between 2000 and 2005⁶.
- UNESCO meanwhile positions culture at the heart of development policy, exemplified by the focus on capitals of culture and world heritage sites⁷.
- The European Commission has been encouraging national governments, the cultural sector and EU institutions to jointly promote culture as a catalyst for creativity and innovation which are key drivers to regeneration, competitiveness and economic growth⁸.
- DCMS estimates that creative employment provides around two million jobs in the UK and employment in the sector has grown at double the rate of the economy as a whole⁹.

³ Source: National Records of Scotland (formerly General Register Office for Scotland)

⁴ Sources: Culture and Local Development, OECD; Key role of cultural and creative industries in the economy, Hendrik van der Pol, Director, UNESCO Institute for Statistics, Canada;

⁵ Sources are catalogued in Appendix 2

⁶ UN's Creative Economy Report, 2008

⁷ www.unesco.org/new/en/culture/themes/culture-and-development

⁸ For 2007-2013, it is estimated that more than 6 billion Euros have been earmarked by European regions for cultural infrastructure, cultural heritage and cultural services. Source: http://ec.europa.eu/culture/our-policy-development/european-agenda_en.htm

⁹ http://old.culture.gov.uk/what_we_do/creative_industries/default.aspx#Creative

- Creative Scotland and Scottish Enterprise assessed the value and contribution of the arts and creative industries to the Scottish economy – assessed to be £7.2billion p.a. and 84,400 jobs; these figures including the heritage sector's contribution^{10 11}.
- In the 2011 Scottish Government's Scottish Household Survey, 87% of survey respondents indicated that they had engaged in culture in 2011, either through attending or visiting a cultural event or place or participating in a cultural activity. The most popular forms of cultural attendance for Scottish people are the cinema (54%) and live music events (31%), but there is also a high level of satisfaction accorded to libraries, the theatre and museums and galleries¹².

In terms of the impact of culture, heritage and arts on the visitor economy, The Heritage Lottery Fund sought an evaluation of the impact of heritage tourism (both built and natural and each separately) and in 2013 judged that the heritage-based tourism economy directly accounts for at least £5 billion in GDP and 134,000 jobs across the UK¹³.

VisitBritain assessed the competitive dimensions of the overall UK nation brand, the UK ranked 4th out of 50 nations in terms of a 'Tourism' brand and also for 'Culture', while our 'rich in historic buildings and monuments', ranked 5th¹⁴.

In studies as far afield as Cornwall, Ontario and Australia, cultural tourism impacts are positive on locations, in terms of visitation, economic value, reputation and motivation or support for local people to develop cultural tourism product. Equally, the Local Government Association has a number of studies that reinforce the benefits and positive impacts of cultural tourism¹⁵.

Defining the Cultural and Creative Industries

The definition of what constitutes the cultural or creative industries falls into a long standing debate and reflections on methodology. Suffice it to say that the creative industries don't actually get their own section in the Office of National Statistics' listings of economic outputs for the UK. So, over the years, the UK DCMS¹⁶ has identified appropriate data and Creative Scotland, Scottish Enterprise and Highlands and Islands Enterprise have largely taken their analyses from these and adapted them. The growth (and convergence) in recent years of digital, broadcast, animation and other contemporary media highlight the need for redefinition of the sector.

We've used the now-accepted Creative Scotland definition (Appendix 3), but more importantly for Argyll and Bute our audit of cultural assets (Appendix 5) and electronic survey responses (Section 4) below) highlight the make-up of the creative and cultural industries in Argyll and Bute.

Tourism Intelligence Scotland has a useful and accessible definition of Cultural Tourism¹⁷: In broad terms, it includes:

¹⁰ Economic Contribution Study: an Approach to the Economic Assessment of the Arts and Creative Industries, June 2012

¹¹ These figures rise to just short of £12.5billion and 129,700 jobs when including indirect and induced impacts

¹² Source: TIS

¹³ Source: HLF: The Economic Impact of the UK Heritage Tourism Economy, Oxford Economics, 2013

¹⁴ <http://www.visitbritain.org/insightsandstatistics/visitoreconomyfacts/>

¹⁵ http://www.local.gov.uk/culture-tourism-and-sport/-/journal_content/56/10180/3517058/ARTICLE

¹⁶ The UK Government's Department of Culture Media and Sport

¹⁷ Tourism Intelligence Scotland, Events, Festivals & Cultural Tourism in Scotland, 2012

- Built, natural and historical heritage (buildings, gardens, castles, stately homes)
- Cultural heritage (museums, galleries, traditional arts, culinary culture)
- Contemporary culture (music, film/TV, fashion, performing arts)

Cultural providers include museums and galleries, arts centres, artists' studios, theatres and visitor centres.

While the economic and place competitiveness values of the sector are important, we also need to reflect on the social, educational and life enhancing features of culture, heritage and arts. Indeed, if they are to contribute to Argyll and Bute's attractiveness and competitiveness, addressing these dimensions is crucial. As the UN and UNESCO say:

“...unlocking the potential of the creative economy also means promoting the overall creativity of societies, affirming the distinctive identity of the places where it flourishes and clusters, improving the quality of life there, enhancing local image and prestige and strengthening the resources for the imagining of diverse new futures.”¹⁸

While maybe not a popular theme with policy makers and administrative organisations – not least because it is difficult to measure – cultural development is a means of achieving and contributing to spiritual, moral, emotional and intellectual progress, while facilitating self-expression, what we should call *quality of life* factors. We subscribe to the view that a major challenge is to convince political and policy decision-makers in Argyll and Bute to prioritise cultural development, especially since the sustainability and viability of the region is jeopardised by threats of population loss.

These are views that are reinforced and supported by those we consulted in the process of this study (of which more below).

¹⁸ United Nations Creative Economy Report 2013 Special Edition

3. Baseline – Where Are We Now?

The creative and heritage industries in Argyll and Bute have gone through several attempts to galvanise, organise and promote them: there is an underlying recognition that the sector contributes something really important to Argyll, but this has been inadequately articulated and addressed in the past. The sector is intuitively acknowledged as being an integral part of the community and visitor economy and offers real opportunities at both local and pan-Argyll levels. It's easier to articulate these within a local community (indeed several respondents to the survey and consultation articulate their local attributes), but it is patently harder to identify and mobilise these strengths across the region. We think that this is because of the geographically fragmented nature of the area (making it harder to generate a pan-Argyll perspective) and the disaggregated definition of what constitutes the creative industries or cultural offer in the area.

It's important first of all to restate what makes up the culture, heritage and arts assets of the area. As we state above, we adopt the Creative Scotland and Scottish Enterprise definition, now generally accepted across government in Scotland (see Appendix 3): this includes all aspects of the visual arts, performing arts, audio-visual and digital, writing and publishing, heritage and cultural education.

Because of the fragmented nature of the sector(s), its visibility in Argyll and Bute has not been as great as other (better organised) sectors – farming, forestry, manufacturing etc. The 2012 analysis of the economic contribution of the arts and creative industries (which includes heritage)¹⁹ used published statistical data²⁰ to estimate employment and value of the sector for Scotland and by local authority area. Total employment in 2010 across Scotland was estimated at 84,400, of which 6,500 were self-employed (“working proprietors”). For the Argyll and Bute local authority area, the estimate of those working in the sector is 1% of the Scottish total, or 844 people, although this is almost certainly an underestimate²¹. This is still almost 2% of the estimated 43,000 economically active people in Argyll²².

In 2008 (the latest date for available data) there were an estimated 12,000 business units in the arts and creative industries across Scotland, of which Argyll and Bute held 1.9% or 228 business units.

There are obviously methodological issues associated with this analysis and as a Creative Scotland (and partners) economic impact case study of Eilean Siar²³ suggested, with direct application to Argyll and Bute:

“...official employment data is subject to limitations in the context of the Arts and Creative Industries, with elements of activity and employment remaining “under the radar”. In particular, the capture of the self-employed, portfolio lifestyle employment.....remain problematic.”

¹⁹ Creative Scotland (in partnership with Scottish Enterprise): an Approach to the Economic Assessment of the Arts and Creative Industries, June 2012

²⁰ SIC codes, DCMS Creative Industry mapping project 1998, DCMS Creative Industries economic estimates 2011, ONS Annual Business Survey, Business Register Employment Survey

²¹ Because of “hidden” characteristics of the sector – people working on their own, in multiple jobs, as volunteers etc.

²² www.argyll-bute.gov.uk/info/economy

²³ Creative Scotland (in partnership with Scottish Enterprise): economic impact case study in Eilean Siar, June 2012

5% of jobs in the Western Isles (390), £24m annual turnover and £11m GVA (or 3% of total) were ascribed to the creative industries in the area. But here, we should add that the focus of many community based organisations with heritage interests are likely to also be “under the radar” and as our survey shows, the number of volunteers working across the sector suggests significant commitments that are unrecorded in official statistics.

Our electronic survey, sampling 140 relevant people and organisations in the arts and creative industries in Argyll and Bute, identified 924 people employed by them and 2,741 volunteers, which even accounting for many people with multiple volunteering roles, is a highly significant “unrecorded” resource.

What’s the estimated value of the arts and creative industries in Argyll and Bute? In terms of monetary value, across Scotland, the arts and creative industries are estimated to provide “gross value added²⁴” of £3.2billion in Scottish output (or c3.2% of the economy) in 2010. In terms of turnover (a more readily understood terminology) the arts and creative industries were valued at an estimated £6.3billion p.a.

With Argyll and Bute’s proportion of employment in the arts and creative industries being estimated at 1% of the Scottish total and the proportion of business units being 1.9%, we might hazard a GVA value of between £32m and £60m and a turnover value of £63m and £120m p.a. This assumes a directly proportionate allocation of value without any analysis of the size of business units or sectors they are in, which would require significantly more detailed survey work beyond the scope of this commission.

We emphasise the inherent methodological and statistical weaknesses of the estimates of employment and value, emerging from these studies. The data from our survey is reliable, with caveats being that this is what people told us and the size of the sample who volunteered to contribute to the survey.

Cultural Assembly

The acknowledged, but uncatalogued strengths of the culture, heritage and arts sector in Argyll and Bute, referred to above, led the Council in 2013 to facilitate a meeting and initiate a dialogue about the way forward for the sector. The establishment of collaborative working models, the economic development and tourism growth of the sector and attracting customers or audience development have become agenda items. A steering group was established as a precursor to a potential umbrella body to carry forward development work and oversee the Council’s commission, with Highlands and Islands Enterprise support, of this assessment.

The brief for this assessment includes the definition about the best delivery mechanisms and potentially, the membership, role and focus of an assembly body. Our findings and recommendations are detailed below.

Tourism

²⁴ GVA is the standard measure used in official statistics to measure the economic value or contribution of industries to the economy. It is defined by turnover minus the value of bought-in services and goods needed to produce their outputs

Partly because the origins of this assessment include the economic value of the culture, heritage and arts to Argyll and to the visitor economy, we want to explore tourism performance in the area. In terms of consumer interest, VisitScotland's regional analysis for Argyll and the Isles extends some distance beyond the boundaries of the local authority area to include Stirling, Loch Lomond and Forth Valley (this being the smallest regional dimension such data is collected.). The data for 2010 (the latest year data is available for) provides a useful insight into tourism demand and characteristics for the Argyll and Bute area.

The wider area attracted 1.8 million visitors in 2010, spending £392 million, with 52% of visitors originating from Scotland, 32% from the rest of the UK and 16% from overseas. 44% of visitors are touring Scotland; 66% visit an island, most notably Mull. 66% of visitors are staying one or more nights (i.e. not on a day trip), with the average stay amongst these visitors being 4.8 nights²⁵.

94% of visitors were satisfied and 96% will definitely/probably recommend Argyll & the Isles based on their experiences in the area. While 70% of all visitors will definitely/probably revisit Argyll & Isles in the next 5 years, this proportion varies from 73% of UK residents to 54% of international visitors. Negative comments from visitors relate to travel and cost of accommodation.

VisitScotland estimate that the economic value of tourism in 2010 to the local authority area was £184m, of which £143m was from domestic visits and £41m from international. 79% of visitors were thought to be repeat visitors compared to 21% being new visitors. While history was cited as a motivator for visiting Argyll and Bute (by 14% of visitors in the survey²⁶), there are no other mentions of culture or the arts²⁷. Across Scotland, once visitors are here, 48% visit historic houses or castles. In Orkney 51% of visitors are motivated to visit by the area's history and archaeology²⁸.

VisitScotland estimated 5,200 jobs in tourism in Argyll and Bute in 2008.

Visitors' interest in Gaelic, researched by VisitScotland, found that 13% of visitors interviewed stated they were very interested in Gaelic language and culture and would like to learn more. A further 38% were fairly interested. 32% stated they were not very interested and 14% not interested at all.

The Argyll and the Isles Strategic Tourism Partnership (AISTP) and its delivery body the Argyll & the Isles Tourism Co-operative Ltd (AITC) have established a highly effective partnership model that focuses on the strategic, communicates with the regional and sub-regional (through the local tourism groups) and develops and delivers new product development and marketing. These latter components of the tourism picture necessitate the engagement and commitment of stakeholders who effectively "own" the product. The structure and vitality associated with the AITC have resulted in focus and significant elevation of Argyll and Bute's visibility. The structure has been highlighted as a potential model for the organisation, management and delivery of the strategic action plan for culture, heritage and arts.

The intersection between and interaction of tourism and creative industries lies at four levels:

²⁵ This data is from summer visitors, the survey on which the data is based taking place between July and October

²⁶ 2011

²⁷ This data from VisitScotland's Chief Executive's presentation to the AISTP 2012 meeting

²⁸ Source: 2012/13 VisitScotland survey

1. The engagement, involvement and often leadership of the sector in the development and promotion of locally-based products and services, relevant to visitors;
2. Engagement of individual artists and craftspeople in events, festivals and community based activity;
3. Museums and galleries and other organisations and individuals in the sector operating within the tourism market;
4. Development of pan-Argyll cultural tourism product offer to the visitor with significant benefits to the visibility and perceptions of Argyll and Bute and subsequently to the area's brand and marketing presence.

In the last of these, the specification of Argyll and Bute's cultural tourism offer still needs defined. AITC is currently (March 2014) looking at the theme and we anticipate that the outcome of our work, reviewing the sector and planning for its way forward, will integrate with AITC's to give a stronger cultural tourism product offer.

Direct links between a successful tourism industry, or successful cultural community, and stemming population loss are hard to establish quantitatively, but intuitively, strengthening of communities, economic activity, employment and caring and positive promotion of heritage and culture add value to communities. As the UNESCO states:

*"Its (creative industries) diverse manifestations – from our cherished historic monuments and museums to traditional practices and contemporary art forms – enrich our everyday lives in countless ways. Heritage constitutes a source of identity and cohesion for communities disrupted by bewildering change and economic instability. Creativity contributes to building open, inclusive and pluralistic societies. Both heritage and creativity lay the foundations for vibrant, innovative and prosperous knowledge societies."*²⁹

²⁹ <http://en.unesco.org/themes/protecting-our-heritage-and-fostering-creativity#sthash.bapebtXe.dpuf>

4. Report of Consultations

We summarise here the outcomes of our online survey of individuals and representatives engaged in culture, heritage and arts in Argyll and Bute; the full survey results are available separately.. Here we want to pick up on key issues and responses which have implications and repercussions on the way forward for the cultural offer and the management and delivery of added value for the creative industries in the region. Desk research, face to face and wider consultative meetings (at Colintrave, Tarbert, Oban and Helensburgh) add to the analysis.

The survey was designed to ask opinion and the quality of responses and 140 completed responses make this a robust dataset. The largest groups of respondents were individual artists, representatives of museums and heritage organisations, craftmakers and arts organisations. We also asked respondents to amplify or qualify what they did and whether they are volunteers. At least 30 people are volunteers or work for volunteer bodies (e.g. museum). Many others play multiple roles – being members (or volunteers) with e.g. arts organisations or in community development.

We asked how many people work within their organisations – 89 respondents said they employed 924 people between them, including seasonal and part time staff, averaging just over 10 people each. We would estimate that many sole traders did not respond, while voluntary organisations won't have paid staff.

We also asked how many volunteers work with respondents: of the 88 respondents who answered this question, they have 2,741 volunteers, including those on boards or management committees (we excluded the national organisation that said "hundreds").

Major Opportunities

One of the core objectives of the survey was to find out what those engaged in culture, heritage, arts and Gaelic communities think are the major opportunities in these areas for Argyll and Bute. 133 responded to this question.

What cannot be doubted is the enthusiasm and commitment of respondents. There are some unifying themes for the whole of Argyll and Bute, yet people reflected on the role of their own organisation, or themselves as sole traders/individuals, as well as focusing on their local area, with a passion and imagination that leaves no doubt about their commitment and connection to the area, and to their own contribution to it.

We offer a summary of comments here.

"...increasing visitor numbers and also increasing pride in local history and heritage."

"One of the other major assets of the area is the massive amount of voluntary time everyone (gives), from artists, to museum managers, curators, and volunteers."

"To develop a stronger sense of place...."

"The potential to seriously enhance the tourism experience by better presenting and making the arts heritage and culture resources available and accessible."

“There is a lot of talent out there, and this can be locally harnessed if funded properly and supported in a structured way.”

These aspirations are complemented by compelling views about opportunities - at a local level and across Argyll and Bute - for building on the culture, heritage and art attributes of Argyll. The specific assets of, amongst others, Dunoon, Kintyre, Colonsay, Kilmartin, Tarbert, Campbeltown, Helensburgh and Oban were expressed in the survey as was the opportunity to build on existing events, on the Gaelic roots of the region, on pilgrimage tourism, the area’s beauty, prehistoric landscapes, pre and Christian assets and archaeology and the need to bolster broadband and internet services. Other demands/opportunities are for exhibition spaces, creative hubs and quality arts venues with experienced staff, building on open studios events and e.g. the existing ArtMap. There was a strong sense of commitment and ambition for the development and use of local buildings, many already the focus of e.g. Heritage Lottery Fund or Council programmes (through CHORD).

Other pertinent comments include:

“Argyll has a unique and extraordinary natural environment of national importance. It is home to a prehistoric cultural heritage of national and international importance. The arts and the Gaelic language are an extension of visual descriptions inspired by this place. There is huge potential to develop the arts further but it needs support and vision. The arts could play a key role in marketing Argyllmany artists working in Argyll are not regularly used in tourism marketing.”

“Our cultural Heritage abounds with significant buildings, monuments, artefacts, traditions, language and interest in genealogy. The natural heritage is second to none with significant landscape, seascape and biodiversity.

“The historic and natural environment has so much potential in Argyll and Bute and there is enormous scope for it to contribute significantly more than it already does in terms of using it as resource to help attract people and businesses to the area.”

Barriers and Threats

We also asked what respondents thought are the major barriers and threats facing culture, heritage, the arts and Gaelic in Argyll and Bute.

The transport system and infrastructure figured greatly in people’s views of barriers, with the limitations of the geography of the mainland and islands of Argyll and Bute, further degeneration in the A83, the costs and timetabling of ferries, lack of availability of evening and night time public transport systems limiting access to events for residents. Some people mentioned fuel prices being a constraint.

A number of respondents in our survey perceived the local authority’s failure to take a leadership, strategic or policy role in culture, heritage and the arts. This stems from the local authority’s perceived lack of appreciation of the importance of culture, heritage and arts in the economy or as an economic regeneration tool and its inconsistent approach to investing in the sector. Other barriers were cogently and sometimes succinctly expressed:

“Many of the organisations delivering cultural services to the area work on a voluntary basis. Strategic planning and getting access to expert advice can be a barrier to developing projects with a feeling of real quality and sustainability.”

“Partnership working between the voluntary sector the council and tourist agencies may be go some way to improving the quality of the town scape and visitor experience, but it will only work if there is an ambition to use the local cultural heritage and arts to achieve this.”

“Abysmal lack of Internet connections or poor supply of Internet speed.”

“Lack of joint working; lack of imagination; low horizons.”

“Apathy and lack of cooperation...”

“Running costs, maintenance costs, accommodation costs, travelling costs and limited income opportunities for a large number of organisations, clubs and events all supported by a relatively small static population which grows slightly in the summer but shrinks back in the winter months.”

The Importance of Culture, Heritage and Arts in Argyll and Bute

We asked a question about respondents’ views on the importance of culture, heritage and the arts. The following table gives an overwhelming endorsement of our survey participants’ attitudes towards the sector (in our experience these are very high “Rating Averages”):

Table 1 - Give us your views on the importance of culture, heritage and the arts in the following issues and statements.						
	Very important	Quite important	Neutral	Unimportant	Not Important	Rating Average
Their importance to the area’s identity, character and appeal?	84.5% (120)	15.5% (22)	0.0% (0)	0.0% (0)	0.0% (0)	4.85
Their importance in attracting visitors to the area?	82.9% (116)	12.9% (18)	2.9% (4)	0.7% (1)	0.7% (1)	4.76
A strategic approach to culture, heritage & the arts in Argyll and Bute?	78.9% (112)	14.8% (21)	4.2% (6)	1.4% (2)	0.7% (1)	4.70
Their importance at a social level and their contribution to education, well-being and health?	70.4% (100)	27.5% (39)	2.1% (3)	0.0% (0)	0.0% (0)	4.68
Their importance to residents of Argyll and Bute?	53.2% (75)	39.0% (55)	6.4% (9)	1.4% (2)	0.0% (0)	4.44
How important is tourism & the attraction of visitors to your own activity/ organisation?	65.5% (91)	20.9% (29)	6.5% (9)	5.8% (8)	1.4% (2)	4.43
Are Gaelic traditions, culture & organisations important to the area’s identity & character?	39.4% (56)	31.0% (44)	23.2% (33)	2.8% (4)	3.5% (5)	4.00

How the Strategy could help Respondents

We wanted to introduce survey participant to the concept of a strategy for the sector(s) and asked what they thought the strategy could do for them, as individuals or organisations. The table catalogues the responses of those who answered this question:

Table 2- How do you think the strategy could help to support you, your business or organisation? (Tick all that apply.)	
Help communication and networking	84.8%
Support regeneration	80.4%
Make the area more attractive for tourists	76.1%
Offer more marketing opportunities	73.2%
Raise the agenda with government and funding bodies	72.5%
Help sustain communities	71.7%
Encourage more talent	69.6%
Contribute to educational objectives	67.4%
Encourage "new" activities in the area	67.4%
Give more choices to residents	54.3%
Promote volunteering	44.9%

What the Strategy should Include

We wanted to find out what people thought should be in the strategy and what their "bid idea" might be, to advise how the strategy is developed and what its role and remit should be.

Mentioned by several respondents is the need for leadership and effective coordination:

"The ability to think big, to fund raise effectively into Europe to recognise the Arts as a generator not a drain...we primarily seek funding rather than skills development."

"We could benefit from an overall leader or mentor, with hands on experience in the culture and heritage sector, who is energetic and resourceful."

"A Festivals Edinburgh approach for the Arts in Argyll - that is strategic, visionary, aspirational, mutual."

High amongst the brief from respondents is the focus on buildings within local areas, resources from which cultural activity can flow – public gallery space, a print studio, exhibition space, flexible display/exhibition space, space for crafts, well-resourced performing venues. As one respondent put it:

"Improving the provision of cultural spaces in the area, both in terms of producing dedicated provision, but also examining ways of using existing spaces better and facilitating more creative ways of using other locations such as historic sites, empty business premises and public spaces in towns for cultural activity."

Although one participant in the survey said:

"We simply don't need more buildings!"

Other proposed components for the strategy are:

"Marketing, networking, funding, gallery space."

"Technology - for us this is FAST broadband."

"...a database of local arts practitioners..."

"More joined up collecting policy for the area. A fit for purpose repository for archaeology."

"Need more support (funding and advice/skills) to community organisations to help them become visitor attractions."

"Funding is primary."

"Audience development."

"Any marketing, training or funding could only benefit the existing community arts organisations, bands and music clubs in the area."

And almost inevitably:

"That the local authority actually invests in supporting the development of the sector."

"To have an ABC committee entirely dedicated to culture and heritage would be a big step forward."

Collaboration

We wanted to see what experience people had in collaborating, as well as their ambition or desire for more.

Table 3 - We're interested in your experience and views about how the cultural, heritage, arts and Gaelic community can work with the tourism sector (and vice versa).

	YES	NO	NOT SURE	N.A.
Have you ever worked with your local tourism marketing organisation?	52.6% (72)	39.4% (54)	3.6% (5)	4.4% (6)
Have you ever worked with local tourism providers (e.g. hotels, visitor attractions)?	71.5% (98)	23.4% (32)	1.5% (2)	3.6% (5)
If you have worked with either, was it a satisfactory/successful experience?	58.8% (77)	11.5% (15)	10.7% (14)	19.1% (25)
Do you plan to work with tourism organisations/providers in the future?	70.8% (97)	8.0% (11)	16.8% (23)	4.4% (6)

We explored attitudes to collaboration and partnership further, with strong endorsement from respondents of the principle.

Table 4 - Collaboration in Argyll and Bute - what do you think about the following statements?

	YES	NO	UNSURE
We need more collaboration across culture, heritage and arts	90.5% (124)	2.2% (3)	7.3% (10)
We need more leadership in culture, heritage and arts	83.7% (113)	5.2% (7)	11.1% (15)
We need more collaboration between the culture, heritage and arts community and tourism?	93.2% (124)	2.3% (3)	4.5% (6)
Would you be interested in becoming part of a new cultural partnership for Argyll?	66.2% (90)	8.8% (12)	25.0% (34)

Cultural Partnership or Assembly

In the survey, we received strong endorsement of the need for and role of a cultural partnership, including:

“Innovating and internationalising our various traditions.”

“Finding and enveloping audience locally (coordination, better facilities, better business models) and globally -accelerated broadband connectivity for the creation and distribution of culture, heritage and arts.”

“Supporting the artists in marketing and exhibiting their work in prime tourist locations.”

“Joint working, a voice in tourism.... county wide collecting policy, training, and skills development...”

“Networking and coordination...”

This was tempered by the incisive comment:

“I am not sure that such a wide remit for one organisation is useful - I’d be worried that the quality of the focus/development on any one element might be lost? I feel a community development approach to the issues would be more useful e.g. looking at cultural heritage, natural heritage, arts etc., with an overarching ‘assembly’ ensuring cross fertilisation and joint working??”

The workshops particularly explored the representation on, role and remit of a Cultural Assembly³⁰ and the positioning of the local authority in relation to the assembly. A small number of delegates didn’t like the terminology or name of the Cultural Assembly itself, but most saw the opportunity to build up an influential body, representative of the wide interests in culture, heritage and the arts from across Argyll and Bute. The workshops thought that the assembly must be focussed and driven by the strategy, but concerns were expressed about:

- Whether there was enough commitment to make the assembly self-sustaining;
- Whether the larger (public) bodies could help set it up and share responsibility for sustaining it;
- The extent to which the local authority needed to be or must be involved – so for instance whether elected members sat on the assembly or not;
- Making sure the assembly didn’t deteriorate into a talking shop and what its role might be;
- How it communicates with members.

There was a strong consensus that the assembly should be open to all and needs to be both geographically and sectorally representative in its membership, with the “hub and spokes” model quoted several times in different workshops. A steering group (“to do the work”!) is also needed. Quite whether the assembly then helps facilitate each area or sector to focus on its own needs/priorities was left in abeyance and requires the resourcing to be defined first.

Respondents saw the outcome of the work currently underway (the preparation of the strategic action plan) as providing the strategy and vision for the assembly and help define its role and functions. There was a strong emphasis given to the need for clarity in its role and function and concerns expressed about the assembly being too broad in its approach – it needs to focus on some

³⁰ The term adopted by the Council in the preliminary stages of the project

key achievable priorities. It therefore needs a clear brief and defined outcomes. There was consensus that it needed to be a properly constituted organisation able to receive money and make contracts.

The assembly's work programme would emerge from the strategy, but be agreed against agreed timescales and resources. A minority thought the assembly might be a pilot for a year. One workshop definitely saw the need for the assembly to contribute to the appointment of an Argyll and Bute Marketing Officer for heritage, employed by the local authority. Functions identified by one workshop comprised:

- To lobby for support for the sector(s)
- To run projects
- Coordinating function
- To identify needs for each project
- A centralised resource – not a talking shop

While some thought that the assembly needed to be led (chaired) by an elected member from the Council, there was a stronger view about the need for a knowledgeable independent sector chair for the assembly.

Local Needs v Argyll Wide Approach

Another crucial topic addressed by the workshops lies in the challenge of the strategy to be able to support individuals and groups achieve their local ambitions regarding investment and services in contrast to an Argyll-wide approach. Local ambitions often include plans to save or use redundant buildings. The balance between endorsing and motivating local action to meet local priorities and delivering an Argyll wide range of actions has to be found. The risk about the strategy specifying local priorities is that the strategic action plan for the whole of Argyll and Bute could become unwieldy and fail to address pan-Argyll issues and needs.

Part of the solution was seen as feeding in area based priorities, strengths and needs into the regional strategy, although this was tempered in the discussions by a recognition that the Argyll-wide approach shouldn't be held up by local areas having to define their requirements.

A useful analogy quoted at one meeting is the Argyll and the Isles Strategic Tourism Partnership and Co-op which have a coherent vision for all of Argyll and Bute and delivery/engagement mechanisms operating locally through the local tourism groups. This structure works, with local groups committed to local actions and initiatives and communication working well too.

5. Policy Context

Here we review the policy context for culture, heritage and the arts, from the point of view of Scottish Government and Argyll and Bute's own Single Outcome Agreement and Community Plan. We also explore the importance of the views of Creative Scotland, Historic Scotland, Museums and Galleries Scotland, VisitScotland and Highlands and Islands Enterprise.

The **Scottish Government Economic Strategy** aims to achieve sustainable growth, with one of its drivers being to stimulate population growth. For Argyll and Bute, this means slowing down and addressing population loss. Equally the Scottish Government's Strategy for the Creative Industries³¹ highlights the requirement for partnership working and the role of local authorities to contribute to the delivery of shared agendas and value. The alignment of the development of Argyll and Bute's culture, heritage and arts with the Scottish Government's National Outcomes³² is demonstrated by links to several of the 16 outcomes – doing business, more and better employment opportunities, living in sustainable places, self-reliant communities, young people as successful learners, the best start in life for children, value and enjoyment of the built and natural environment and pride in a strong national identity. Arguably, culture, heritage and arts integrate with and reflect many facets of communities and lives across Argyll and Bute.

Community Plan/ Single Outcome Agreement: translating these national (i.e. Scottish Government) outcomes to targets for Argyll and Bute has been the task of the Community Planning Partnership and its stakeholders, through the **Community Plan/ Single Outcome Agreement** for 2013-2023³³. At the centre of the Single Outcome Agreement is the objective of:

Argyll and Bute's economic success is built on a growing population.

Alignment of culture, heritage and arts with the Community Plan/ Single Outcome Agreement for 2013-2023³⁴ is demonstrated below. The 6 long term outcomes of the Single Outcome Agreement are as follows, along with our interpretation of how they link with the future focus on culture, heritage and arts in Argyll and Bute.

Table 5 - Contribution of cultural industries to achieving the Single Outcome Agreement	
Outcomes	Contribution of Cultural Sector ³⁵
1. The economy is diverse and thriving	<ul style="list-style-type: none"> • Cultural tourism offer strengthens what Argyll and Bute has to offer • Cultural contribution and focus to regeneration priorities in e.g. Helensburgh, Rothesay, Dunoon, Campbeltown • Business opportunities within the sector • Contribution to sustainable incomes and employment
2. We have infrastructure that supports sustainable growth	<ul style="list-style-type: none"> • Supports economic development and community resilience, through employment, income and added value to the visitor economy • Enhanced town centre activities

³¹ Published before the Creative Scotland's Economic Contribution study

³² National Performance Framework - www.scotland.gov.uk/About/Performance/scotPerforms/outcome

³³ www.argyll-bute.gov.uk/council-and-government/community-plan-and-single-outcome-agreement

³⁴ www.argyll-bute.gov.uk/council-and-government/community-plan-and-single-outcome-agreement

³⁵ Throughout this report except where specified, cultural and creative industries refer also to heritage

Table 5 - Contribution of cultural industries to achieving the Single Outcome Agreement	
Outcomes	Contribution of Cultural Sector ³⁵
3. Education, skills and training maximises opportunities for all	<ul style="list-style-type: none"> • Opportunities for young people to learn, understand and experience Argyll and Bute's history, heritage and culture • Lifelong learning opportunities for adults
4. Children and young people have the best possible start	<ul style="list-style-type: none"> • Enrich children's lives through experiential engagement in cultural activities • Help keep children and families within their communities – supporting community resilience
5. People live active, healthier and independent lives	<ul style="list-style-type: none"> • Contribute to healthier lifestyles and wellbeing through interaction with cultural activities • Encourage volunteering
6. People live in safer and stronger communities	<ul style="list-style-type: none"> • Add value to communities, strengthening their sustainability • Support for viable and vibrant town centres

Argyll and Bute Council's Economic Development action plan, 2013-18 highlights that there are sustainable economic development opportunities to be realised through the growth of a higher value tourism base, particularly through exploiting the strong linkages with other key sectors such as high quality food and drink (food tourism), forestry (recreational eco-tourism) and cultural activity (creative industries, festivals, heritage centres, museums, visual arts, music and genealogy).

Creative Scotland: this national agency plays an active role in the region, having invested almost £3.4m over the three years 2010- 13 in projects in Argyll and Bute. This was 80 separate awards across the region. An additional £1.6m was announced in January 2014 for St Peter's Seminary in Cardross, the Burgh Hall in Dunoon and further development of Cove Park Studios. Creative Scotland has one Foundation organisation in Argyll and Bute – COMAR³⁶ – and one flexibly funded organisation – Cove Park Studios. The importance of Creative Scotland's support to these lies in the sustainability and continuity of funding for what are considered vitally important infrastructural organisations in the region.

COMAR's status and continuity of funding from Creative Scotland, offer an opportunity to think of it as an important building block in the future development of the arts and culture in Argyll and Bute. Its own plans are to provide an outreach service beyond the geographical boundaries of its home on Mull and it may therefore have the infrastructure to provide the executive support to the Cultural Assembly, of which more below, in section 8.

Creative Scotland has embarked on a programme of Place Partnerships, recognising the contribution that places make to a creative Scotland. Place Partnerships provide a strategic context for close working with local authorities and others to realise shared priorities, support leverage and continued investment in culture. Creative Scotland has made an offer to Argyll and Bute Council for a Place Partnership. It is anticipated that some of the outcomes of this strategic plan for culture, heritage and arts will identify some of the priorities for the Place Partnership.

³⁶ COMAR is the merger of An Tobar and Mull Theatre

Historic Scotland is an executive agency of Scottish Government, charged with safeguarding the nation's historic environment and promoting its understanding and enjoyment. The agency acknowledges that heritage is at the heart of what Scotland offers visitors and has combined with the National Trust for Scotland, VisitScotland and the Historic Houses Association in Scotland to conserve Scotland's buildings and assets and educate and inspire residents and visitors alike.

Historic Scotland's role in Argyll and Bute revolves around financially supporting efforts to enhance townscape, resolve and safeguard historic buildings and sites and manage and care for its portfolio of properties. Kilmartin Museum is core funded by Historic Scotland for instance – to provide interpretation, access and education. Major Historic Scotland partnerships have been in the Rothesay Townscape Heritage Initiative (and efforts to safeguard the future of the Pavilion) and in Campbeltown's THI. Historic Scotland is therefore an important player in Argyll and Bute's heritage policy arena.

Historic Scotland's designated "A" listings reflect "buildings of national or international importance, either architectural or historic, or fine little-altered examples of some particular period, style or building type." There are 2,031 listed buildings in Argyll and Bute, of which 150 are Category A (or 3.9% of the Scottish total of 3,800 "A" listings). Our Appendix 5 catalogues the "A" listed buildings and structures in the region.

Museums and Galleries Scotland is the membership body for all museums and galleries in Scotland, also being the National Development Body for the museum sector in Scotland. The organisation's strategy is to work collaboratively to invest in and develop a sustainable museum and galleries sector for Scotland, as articulated in its strategy³⁷. The strategy and action plan however don't drill down to the subregional or local authority area.

However, the organisation plays an important role in skills development and assisting museums and heritage bodies. This is particularly important for Argyll and Bute because of the dependence of the sector on volunteer effort and the need to both develop capacity (to manage and run collections) and maintain standards. Museums and Galleries Scotland's role in maintaining and developing sector standards (through its Accreditation and the Recognition Scheme) is therefore pivotal to Argyll and Bute.

VisitScotland's role is to promote the country for tourists and help inform them when they are here and distribute them across Scotland. VisitScotland has a presence in Argyll and Bute through its tourist visitor centres and information points in Oban, Tyndrum, Arrochar, Inveraray, Tarbert, Craignure, Tobermory, Dunoon, Rothesay, Bowmore, Jura and Campbeltown.

VisitScotland's partnership activities allow for policy and product development to be focussed on. They set priorities and define what actions are required for the development and marketing of tourism. The key partnership for Argyll and Bute is the Argyll and the Isles Strategic Tourism Partnership. Although covering the entire geography of the region, this partnership integrates the diverse range of local marketing groups and associations across Argyll, providing a strategic vision for the brand, the visitor proposition and leading on local marketing activity. With its complementary co-operative helping implementation, the AISTP is a model for other areas to copy.

³⁷ Going Further: The National Strategy for Scotland's Museums and Galleries (2012) and From Strategy To Action, A Delivery Plan for Scotland's Museums and Galleries 2013-2015, 2013

Highlands and Islands Enterprise is the economic development agency for most of Argyll and Bute (the Helensburgh area falls within the remit of Scottish Enterprise). HIE works within the framework established by Scottish Government (see above), focussing on a number of priority sectors including tourism and creative industries. It concentrates on supporting social and economic growth delivered through business, social enterprise and community activity.

HIE is an active stakeholder in the Argyll and Bute Community Planning Partnership, established to coordinate the delivery of services and improve the quality of life and physical environment for residents and visitors to the area. HIE is engaged in 4 of the themes: economy, environment, social affairs and third sector and communities.

HIE also partners Argyll and Bute Council in funding the development of this strategic plan for culture, heritage and arts in Argyll and Bute; the agency has a focus on the economic development rationale for the sector and wants to see how the sector can add value to Argyll and Bute's economy.

6. Strengths, Weaknesses, Opportunities and Threats

We want to catalogue the characteristics and features of the culture, heritage and arts sector in Argyll and Bute, in order to understand what opportunities can be capitalised upon and which weaknesses and threats need to be addressed. The SWOT analysis is the baseline for identifying what actions should be included in the strategic action plan for the creative industries in Argyll.

Table 6 – SWOT analysis of Argyll and Bute’s creative industries	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Articulate and committed people and organisations in the sector • Working networks of community based organisations, especially focused on heritage • Landscape and environment are an inspiration in many creative media • Potent volunteer networks and numbers, committed to local action and service delivery • Attractive environment for lifestyle decisions to move to - and stay in - Argyll and Bute Distinctly compelling and strong heritage, archaeology and cultural assets and facilities across the region • Argyll is the cradle of Scottish history and culture • Diverse tourism offer pan-Argyll, giving choice and appeal to visitor markets • Castles and clans appeal • Communities with strong identities, heritage and attractive environments • Robust and resilient local groups focused on local problems and opportunities • The area is accessible to and from Scotland’s major urban centres and airports • Appetite for collaboration and breaking through impasse • Atmosphere of collaboration amongst stakeholders • Programme of cultural events and festivals that expose Argyll and Bute’s attributes/strengths 	<ul style="list-style-type: none"> • Continuous population decline and ageing population • Comparatively poor public transport network • Access and connectivity impeded by costs of fuel, weak infrastructure and weather dependence • Remote and fragile island-based communities • Weak broadband and technology infrastructure • Tourist season of limited duration • Cultural tourism offer not yet articulated • Local authority threatened by financial stringencies • “Portfolio” employment required to sustain revenue amongst artists/craftspeople • Dependence on unpaid volunteers within many organisations • Inadequate revenue for community based, heritage and other attractions • Lack of scale of organisations and businesses to generate activity, visibility and investment • Difficult access to markets and limited international competitiveness • Limited joined up approach to the growth of the sector • Skills deficit – for business planning, marketing and sales, social media • Absence of a single “centre” for Argyll/ diffuse focus on 5 subregional centres • Weaknesses of the sector - especially limited digital media resources • No coherent network across the whole of culture, heritage and arts • Limited leadership
Opportunities	Threats
<ul style="list-style-type: none"> • Argyll-wide partnership to address key issues/topics and join up people and organisations • Develop the economic development focus 	<ul style="list-style-type: none"> • The plan seeking to deliver too large of list of priorities (so the eye is “off the ball”!) • Finding, mobilising and sustaining leadership across the sector

Table 6 – SWOT analysis of Argyll and Bute’s creative industries

<p>and rationale for the creative industries</p> <ul style="list-style-type: none"> • Better integrate heritage and culture in the tourism offer • Promote Argyll and Bute as the place to see/participate in and experience the birthplace of Scotland • Promote Argyll and Bute’s pre Christian and Christian heritage and artefacts • Build on the AITC role in tourism development and promotion • Build on the strengths and support the volunteer base, including skills transfer to them • Further development of Kilmartin Glen as a centre of excellence and visitor attraction for prehistoric landscapes • Integrate the cultural and creative sector with the Council’s CHORD projects • Support the Argyll and Bute Museums and Heritage Forum to extend its role to support volunteer organisations in the heritage sector • Build on the networks and capabilities of ArtMap, Isle of Bute’s Artists’ Collective/ Bute Studio Trail, Hidden Shed, Covepark and Cowal Open Studios to offer help and encouragement to artists and craftspeople • Develop network of experienced staff to support community based initiatives to access funds, prepare business plans and market themselves • Creative Scotland Place Partnership offer includes funds • Integrate cultural tourism opportunities within LEADER strategy/priorities • Sustained audience or market development programmes to enhance visibility, number of visitors and revenue • Build up the leadership of the sector 	<ul style="list-style-type: none"> • Reducing public sector (including European) financial commitments • Inability to address continuing population decline and ageing population • International and national economies threaten tourism • Increasing costs of travel and deteriorating transport infrastructure • Apathy or lack of interest in making changes happen • Pan-Argyll initiative, strategy and visibility lost in favour of local action and priorities (within local communities)
--	---

7. Vision and Strategic Priorities

The culture, heritage and arts sector has considerable presence but is not well understood in its totality in Argyll and Bute. Its fragmented nature, ubiquitous spread across Argyll, but lack of focus give limited visibility for the people working in the sector and the absence of a voice to articulate and advocate their needs. So many people in the sector are artists or craftmakers, absorbed in their own creative processes and outputs, or are volunteers working under pressure and unpaid. Many of the organisations rightly concentrate on achieving outputs and services for themselves and their customers, with a local bias.

So, as one consultee suggested:

“We live in a vibrant area, but joining the dots is difficult.”

And yet, the sector, in totality has a turnover of £63m plus p.a., with at least 2% of employment of Argyll and Bute. As we highlighted above, methodological problems result in the underestimation of jobs and value. And yet, these attempts to monetize the sector overlook the contribution creativity, arts and heritage make to the spiritual, moral, emotional and intellectual assets of the area, and also overlook the ability of Argyll and Bute to express itself.

So, moving forward, our vision, supported by the views of our consultees, is that the sector has to organise itself, in order to extoll its virtues, its contribution to Argyll’s self-belief and market profile and to address shortfalls and barriers - what we call market failures – that inhibit success, growth and satisfaction.

We don’t consider that it is a viable proposition to do nothing, but our risk analysis in section 9 below explores the outcome of this option.

The vision for the creative industries is:

To establish the whole of Argyll and Bute as an area of cultural and artistic excellence, in order to release their full economic and social value.

The **strategic priorities** for the culture, heritage and arts across Argyll and Bute focus on:

1. A limited number of actions, that while maybe ambitious in nature, are considered achievable within a 3 to 5 year period;
2. A higher profile and visibility for the sector, giving it voice and the opportunity to advocate resources to meet needs across the sector;
3. The recognition that the creative industries are an important economic driver and contribute to tourism’s culture offer;
4. To promote co-operation across the sector in the development and delivery of projects;
5. A structure and delivery mechanism that encourages local engagement and supports local development of the creative industries while mobilising local people to take and support a pan-Argyll approach (thus achieving a balance between local and Argyll-wide priorities and action).

8. Strategic Themes and Actions

We identify five strategic priorities above. Here we explore them in more detail to give the focus and direction of the strategic action plan.

Actions and Priorities

The strategic action plan should focus on a limited number of pan-Argyll actions; the risk of a long list of priorities is that they are harder to deliver (see section below on delivery) because they dissipate focus and energy and it is preferable to act and achieve the most important opportunities for the sector, achievable and deliverable within a 3 to 5 year period. The strategic action plan should also not seek to deliver local priorities that are the focus of local groups. The actions are interrelated and mutually reinforce each other:

1. To support **audience development** by building on the work of the Argyll and the Isles Strategic Tourism Partnership to package and place the Argyll and Bute cultural tourism offer in the marketplace. At the same time, the importance of the culture heritage and arts to Argyll and Bute and to the visitor experience should be promoted, encouraging local as well as visitor audiences.
2. The delivery of the strategy is in part dependent on the sustainability and effort of others, particularly AITC **in marketing Argyll and Bute**. Enhanced marketing is necessary and the positive start of the AITC needs to be built upon to better market Argyll and enhance its visibility. Particularly, efforts must be made to promote the region's cultural and heritage attributes, and to encourage more visits. Part of this is a focus on Argyll and Bute's brand – what it is known for – and build on the very real role Argyll had in being the birthplace of Scotland and having pre-Christian and Christian artefacts and landscapes. Further actions below contribute to this priority.
3. **Gaelic**: there's an ambiguity about the interest and role Gaelic has in perceptions of Argyll and Bute. The culture, heritage and arts strategy must focus on the growth and further development of Gaelic, especially through the educational and school system but also by highlighting the range of organisations involved, the integration throughout Argyll society and the opportunity to experience the language and its roots so close to the urban centres of Scotland.
4. Individual artists and craftmakers need further **business and marketing support** and the strategy should seek to engage Business Gateway and others to support them acquire these skills, essential for maintaining income and extending marketing reach.
5. The visibility and competitive strengths of Argyll and Bute in presenting pre-Christian and Christian artefacts, sites and landscapes should be highlighted and promoted vigorously with all stakeholders – Historic Scotland, Argyll and Bute Museums and Heritage Forum, individual sites, heritage bodies and institutions - collaborating to present the region's strengths and appeal. An opportunity exists to raise the profile of the strategically important Kilmartin Glen as a UNESCO world heritage site and this proposition should be tested and planned for.
6. Ways of **supporting and building on the excellent work of organisations** that pull people together in the creative industries need to be found. The level of support might be quite modest and would include bringing specialist staff in to help volunteer management

committees to offer support and encouragement to help their membership and stakeholder groups. Organisations that need this support include the Argyll and Bute Museums and Heritage Forum, ArtMap, Hidden Shed, Isle of Bute's Artists' Collective/ Bute Studio Trail, Covepark and Cowal Open Studios. These additional resources would help community based initiatives to access funds, prepare business plans and market themselves.

7. The dependence of so many community cultural and heritage organisations on volunteers needs to be acknowledged. **Volunteers also need support** and encouragement and this might be found by bringing professional staff with expertise into networks (potentially through the organisations above, BAH, ArtMap etc.) and developing training and skills programmes for volunteers.

Profile and Advocacy

A higher profile and visibility is needed for the culture, heritage and arts community across Argyll and Bute. While external promotion requires the positive actions of existing groups to be built on, and the role of the AITC to be reinforced in developing and promoting the cultural tourism offer, this has to be complemented by developing a stronger "voice" for the sector. This entails the development of an advocacy role, through the Cultural Assembly described below, and ensuring that stakeholders understand the importance of the creative industries to Argyll, to external and internal perceptions and their importance to the livelihood of the region.

Lobbying and advocating the importance of Argyll and Bute's cultural assets and the need to sustain these necessitates a "spokesperson" or people who can talk knowledgably about the sector, a base from which to operate (the Cultural Assembly referred to below) and the communication skills necessary to persuade others to the importance of the sector and the policy and practical support it needs.

Practical short term advocacy targets include:

- Articulating the Place Partnership priorities for Creative Scotland and other stakeholders' funds, including the role and commitment of the local authority;
- Ensuring that the LEADER 2014 – 2020 strategy and priorities includes cultural tourism and support for and the work of the organisations involved in the growth of the sector.

Economic Driver

We highlighted the ambivalence with which the creative industries are viewed in Argyll and Bute to date. This partly results from the absence of a coherent network of organisations and people, the geographically fragmented nature of the sector, with no natural centre or focus, and the absence of a strong voice for the sector. We know that it is harder for public authorities to respond positively when the business case, or importance of a sector or industry, is not adequately articulated.

During the course of our research we've been encouraged by the CHORD projects in respectively Campbeltown, Helensburgh, Oban, Rothesay and Dunoon and by the strong commitment of other stakeholders (HIE, SNH, LEADER, Heritage Lottery Fund, Creative Scotland etc.) for projects that have strong cultural and heritage foundations – Burgh Hall in Dunoon, St Peters' in Cardross, The Rothesay Pavilion, the Campbeltown Picture House. The rationale for all of these initiatives includes

the economic case. We've highlighted³⁸ the value and jobs associated with the creative industries and consider the articulation of culture, heritage and arts as economic drivers for Argyll and Bute as being an important precursor to generating continuous commitment to meet their needs, and build on opportunities presented by them.

These opportunities include their contribution to the visitor economy – Argyll and Bute's cultural tourism offer – and the successful delivery of anchor projects for the region, which include those projects listed above.

Promoting Co-operation

This strategic objective is about cohering the arts, culture and heritage sector across Argyll and Bute in order both to strengthen engagement and communication across Argyll while also contributing to creating a stronger voice and better visibility.

The planned cultural assembly is a core component for the action to meet this objective and its structure, which we detail below, will reinforce and support geographical and art form or topic groups (i.e. in dance, visual art, heritage) working together to achieve common objectives and tasks. We're dependent on these groups identifying their own agendas – for local or art form projects and priorities – and the task of this strategic action plan is to help set the context, and offer encouragement to people working together.

At a pragmatic level, co-operation and collaboration can be promoted through effective forms of engagement and communication and these become crucial roles for the cultural assembly.

Delivery Structures

It's crucial to get the delivery structure right, to be able to successfully deliver the strategic action plan, and to generate support and capitalise on the creative and heritage attributes and competitive advantage of Argyll and Bute. The delivery structure's importance lies in the way we engage the sector and the people working in it. It's also important because it has to find the balance between pan-Argyll engagement and interest and supporting local initiative and priorities. It also has to engage and motivate public authorities for them to acknowledge the importance of the sector and the people within and find ways to support their efforts to invest in and promote Argyll and Bute. We need to determine through agreement amongst all stakeholders, including public bodies, how the creative community will support itself.

This last issue is crucial: there are significant numbers of people and organisations who feel that the local authority should lead in the delivery of the strategic action plan. While these people and organisations are not in the majority, they are a significant minority. Their perception of leadership by the local authority includes, to varying degrees:

- recognition of the importance of culture, heritage and arts to Argyll and Bute;
- endorsement of the way forward for the sector;
- the appointment of an arts and/or heritage marketing officer;
- higher levels of resource commitment to projects and programmes.

While the engagement of the local authority in the culture, heritage and arts environment is patently a desirable thing, and resources would be good, many of our consultees acknowledged that

³⁸ Despite methodological problems

boosting the sector, promoting Argyll and Bute on the back of it and addressing its needs, requires leadership to come from within the sector itself. The corollary of this view is that dependence on the local authority to initiate and sustain action would be misplaced, because of the risk of not paying enough attention to the sector's own determination of its priorities.

That said, it was the Council that initiated the Cultural Assembly gathering in 2013. Building this up as a credible organisation that delivers value will take some time. (The terminology of the Cultural Assembly was challenged by a small number of our respondents, but we consider that for the moment it is worth retaining this term, since it has common parlance.)

Here we outline the recommended role and remit and the way the assembly should be structured and membership attracted. Key roles and functions of the assembly would be:

1. **Leadership and advocacy:** mobilising key people to represent the needs of the sector and people working within it, to voice its needs and priorities to public authorities and other stakeholders;
2. **Strategic Development:** to encourage local development of the sector and prioritise ideas from geographic and sectoral groupings that have Argyll and Bute-wide application;
3. **Sharing knowledge and expertise:** helping organisations, individuals and businesses in the sector (and volunteers working with them) to exchange and share knowledge and expertise, to help them learn from each other and raise opportunities for collaboration;
4. **Networking:** finding ways for those in the sector to work with each other – building on the collaborative activities of existing organisations e.g. Argyll and Bute Museums and Heritage Forum, and creating new networks;
5. **Internal communications:** using the Internet and meetings, create mechanisms that encourage people to talk to each other and work with each other;
6. **Funds and Funding:** identify how existing cultural and heritage agencies and organisations can be resourced to help them fulfil a more sustainable and long term role, including helping assembly members to get their external funding applications right.

The structure of the assembly would build on a “hub” and “spokes” model, capitalising on local clusters and focusing on Argyll-wide priorities and actions. This model was favoured by many who participated in the consultation. Some wanted a precise, defined structure with membership drawn proportionately at local level from all strands of the creative and heritage community. While this might be desirable, it might take some time to achieve; our view is that at local level, membership should be drawn from all sections of the creative, cultural and heritage community.

The hub and spokes model for the assembly would comprise:

- **Local creative industry groups** made up of individuals and organisations interested in stimulating and supporting the culture, heritage and arts industries. They might be called upon to represent views or provide support for projects in their local area (as well as some leading on some of these projects). Geographically, it makes sense to mirror the 8 geographical areas that comprise the Argyll and the Isles Tourism Co-operative, as follows:
 - Mull, Iona, Tiree & Coll
 - Oban & Lorn
 - Inveraray, Kilmartin Glen & Knapdale (Heart of Argyll/ Mid Argyll)
 - Cowal

- Kintyre & Gigha
- Bute
- (West) Loch Lomond & Clyde Sea Lochs
- Islay, Jura & Colonsay
- Arts form or topic groupings should be encouraged to be formed across Argyll and Bute as well. From these would be selected representatives to sit on the steering group (or putative Board) of the cultural assembly. These topic groups are recommended as:
 - Dance and Drama
 - Film, Digital and Literature
 - Music
 - Visual Arts and Crafts
 - Gaelic
 - Heritage
- An **Argyll-wide assembly**, made up of representatives/participants from the local geographical areas. This might meet twice annually and allow all-comers in to a structured agenda and social networking event.
- A **steering group** that will become the putative board of the cultural assembly, once decisions to incorporate are agreed (by the wider creative community). its role is to execute the delivery plan and oversee projects and initiatives under the strategic action plan. Membership would be drawn from:
 - Geographical groupings, with each electing a representative to the steering group
 - From art form or topic groupings across Argyll (as detailed above)
 - 2 representatives, one each from the Council and the tourism community

Some flexibility might need to facilitate membership outwith this structure to motivate enthusiastic or particular skills or perspectives to be drawn into the steering group. The steering group would provide a strong ambassadorial and advocacy role for the sector across the area, supporting the chair or convenor (see below).

We recommend that a senior local authority officer and representatives from e.g. VisitScotland, Creative Scotland etc. be encouraged to sit on the steering group, but not have a vote, if debate/decisions ever come to that (described as having “observer status”).

- **Executive group:** a smaller group of steering group members might meet more regularly to conduct the affairs of the assembly, if and when it progresses to the management of projects or staff.
- **Chair or convenor:** leadership and the spokesperson role would be imbued in this person and they are therefore a hugely important appointment. This person must be authoritative and be passionate about the sector, although may not have a personal interest from it; they must be both recognised and endorsed by the sector.
- **Staff, or an executive team:** the voluntary efforts of cultural assembly participants must be complemented and supported by professional staff to deliver the key objectives and tasks identified in this plan. The funding for this team might come from funding applications to major stakeholders and we acknowledge that it may take a little while to attract these funds.

We illustrate further below the structure for the assembly.

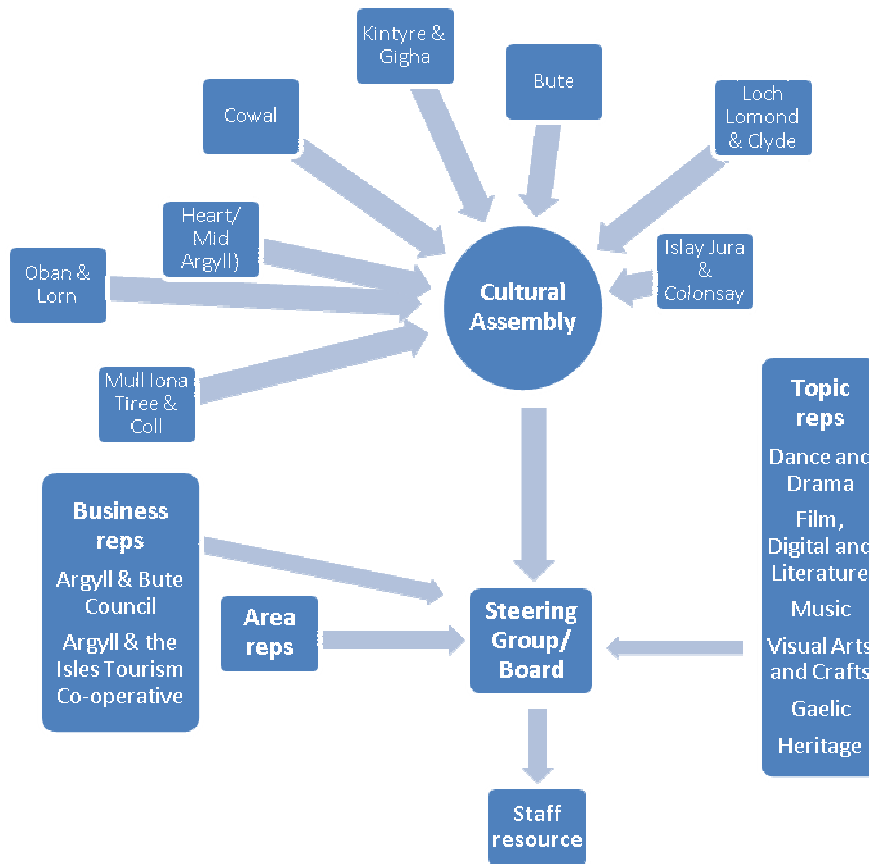
The Cultural Assembly needs to be a properly constituted legal body, because it should have the capacity to be able to apply for and manage project funds. While this might be a process that takes a little time to orchestrate (as people become used to the proposition), our experience is that setting the assembly up from the start as a legal entity gives certainty to potential members/participants and allows for immediate funding submission to facilitate it achieving its objectives.

The precise form of legal structure requires professional legal advice, however it may be best as a company limited by guarantee, a co-operative consortium³⁹ (with the financial obligation of members in both cases being limited to say £1) or a Community Interest Company (useful for social enterprises). Setting it up as a charity takes longer and requires the approval of the Office of the Scottish Charity Regulator and it would have to meet defined legal/charity obligations. We do not recommend this route as it is more complex and takes more time, in order to satisfy charity criteria.

The assembly should be established as a membership organisation. While this has advantages of generating commitment from those who participate, it might take some time to attract a sufficiently broad membership from all segments and all areas. It is crucial that while the assembly seeks funds from membership, this is not at a level that dissuades people from participating.. Equally, there should not be any discrimination in information or networking provided for members and non-members – the objective is to boost the whole sector not just members!

The Cultural Assembly Structure

³⁹ Like the Tourism Co-op



9. Risk Analysis

We've conducted a risk analysis to identify what would happen if the strategic action plan were not adhered to, implemented or accepted.

The risks are:

- Risk of doing nothing
- Risk of LA not accepting the plan
- Risk of wider culture, heritage and arts community not accepting plan
- Cultural Assembly structure not agreed
- Risk of failure of hub and spokes Cultural Assembly model
- Actions and priorities not agreed

We identify the following risks that may impact the targets and achievements and how to address them.

Table 7 - Risks	
Risks	Actions to Address Risks
Risk of doing nothing <ul style="list-style-type: none"> • Argyll and Bute eminence in culture, heritage and arts not promoted • Failure to generate cohesion across sector 	<ul style="list-style-type: none"> • Revise strategic plan to meet concerns/issues • Major "high level" public/private/voluntary debate about moving forward • Enlist public agencies' commitment and support to identify way forward • Develop cultural tourism offer
Risk of LA not accepting the plan <ul style="list-style-type: none"> • Other public funding bodies uneasy about funding projects/programmes • Reputation of LA jeopardised 	<ul style="list-style-type: none"> • Review and promote the economic development rationale for culture, heritage and arts and the business case for intervention • Generate the support of other public agencies' to the way forward
Risk of wider culture, heritage and arts community not accepting plan <ul style="list-style-type: none"> • Region's eminence in sector jeopardised • Structural weaknesses of sector(s) not addressed 	<ul style="list-style-type: none"> • Identify endemic weaknesses within the sector and how they might be addressed • Identify potential leaders and influencers to talk to peers in the sector • Identify benefits and funding opportunities to encourage engagement
Cultural Assembly structure not agreed <ul style="list-style-type: none"> • Vacuum remains and challenges unresolved 	<ul style="list-style-type: none"> • Opportunity for continuing local action and focus on local initiatives and priorities • Alternative management and delivery structures need to be designed and agreed
Risk of failure to accept area based hub and spokes cultural assembly model <ul style="list-style-type: none"> • Limited equitable engagement and membership in local areas 	<ul style="list-style-type: none"> • Revise geographical basis of membership • Review alternative structures e.g. cultural assembly made up of representatives of art forms/cultural • "Self-selected" leadership of cultural assembly

10. Action Plan

The following actions are required to deliver the strategic action plan:

Table 8 -Strategic Action Plan for Culture, Heritage and Arts	
Actions and Tasks	Timescale and Responsibility
1. To agree the vision for culture, heritage and arts in Argyll: <i>To establish the whole of Argyll and Bute as an area of cultural and artistic excellence, in order to release their full economic and social value.</i>	Council: May 2014 Wider creative and heritage community: June 2014
2. To agree the strategic priorities of the plan - key actions, advocacy role, economic development driver, promote co-operation and engagement across the creative and heritage community	Council: May 2014 Wider creative and heritage community: June 2014
3. To agree the “hubs and spokes” model for the cultural assembly	Council: May 2014 Wider creative and heritage community: June 2014
4. Develop model constitution for the cultural assembly and brief for the assembly and steering group members	Consultant: May 2014
5. Engage with the wider creative and heritage community to report back on the plan and way forward	Consultant / Council: May/June 2014
6. Establish meeting of the cultural assembly to generate endorsement of: <ul style="list-style-type: none"> • The company structure • The role and remit of the assembly and steering group • The priorities and actions for taking the sector forward 	Consultant / Council: June 2014
7. Develop proposals for medium term administrative support from COMAR to help the assembly establish, by helping communication and engagement	Council / Assembly Steering Group / Comar: June 2014
8. To identify and recruit an independent convenor for the cultural assembly	Assembly/ Assembly Steering Group: July – September 2014
9. To develop and implement an advocacy programme to promote the sector, the assembly, priorities and resources to support delivery. Targets to include Creative Scotland, LEADER, Museums Galleries Scotland etc.	Assembly / Assembly Steering Group / Comar: July – December 2014
10. To refine the culture and heritage tourism offer for Argyll and Bute for delivery of marketing by AITC, for the 2015 season	Assembly / Assembly Steering Group / Comar: Summer 2014
11. Identify how existing bodies in Argyll in culture and heritage can be funded to sustain their long term role	Assembly Steering Group / Comar: Summer 2014
12. To develop and cost a generic programme and associated funding submissions to support the sector. These to include: <ul style="list-style-type: none"> • Business and training support to organisations and individuals to support their growth • Marketing support to organisations and individuals to support sales • Training and networking support to help volunteers acquire 	Assembly Steering Group / Comar: September 2014

Table 8 -Strategic Action Plan for Culture, Heritage and Arts	
Actions and Tasks	Timescale and Responsibility
more skills to run voluntary facilities	
13. To identify and bid for resources to provide long term support for the assembly and implementation of it programme of work	Assembly Steering Group / Comar: September – December 2014
14. Subject to funds, prepare the business plan for the assembly, identify sources of funds and make funding submissions.	Assembly Steering Group / Comar: Autumn 2014
15. Create a cultural and heritage web based resource to support communications and engagement across the sector(s) and the area and to aid networking, sharing and collaboration	Winter 2014/15
16. Link the cultural strategy to the community planning process, through representation on the community planning partnership, influencing successive generations of the community plan and single outcome agreement	Winter 2014/15
17. Deliver annual advocacy programme (see 9 above)	Annually
18. Deliver and develop cultural and heritage tourism offer through AISTP and Co-op (see 10 above)	Annually
19. Maintain funding support and help to cultural and heritage bodies in Argyll to sustain viability (see 11 above)	Annually
20. Implementation of generic support (see 12 above) including attracting funds	Annually

Short term administrative support is required to assist with the setup of the assembly. COMAR is considering whether and how it provides this role in the short to medium term, on an Argyll wide basis. The brief for this support comprises:

- To help communication across the creative, cultural and heritage community across Argyll;
- To support the development of networks, exchange of information and sharing of good practice;
- Support in the establishment of the cultural assembly and local groups/art forms that contribute to it;
- Assist in the development of priority projects that help generate funds and credibility for the assembly;
- Help launch the assembly.

In the longer term the assembly (led by the steering group) will need to define the specific staff resource required and plan funding bids to finance this resource.

Measuring Success

We need to be able to answer the question about how success will be measured with the strategic action plan.

The two key components are:

1. The establishment of effective and successful networks of people working in heritage, culture and the arts across Argyll, helping them share good practice, exchange information, enhance their success as artists, craftspeople, their involvement in culture and in heritage; and
2. Enhance the recognition of the sector at a number of levels – amongst the resident population, for visitors and with funding stakeholders, to support allocation of resources to assist delivery of strategic priorities.

We believe that enhancement of the sector will contribute to the quality of life, but this sector alone cannot be tasked with e.g. stemming population loss, although as we have shown, it can contribute

The **baseline** from which success can be judged will relate to the following:

Table 9 -Success Factors – How to Measure Success	
Baseline Now	Future Success Measures
Cultural assembly currently embryonic	Cultural assembly established and constituted
Steering group has informal status	Geographical and thematic/topic representation on Board
No funds currently committed to implementation of the plan	Successful funding applications, including for long term support for the assembly to deliver its priorities
Culture and heritage not seen as economic drivers of Argyll and Bute	Sector acknowledged as economically important to the region
Tourism offer for culture, arts and heritage diffuse	Coherent offer from culture, heritage and arts to the visitor
Volunteer resource in the sector uncoordinated and unrecognised	Training programmes in place to support volunteers
Advocacy for the sector is currently ad hoc	Sustainable advocacy programme in place
Limited business and marketing support for institutions and organisations as well as individual artists/ craftspeople	Sustained business development and marketing support programmes in place
No Creative Scotland Place Marketing project	Place Marketing project in place and contributing to cultural priorities
Proportion of visitors surveyed by VisitScotland who are motivated to visit by the area's history from 14% (2011)	Increase to 20% (2015)
No mention of arts/ culture or archaeology as reasons to visit Argyll and Bute in VisitScotland visitor surveys	Increase to 5% each by 2015 and 8% by 2016

Some statistical research needs to be undertaken to update national statistics:

- Number of people employed in the sector;
- The value of the sector;
- Number of visitors motivated to visit Argyll and Bute because of the culture, heritage and arts tourism offer.

BTS, March 2014

Appendices

1. **Consultees**
2. **Sources**
3. **Creative Scotland definition of Scottish Arts and Creative Industries**
4. **Learning from others –case studies of successful creative industry intervention**
5. **Audit of Argyll and Bute’s Culture, Heritage and Arts Assets (separate volume)**

Appendix 1

Consultees

Name	Organisation
Eleanor Duchess of Argyll*	Inveraray Castle & Historic Houses association
Kevin Baker	Library and Culture Development, Argyll and Bute Council
Bob Clark*	Director, Auchindrain Museum
Rebecca Coggins*	Dumfries and Galloway Council
Arlene Cullum*	Film Locations and development, Argyll and Bute Council
C'Ilr Robin Currie	Argyll and Bute Council
Caroline Docherty	Creative Scotland
Lorna Elliott*	Argyll and the Isles LEADER
Robert Ferguson*	National Trust for Scotland
Julian Forrester	Cove Park
Barbara Foulkes*	Orkney Island Manager, VisitScotland
Clare Gee*	Arts Museums and Heritage Service Manager, Orkney Islands Council
Catherine Gillies**	Formerly of Argyll & Bute Museum and Heritage Forum,
C'Ilr Louise Glen-Lee	Argyll and Bute Council
Nina Graham*	VisitBute
Kerrien Grant	HIE
Stuart Green*	Tourism development, Argyll and Bute Council
Alison Hay*	Auchindrain Museum, Chair
Elaine Jamieson*	Forestry Commission Scotland
Sheena Kitchen*	Craft Scotland
Ross Lilley*	SNH
Fiona Lochhead	Argyll Mausoleum/Historic Kilmun
Connie Lovell*	Mount Stuart
Pat McCann	Culture and Libraries Manager, Argyll and Bute Council
C'Ilr Iain Angus MacDonald	Argyll and Bute Council
Peter McDonald	Rothsay Pavilion, Argyll and Bute Council
David Adams McGilp	VisitScotland
Christine Macintyre*	Ex Feisean (and Columba's Trails)
Margaret McKay*	Auchindrain board member
Stephen McLean*	EventScotland
Sian McQueen	Artist and Argyll ArtMap
Aileen MacLennan	Culture and Heritage Support, Argyll and Bute Council
Donald MacVicar	Community and Culture Head of Service, Argyll and Bute Council
Jane Mayo	Campbeltown Picture House
Richard Millar*	Scottish Canals
Alison Palmer	Argyll & Bute Museum and Heritage Forum
Mike Rowell*	Bid 4 Oban
Wendy Scott*	Design & Arts Dev. Manager, Northumberland County Council
Trish Shorthouse*	Highlands of Scotland Film Commission
Mike Story*	Argyll and the Isles Strategic Tourism Partnership
Carron Tobin*	Argyll and the Isles Tourism co-op
Liz Walker*	Forest Enterprise
Sharon Webb	Kilmartin Museum

Name	Organisation
Caroline Winn*	COMAR
Julie Young	Argyll and the Isles Coast and Countryside Trust

*phone ** mail contact

Consultative Meetings: Attendees

- Cairnbaan, **Lochgilphead**, 22nd October 2013
- **Campbeltown**, 23rd October 2013
- **Rothesay** 24th October 2013
- **Dunoon** 24th October 2013

Name	Organisation
<u>LOCHGILPHEAD</u>	
Karen Beauchamp	Artist, ArtMap
Melanie Chmielewska	Sculptor, ArtMap
Alexander Hamilton	Artist/craftmaker, ArtMap
Lucinda Hopkinson	Glass and craftmaker, ArtMap
Wilma MacKenzie	Glass engraver, Mad As A Fish, ArtMap
Sian MacQueen	Artist, ArtMap
Carol Olsen	Carol O Design, hand painted silks, ArtMap
Carron Tobin	Rural Dimensions and Argyll and the Isles Tourism Co-operative

CAMPBELTOWN

Maureen Johnson	Kintyre Cultural Forum
Iain Johnston	Kintyre Cultural Forum
Elizabeth Kelly	Friends of Campbeltown Museum
Anne Martin	Kintyre Way
David McEwan	Musician, Gaelic short courses, architectural walks
Jane Mayo	The Picture House
Alan Milstead	Kintyre Amenity Trust
Kate Singleton	THI Heritage tours

ROTHESAY

Paul Duffy	Brandanii Archaeology and Heritage
Nina Graham	VisitBute
Fiona Lochhead	Argyll Mausoleum/ Historic Kilmun
Peter McDonald	Pavilion Development Officer, Argyll and Bute Council
Lesley-Anne Morrison	IBAC – Isle of Bute's Artists' Collective
Tim Saul	Isle of Bute Jazz Festival
Viv Shelly	Bute Museum

DUNOON

Jean Bell	Cowal Music Club
Ann Campbell	Burgh Hall, Dunoon
Catriona Craig	Visit Cowal – Cowal Marketing Group
Catriona Darroch	Cowal Open Studios
Fiona Lochhead	Argyll Mausoleum/ Historic Kilmun

Name	Organisation
Dinah McDonald	Argyll Mausoleum/ Historic Kilmun, Dunoon Literary Festival
Dorothy McLennan	Cowal Music club
Jean Maskell	Ardkinglas Estate, Cowalfest and Argyll Mausoleum
Don McNeil	Cowal Music Club
Karen Scotland	Caol Ruadh Sculpture Park

ARGYLL & BUTE MUSEUM & HERITAGE FORUM, AGM, HELENSBURGH 29th OCTOBER 2013

Kevin Baker	Argyll & Bute Council
Jill Bowis	Ardchattan Parish Archive/Local Origins Rural Network
Olive Brown	Mull Museum
Kenneth Crawford	Helensburgh Heritage Trust
Gavin Dick	Inveraray Jail
Jackie Davenport	Argyll & Bute Council Archives
Elizabeth Fairbairn	Strachur Smiddy Museum
Zoe Fleming	Luing History Group
Mary Haggarty	Arrochar Tarbet & Ardlui Heritage Group
Elaine McChesney	Dunollie/Campbeltown Museum
Ishbel Mackinnon	Argyll Estates
Aileen MacLennan	Argyll & Bute Council
Margaret McVicar	Dunoon Museum
Sharon Martin	Auchindrain
Maureen Mitchell	Lismore Heritage Centre
Catherine Montgomery	Strachur Smiddy Museum
Stewart Noble	Helensburgh Heritage Trust
Alison Palmer	Oban War & Peace Museum
Sharon Webb	Kilmartin Museum/Campbeltown Museum

Consultative workshops: Attendees

- **Colintraive**, Coal Ruadh Sculpture Park, 28th November 2013
- **Tarbert**, Templar Art and Leisure Centre, 29th November 2013
- **Oban**, The Scottish Association for Marine Science, Dunstaffnage, 5th December 2013
- **Helensburgh**, Victoria Halls, 7th February 2014

Name	Organisation
<u>COLINTRAIIVE</u>	
Anne Bissell	Artist, Bute Studio Trail
Ann Campbell	Burgh Hall, Dunoon
Eileen Connon	Coal Ruadh Sculpture Park, Colintraive
Iain Connon	Colintraive Heritage Centre
Catriona Darroch	Artist, Cowal Open Studios
Dave Dewar	Cultural Connections, Kilmun
Sadie Dixon-Spain	The Walking Theatre Company
Elizabeth Fairbairn	Trustee of the Strachur Smiddy Museum
Jan Ferguson	Wildlife artist, Cowal Open Studios
Liz Gaffney	Heartfelt By Liz, Dalmally
Nina Graham	VisitBute

Name	Organisation
Sheena Kitchin	Craft Scotland
Fiona Lochhead	Argyll Mausoleum/Historic Kilmun
Ann Mattick	Kyleside Painting Club
Andy McClintock	Sculptor and artist, Kilmun Art
Dinah McDonald	Historic Kilmun
Peter McDonald	Rothsay Pavilion, Argyll and Bute Council
Rosalyn Mckenna	Museum curator, attending in individual capacity
Dorothy McLennan	Cowal Music Club
Sybell Peters	Coal Ruadh Sculpture Park, Colintrave
Sheila Rodger	Artists, Cowal Open Studios
Karen Scotland	Coal Ruadh Sculpture Park, Colintrave
Susan Sumsion	Ardkinglas Estate
Frances Sutton	Artist, Cowal Open Studios
Roy Taylor	Kilmun Art
Marij Van Helmond	Artist, Cowal Open Studios
Patricia Watt	Colintrave Hotel
Graham Whaite	Heartfelt By Liz, Dalmally

TARBERT

Karen Beauchamp	Artist, ArtMap
Lesley Burr	Artist, ArtMap
Suse Coon	Publisher, Tarbert
Maureen Johnson	Kintyre Cultural Forum
Iain Johnston	Kintyre Cultural Forum
Margaret Ker	Artist, ArtMap
Karen Liversedge	Glass artist, designer, ArtMap
Wilma MacKenzie	Glass engraver, Mad As A Fish, ArtMap
Sian MacQueen	Artist, ArtMap
Jane Mayo	Campbeltown Picture House
Carron Tobin	Rural Dimensions and Argyll and the Isles Tourism Co-op
Lisa Tuttle	Author, Tarbert Book Festival
Janet West	Pure West Media
Aileen MacLennan	Argyll and Bute Council

OBAN

Norman Bissell	Poet and writer, Lismore
Jill Bowis	Local Origins Rural Network (Lorn)
Bob Clark	Auchindrain Museum
Lorna Elliott	Argyll and the Islands LEADER
Erica Kerr	The Old House, Glen Orchy
Bill Leech	Oban War And Peace Museum
Carol Olsen	Carol O Design, hand painted silks, ArtMap
Alison Palmer	Argyll and Bute Museums and Heritage Forum
Dave Price	Three Wee Crows Theatre Company, Kilchrenan
Vivien Price	Three Wee Crows Theatre Company, Kilchrenan
Mike Rowell	Bid 4 Oban
Caroline Winn	COMAR

Name	Organisation
<u>HELENSBURGH</u>	
Morag Bain	TV producer, community columnist, Cornerstone
Morag Bain	NVA
Fiona Baker	Firat Archaeological Services Ltd, Friends of Hermitage Park, North Clyde Archaeological Society and Helensburgh Theatre Arts Club
Marjory Barrington	Vice Chairman of Helensburgh Music Club
Louise Burnet	Musician and Secret Shed Society
Michael Calder	Lomond Clyde Community Orchestra
Eleanor Campbell	Helensburgh Music Society
Eleanor Carlingford	Visual artist and Secret Shed Society
Kenneth N.Crawford	Helensburgh Heritage Trust
Jean Cook	Rhu and Shandon Community Council & Love Loch Lomond
Caroline Docherty	Creative Scotland
Julian Forrester	Cove Park
James Fraser	Love Loch Lomond, Chair Friends of Loch Lomond and The Trossachs
Sue Furness	Hidden Heritage Project, 3 Villages Hall, Arrochar
John Grant	Artistic Director & CEO, ArtsQwest
Mary Gray	Gibson Community Centre, Garelochhead
Fiona Jackson	Hidden Heritage Project
Anne Laird	Committee member of Helensburgh Art Club
Mairi MacDonald	Writer and Secret Shed Society
Murdo MacDonald	Rosneath Peninsula East Community Development Trust
Morovain Martin	Argyll Voluntary Action
Patsy Millar	Membership sec., Helensburgh Music Society
Ali Mills	TV Set Designer and Community Singing Leader
C'Ilr Aileen Morton	Argyll and Bute Council
Stewart Noble	Chairman Helensburgh Heritage Trust
Alison Rutherford	East Esplanade Protection Group
John Saich	Membership Officer (Argyll), The Touring Network
Sarah Selman	Artist maker and Secret Shed Society
Ian Smith	Creative Scotland
Jonathan Smithers	President, Helensburgh Orchestral Society
Chris Terris	URTV/Helensburgh TV, VisitHelensburgh, Schools TV
Berit Vogt	Helensburgh Art Club
Tash Watson	VisitHelensburgh
Susie Will	Film and theatre costume and Secret Shed Society
<u>Attending all meetings:</u>	
Kevin Baker	Argyll and Bute Council
Ivan Broussine	BTS

Appendix 2

Sources

1. Argyll and Bute Community Planning Partnership: Argyll and Bute Community Plan and Single Outcome Agreement 2013 - 2023
2. Argyll and Bute Council: Economic Development Action Plan, 2010 – 2013
3. Argyll and Bute Council: Economic Development Action Plan, 2013 to 2018
4. Argyll and Bute Council: Quick Facts and Figures about Argyll and Bute, www.argyll-bute.gov.uk/info/statistics/quick-facts-and-figures-about-argyll-and-bute
5. Argyll and Bute Council: Cultural strategy, 2005
6. Argyll and the Islands LEADER: Local Development Strategy & Business Plan 2007 – 2013, revised 2009
7. Argyll and the Islands LEADER: www.argyllandtheislandsleader.org.uk/?page_id=2
8. Argyll and the Isles Strategic Tourism Partnership: Stronger Together; the Journey so Far, Tourism Summit, March 2012
9. Argyll and the Isles Strategic Tourism Partnership: Nature's Paradise
10. ArtMap: 2013 Evaluation Figures and feedback (unpublished)
11. ArtMap: FAQs
12. Auchindrain Trust: Auchindrain Description and Significance, 2013
13. British Council: Mapping the Creative Industries: a Toolkit, 2010
14. Creative City Network of Canada: Developing and Revitalizing Rural Communities Through Arts and Creativity, Australia, Kim Dunphy Cultural Development Network, 2009
15. Craft Council: Craft and Rural Development, Dr Karen Yair, 2011
16. Creative Scotland (in partnership with Scottish Enterprise): Economic Contribution Study: an Approach to the Economic Assessment of the Arts and Creative Industries, June 2012
17. Creative Scotland (in partnership with Scottish Enterprise): Economic Impact Case Study in Eilean Siar, June 2012
18. Department for Environment, Food and Rural Affairs: National Rural Proofing Guidelines, 2013
19. Dumfries and Galloway, Single Outcome Agreement, 2013-16
20. Highlands and Island Enterprise: Area profile for Argyll and the Islands, 2011
21. Highlands and Islands Enterprise, Stories & Fables: Reflections on culture development in Orkney, François Matarasso, December 2011
22. Historic Properties Group: Visiting the Future, Scotland's Historic Properties, 2008
23. Historic Scotland: Assessment of Significance, Auchindrain Township, 2012
24. Historic Scotland: World Heritage in Scotland Fact Sheet
25. Moray Council, We Make Moray, draft cultural strategy, Dec 2013
26. Museums Galleries Scotland: From Strategy To Action, A Delivery Plan for Scotland's Museums and Galleries 2013-2015, 2013
27. Museums Galleries Scotland: Going Further: The National Strategy for Scotland's Museums and Galleries, 2012
28. Museums Galleries Scotland: Report by the Museums Think Tank, 2010
29. Museums Galleries Scotland: Economic Data for the Museums Galleries Scotland National Strategy, 2012
30. National Records of Scotland (formerly General Register Office for Scotland): Population Projections for Scottish Areas, (2010-based), February 2012
31. National Records of Scotland: Argyll & Bute Council Area - Demographic Factsheet, updated December 2013
32. OECD: Culture and Local Development, 2005

33. Parliament - Culture, Media and Sport Committee: Written evidence submitted by Creative Scotland, Nov 2012
(www.publications.parliament.uk/pa/cm201314/cmselect/cmcmums/674/674vw16.htm)
34. Orkney Arts Forum, Orkney's Creative Landscape - An Arts Development Plan for Orkney 2012-2015
35. Rural Cultural Forum - www.ruralculture.org.uk
36. Rural Cultural Strategy Independent Study Report, jointly with Creative Rural Communities, 2012
37. Scottish Borders Council, A Cultural Strategy (2nd draft for consultation), Noble Openshaw Ltd, December 2013
38. Scottish Government: Growth, Talent, Ambition – the Government's Strategy for the Creative Industries, 2011
39. Scottish Government: Employee jobs by industry and LA, 2008-10 - Business Register Employment Survey
40. Scottish Index of Multiple Deprivation: Local Authority Summary, Argyll & Bute, 2012
41. Scottish Government: Speak Up For Rural Scotland, Response of the Rural Development Council, 2010
42. Skillset: Sector Skills Assessment for the Creative Industries of the UK, 2011
43. Skillset: Classifying and measuring the Creative Industries, 2013
44. The Touring Network: Single outcome agreements and The Touring Network (Highlands & Islands) Argyll and Bute
45. The Touring Network: What Do We Do?
46. Tourism Intelligence Scotland: Ancestral Tourism in Scotland, Opportunities for Growth, 2013
47. Tourism Intelligence Scotland: Events, Festivals & Cultural Tourism in Scotland, 2012
48. VisitScotland: Scotland Visitor Survey 2011 & 2012, Consumer Interest in Gaelic Language & Culture, 2013
49. VisitScotland: Scotland Visitor Survey 2011 & 2012, Consumer Interest in Gaelic Language & Culture – Extract, 2013
50. VisitScotland: Scotland Visitor Survey 2011, Regional Results: Argyll & The Isles, 2011
51. VisitScotland: Tourism in Western Scotland 2011, Glasgow & Clyde Valley, Ayrshire & Arran, Argyll, Loch Lomond & Stirling Factsheet, 2012

Appendix 3

Definition of Arts and Creative industries

Scottish Arts and Creative Industries – Direct Scottish Employment and Gross Value Added			
Cultural Domain	Scottish Arts and Creative Industries	Direct Employment ⁴⁰	Gross Value Added (£m)
Visual Art	Advertising	3,600	230
	Architecture	6,100	250
	Visual art	800	30
	Crafts	2,300	80
	Fashion and Textiles	7,000	280
	Design	4,700	160
Performance	Performing Arts	4,700	90
	Music	400	10
	Photography	900	30
Audio Visual	Film and Video	3,500	120
	Computer Games ⁴¹	200	0
	Radio and TV	3,500	50
Books and Press	Writing and publishing	16,400	810
Heritage	Heritage	10,700	120
Digital Industries	Software/ electronic publishing	19,100	940
Cultural Education	Cultural education	400	10
Total for Arts & Creative Industries in Scotland		84,400	£3,220

Source: Creative Scotland (in partnership with Scottish Enterprise): Economic Contribution Study: an Approach to the Economic Assessment of the Arts and Creative Industries, June 2012

⁴⁰ Rounded figures

⁴¹ Computer Games GVA is rounded down because it is less than £10m

Appendix 4

Learning from others – case studies of successful creative industry intervention

This appendix summarises the experiences of other places that have developed successful approaches to culture and heritage. Some were mentioned in consultations as places to compare and from which Argyll and Bute can learn. Two locations are currently developing cultural strategies, the Scottish Border and Moray, and we include a resume of how they are progressing and their approach.

The areas reviewed are:

1. Dumfries and Galloway
2. Edinburgh (Festivals Edinburgh)
3. Moray
4. Northumberland
5. Orkney
6. Scottish Borders

Dumfries and Galloway

There has been a long tradition of support for the arts and culture in the Dumfries and Galloway area, spanning more than two decades. What is special for Argyll and Bute is the process and restructure that the area has gone through recently, that is analogous to the emerging proposals for the cultural assembly in Argyll.

The long standing Dumfries and Galloway Arts Association, around which most of the performing arts, theatre, community and other art forms cohered, went into decline in the mid-2000s, in part because of loss of core and project funding. The Council had sustained officer engagement in arts and cultural activity over many years and the challenge was to see how the arts could be sustained and further developed, once the central organisation (the Arts Association) withered. National agencies too were concerned to ensure that a sustainable framework and structure could be substituted.

Creative Scotland and the LA together were responsible for filling the vacuum by initiating a review process that led to strong engagement and communication across the area (2011-2013). LEADER support for the “Fresh Start for Art” helped fund the process. It is worth noting that the process focused on the arts, creative industries and culture, to the exclusion of the heritage community.

The evaluation of the needs of the arts community was accompanied by local and region-wide meetings and the interim step of establishing a Chamber of Arts, part funded for 20-24 months, with 4 local convenors paid to develop engagement, communication and projects at a local level, together with a region-wide convenor to draw out strategic components. Area based Arts Hubs are also being established and the Council’s Community and Customer Services Department and the Chamber of Arts are exploring how to achieve joint working and commissioning of services. Thus, potentially the Chamber of Arts may deliver services on behalf of the LA.

The LA also matched financially the offer of £200,000 from Creative Scotland for a Place Partnership for the area, which may help address the next challenge to sustain the energy and time commitment of paid local convenors once the interim funding period is completed.

What are the lessons for Argyll and Bute?

- The approach to the Chamber of Arts excluded the heritage community and institutions;
- Role of Creative Scotland and LEADER in supporting the arts community and the Council to move forward;
- Once evidence of a sustainable structure that engages the creative community is demonstrated, Creative Scotland offered Place Partnership funds (which were matched by the LA);
- Arts and cultural development are linked to the community planning single outcome agreement;
- Part of the substantiation of the engagement and support of the LA is the need to make savings and find innovative ways to maintain services;
- The Chamber of Arts structure, with local convenors, is analogous to the hub and spokes model proposed for the Argyll and Bute cultural assembly.

Edinburgh

The Festivals Edinburgh model was mentioned a few times in our consultations in Argyll and Bute as an example of good collaborative practice and strategic leadership. Festivals Edinburgh is the high-level organisation created in 2007 by the directors of Edinburgh's 12 major festivals to lead on their joint strategic development and maintain their global competitive edge⁴². The view of the public authorities (Scottish Arts Council, Scottish Enterprise, the City of Edinburgh Council) and of the festivals was that Edinburgh was losing its competitive place, and a revitalization of the marketing, promotion, ticketing and programming of the existing festivals was needed.

Festivals Edinburgh is thus the strategic umbrella organisation focussed on over-arching areas of mutual interest. Its sole focus is to maintain the festivals' and the Festival City's global competitive edge, through major collaborative projects and strategic initiatives.

The collaborative working of the Edinburgh festivals had to be strategic, without interfering in the aims and operations of the individual festivals – thus the programming objective was left in abeyance, for each festival to self-determine. At the same time, the collective strengths of the festivals strengthened their ability to advocate on festivals' behalf – for resources, tourism links, joint ticketing – and allowed joint projects which support growth, product development, leadership and audiences to be addressed.

Funded by subscriptions from its members and significant public sector support, the organisation now employs 8 full time staff with others brought in on a project by project basis, as funds are won.

The festivals, arts, culture and heritage do not figure within the Edinburgh Partnership Community Plan, 2013 – 16.

What are the lessons for Argyll and Bute?

- A strong commitment to collaborative working;
- A shared ambition and responsibility taken across all 12 member festivals;
- Starting from a modest base (one person working 2 days a week), funds were attracted within the context of a strategic framework;
- Collaborative working groups comprising of staff members from the Festivals themselves.

⁴² In fact BTS was commissioned to review the opportunity and then prepare the business plan and governance arrangements for the establishment of Festivals Edinburgh

Moray

Moray is one of the areas which has a cultural strategy being developed, concurrent with Argyll and Bute (see also Scottish Borders below).

The Council has included arts and culture within its economic strategy, namely under the title Developing Moray's Cultural Heritage and Arts Assets. Further, the Elgin city strategy in the economic development plan also has as one of its aims the promotion and development of the arts – "Arts, Culture and Heritage: – activities, festivals and events, creative and cultural activity". The objective was to use arts to enhance the city's quality of place, shaping its identity in the face of increasing competition, and using the arts as a powerful vehicle for community development and engagement. Interestingly the arts and culture, heritage and creative industries are not included anywhere in the Moray Community Planning Partnership Single Outcome Agreement.

The genesis of the development of a cultural strategy was the ambition to articulate these priorities and in 2013 consultants were appointed to engage and research opportunities, leading in December 2013 to a draft plan. While still work in progress, the draft strategy outlined the following objectives for the strategy:

1. Recognise the positive impact of creativity for everyone
2. Encourage new ways to encounter creativity in the everyday
3. Empower communities to establish sustainable cultural activities
4. Develop tools to connect and communicate about cultural activity
5. Grow quality cultural activities, festivals and events
6. Making effective use of our built environment and natural heritage
7. Ensure access to creative learning for all who seek it
8. Help creative businesses to start, grow and develop

Critically, the role of the cultural strategy in economic or tourism development appears, at this stage, to be understated.

What are the lessons for Argyll and Bute⁴³?

- A dedicated web site has been created to support communication (but note the stronger web site for the Scottish Borders cultural strategy preparation);
- The economic development and tourism role of the strategy is not great, nor is there a compelling interweave;
- Articulation of the objectives includes grass roots ideas and proposals emanating from the consultative process.

Northumberland

Northumberland County Council has been active in the culture and arts for a number of decades, with a focus on engaging local artists and craftspeople, and generating active communication networks across the county. The Council claims that arts and culture make a real difference to communities and that they help achieve leverage, through high levels of engagement, boosting local resilience and supporting economic growth.

⁴³ Acknowledging that this is work still in progress

The Council's economic strategy says:

“Less tangible than direct economic benefit but of key importance is the Creative Industries sector's contribution to Northumberland's sense of distinctiveness and 'place' and to the tourism offer in particular.”

The fragmented nature of the sector is acknowledged and despite growth in arts and crafts – in part because of the many projects developed to support them – the ambition is to attract some of metropolitan Tyneside's' creative, design and media community to relocate in Northumberland.

The many projects across the County designed to support the creative industries have also been long sustained, thus, film location, public art, cultural links to education have been in existence (in different guises) for many years. Projects include:

- The South East Northumberland Public Art and Design Initiative (Inspire), set up in 2003 to improve the built and natural environment in South East Northumberland through the involvement of artists and better design;
- 5 for art where the Council requires all developers, through the planning process, to ensure that artist commissioning is part of all major new developments. For residential developments, this will include developments of 10 houses or more;
- Northern Cultural Ambassadors Network is an online resource aimed at building links between the educational sector and the cultural sector. (The Network currently spans Newcastle, Gateshead and Northumberland);
- The County Council runs its own Morpeth Chantry Craft Centre.

What are the lessons for Argyll and Bute?

- The sustainability of investment and support for the creative community;
- Innovative projects and schemes that maintain and sustain the agenda of support;
- Acknowledgment of the role of the creative industries in generating a “sense of place”;
- Integration of the sector in the economic strategy for the area;

Orkney

Orkney has had a long history of arts, heritage and cultural development. In part this stems from the richness of the assets and facilities across the area but one characteristic lies inevitably in the outward facing approach of many in this community.

With a population of less than ¼ of Argyll and Bute's (20,000 people), there are a small number of significant manufacturers and exporters of craft (Ortak, Sheila Fleet, Aurora) and a significant number of major heritage and historical facilities that have high visibility and prominence.

Three distinctive aspects to Orkney's cultural situation emanates from:

- The percentage of employment in the crafts and arts, especially in large businesses;
- The extent to which Orkney is promoted internationally through its arts and crafts;
- The central influence of two international standard arts organisations (Pier Arts Centre and St Magnus Festival) for over a generation within one island community.

While much of this activity predated the Foot and Mouth outbreak in early 2000s, the impact on tourism visitation was significant, leading to a call for action to strengthen the product offer and heighten profile even further. Action by Highlands and Islands Enterprise, VisitScotland and the

Council, led to modest investment in staff resource, collaborative marketing and e.g. leaflet production, resulting in the arts becoming incorporated into the tourism offer for the islands.

The key to the further development of the sector has been the partnership of the Council with the Orkney Arts Forum, and the integration of arts into the community planning framework. Interestingly, the arts and cultural community's role in this process has not yet been replicated by heritage and visitor attractions. The Arts Forum includes elected representation from different art forms.

In 2011, HIE commissioned François Matarasso to review the cultural community and its strengths on Orkney and while acknowledging their strengths and the self-sustaining nature of the sector, the key conclusion was not to be complacent and ensure that collaborative planning was undertaken to help sustain future competitiveness.

What are the lessons for Argyll and Bute?

- Art form representation on the Art Forum;
- The processes and maturity of structures to support arts and culture is not matched by those for heritage community (and visitor attractions);
- Role of major craft manufacturers in generating an outward looking ethos;
- Partnership of the cultural community with public agencies.

Scottish Borders

Scottish Borders is one of the areas which has a cultural strategy being developed, concurrent with Argyll and Bute (see also Moray above).

Amongst the Council's key economic development priorities (in its economic development strategy to 2023) is continuing support for the Borders creative arts industries. The Borders has a comparatively strong infrastructure for culture and creative industries despite its geographical dispersed character - Creative Arts Business Network, communication across the sector, artists workspaces etc.

Despite some parts of the Borders being commutable to Edinburgh and the Lothians, the area suffers from many of the same characteristics as Argyll and Bute – population loss, an ageing population, a weaker financial base etc. The current review of Scottish Borders' priorities in culture and creativity is partly stimulated by how culture and creativity can ameliorate these endemic characteristics.

The brief from Scottish Borders Council for the cultural strategy included:

“...will establish shared priorities that drive collaborative work across organisations and sectors and make it possible for us to contribute successfully to wider regional agendas and key national strategies.”

Widespread consultation and a well-developed web site for stimulating debate and responses were developed. Six thematic headings were identified early in the consultation process:

- Visibility
- Connectedness
- Sustainability
- Traditions
- Ambition and Quality
- Unity and Diversity

These helped lead to the vision:

By 2019 the Scottish Borders will be recognised and celebrated for what it is – one of the richest, most distinctive and diverse cultural regions in Scotland.

The Strategy is followed by an Action Plan which outlines how the Strategy's recommendations can be implemented. Its core elements are:

- A region-wide Cultural Forum, to be convened for the five-year period of the Cultural Strategy
- A regular cycle of Cultural Gatherings to bring together the cultural sector and relevant stakeholders
- A small, lightweight Support Unit to act as an executive on behalf of those working together to deliver the Strategy's recommendations
- A Concord of national, regional and local agencies, in support of the Strategy's aims.

What are the lessons for Argyll and Bute?

- The time limited (5 year) period for the cultural forum; the proposition for cultural gatherings, the integration of an executive team and national, regional and local stakeholders being brought together;
- The cultural sector integrated into the economic strategy for the area;
- The layering over of a number of thematic headings (above) within the strategy;
- The apparent distance of the cultural strategy from tourism (although the project is still work in progress).

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES****8th May 2014**

GLASGOW 2014 COMMONWEALTH GAMES LEGACY PLAN

1.0 SUMMARY

- 1.1 This report outlines the responsibilities of the Council in relation to the Commonwealth Games, in particular the expectation to develop a Games Legacy Plan and to co-ordinate the Queen's Baton Relay.
- 1.2 2014 will be a big sporting year for Scotland, with the focus on 'XX Commonwealth Games' in Glasgow, the Ryder Cup and Homecoming Scotland. The Scottish Government has in place a plan for Scotland which outlines the national ambitions for a lasting legacy across four key themes – Active, Connected, Sustainable and Flourishing.
- 1.3 Each local authority is expected to prepare a Legacy Plan highlighting how it will capitalise on the interest the Games will engender across Scotland and on how the various national programmes set out in the Government's Legacy proposals can be taken forward and implemented at local level.

2.0 RECOMMENDATIONS

- 2.1 Approve the Argyll and Bute Council Legacy Plan in Appendix 1.
- 2.3 Agree to the Argyll and Bute Steering Group monitoring the progress of the Legacy Plan.

3.0 DETAIL

- 3.1 In May 2013 Argyll and Bute Council put in place a local legacy planning group to develop a Legacy Plan. Representatives included staff from the following council services:
 - Community and Culture – Leisure and Libraries
 - Economic Development
 - Education

This group has now been extended to take forward plans for the Queens Baton Relay involving Police Scotland, Glasgow 2014 as well as Health and Safety, Roads and Amenity Services and Communications teams within the council.

The group is not only been working on future legacy related actions but will also compile a snapshot of key legacy achievements as well as deliver a successful Queens baton relay tour across Argyll and Bute.

4.0 IMPLICATIONS

- | | |
|-----------------------|---|
| 4.1 Policy: | None |
| 4.2 Financial: | Any expenditure met within existing budgets |
| 4.3 Legal: | None |
| 4.4 HR: | None |
| 4.5 Equalities: | None |
| 4.6 Risk: | There is a reputational risk to the Council if no plan is implemented |
| 4.7 Customer Service: | None |

5.0 APPENDICES

Argyll and Bute Legacy Plan

Cleland Sneddon
Executive Director of Community Services
18th March 2014

For further information contact: Nicola Hackett, Active Schools Manager,
01369 708667

Appendix 1



Argyll & Bute Council Legacy 2014 Plan

Active Argyll & Bute – Helping Scots be more physically active

Priority	Legacy Programme/Action	Outcome/Output	Responsibility
Increase physical activity and participation in sport	Deliver 2hrs of quality PE per week	Deliver in all schools by 2014 Improved physical literacy of young people	PE Co-ordinator
	Deliver a PE CPD Programme – area wide raising the bar + local CPD programmes	Increased skill level of teachers and improved confidence	
	Continue to expand the extra - curricular programme in schools and pilot the national school sports awards	Increased physical activity levels amongst young people	Active Schools Manager
	Launch a 2014 legacy passport scheme for school pupils with rewards for attendance at school and community clubs		
	Enhance school-club links and develop strong pathways in priority sports	Increased number of school-club links Increased number of young people and adults accessing sustainable clubs Increase of qualified coaches/volunteers within community sport	Active Schools Manager
	Deliver a high quality Argyll Active Programme	Increased physical activity levels amongst adults	Sport and Facilities Development Officer
Deliver a Healthy Weight Intervention Programme	Increased physical activity levels amongst families	Healthy Weight Co-ordinator NHS	

Priority	Legacy Programme/Action	Outcome/Output	Responsibility
Improve the active infrastructure of people and places	Provide an integrated sports leadership programme for young people across Community Services (young ambassadors, youth legacy ambassadors, sports leaders, millennium volunteering etc)	Increase in the number of qualified young people Positive destinations Increased volunteering in sport Successes of young people is rewarded (young scot awards)	Active Schools Manager Youth Services Manager
	Continue to further develop a well - trained leisure workforce	Well qualified staff Provision of high quality leisure services	Leisure Managers
	Further develop the ABC clubmark accreditation scheme	Increased profile of community clubs Well governed and sustainable clubs Buy in to PCS culture Number of clubs accredited	Community Sports Hub Officer
	Support volunteers with appropriate training, development and recognition	Good retention retained Active Schools volunteers Highly skilled volunteers in schools and community clubs	Active Schools Manager
	Maximise the Community Sports Hub programme and collaborative working	Increase of qualified coaches/volunteers within community sport Sustainable, well governed community clubs Strong partnership working in place	Community Sports Hub Officer

Priority	Legacy Programme/Action	Outcome/Output	Responsibility
Improve the active infrastructure of people and places (continued)	Promote all 2014 legacy funding programmes to community sports clubs	Number of successful bids Number of clubs supported	Active Schools Manager Sport and Physical Activity Development Officer Community Sports Hub Officer
	Work with Events Scotland to develop the Games for Scotland funded programme during the 2014 baton relay tour	Increased physical activity Increased awareness of Glasgow 2014	Active Schools Manager Sport and Physical Activity Development Officer Community Sports Hub Officer
	Work with the Argyll and the Isles Coast and Countryside Trust to improve maintenance and promotion of the core path network and encourage healthy lifestyles	Increased physical activity levels in communities Increased level of volunteers to help maintain path network Undertake improvements to the path network linking communities to the wider environment	Development Policy Manager Fergus Murray (Julie Young Trust Development Officer)
	Work with Stramash and the private sector to promote the implementation of the Argyll Paddlesports Trail from	Increased physical activity levels in communities Improved skills and knowledge	Stramash Manager based in Oban

	Helensburgh to Oban.	delivered through an apprenticeship scheme	
	Maximise the school estate for physical activity development programmes	Increased physical activity levels in communities	Leisure and Youth Services Manager Service Standards Officer
Improve Scottish sporting success	Maximise regional sporting partnerships and develop talent programmes in key sports	Improved performance of Argyll Athletes More exposure of Argyll athletes to higher level coaching and competition	Active Schools Manager Sport and Facilities Development Officer
	Raise the profile of the Gold card scheme	More athletes supported to access facilities to train	Sport and Facilities Development Officer Community Sports Hub Officer
	Support Argyll coaches on the West Region Coach Development Programme	Improved skills and knowledge of coaches Higher quality coaching within community clubs	Active Schools Manager Sport and Facilities Development Officer

Connecting Argyll & Bute – Strengthening Learning and Culture at home and internationally

Priority	Legacy Programme/Action	Outcome/Output	Responsibility
Enhance young people's learning and everyone's understanding and celebration of our and other countries cultures	<p>Game on Scotland Support a 2nd team: We will create partnerships with our designated twinned nations Cyprus and Swaziland and support them through their journey to the Games and beyond further developing links with our Commonwealth regions. Schools will be encouraged to get behind one of these countries and cheer them on.</p>	<p>In an educational context, schools will be encouraged to consider how they can link their work on the Games to supporting their chosen 2nd team, through looking at and exchanging arts and cultural experiences. These will focus on film making, storytelling, music and fabric art.</p>	<p>Cultural coordinator Culture and Libraries Development Officer</p>
	<p>Take part in “Connecting Classrooms”, a global education programme which offers funding and resources for school partnerships, professional development for teachers and the opportunity to share best practice with colleagues. Using specially developed resources schools and their partner schools will explore a number of social, environmental, and cultural themes.</p>	<p>Through engagement with this scheme our schools will get the support they need to build a sustainable relationship with a link school from Cyprus and Swaziland including professional development for teachers – equipping them to tackle global themes in the classroom with access to regional face to face workshops and online courses. We will equip young people with: Greater understanding of other countries and cultures.</p>	<p>Cultural coordinator Culture and Libraries Development Officer</p>

		<p>Deeper understanding of their rights and responsibilities as global citizens.</p> <p>Skills to work in a global economy and build a fairer, more sustainable world.</p> <p>Teachers will also benefit from gaining understanding of other countries' education systems, being better equipped to teach about global issues, and improving their own teaching.</p>	
	<p>Commonwealth Class: Is a special initiative that provides teaching resources, online debates and interactive activities for schools to mark the run-up to the Games. It celebrates the values of the Commonwealth and connects its schools and young people to learn together about how to be active, responsive global citizens as part of the Commonwealth family.</p> <p>Schools will be encouraged to visit British Council – Schools Online to access resources that support lesson planning and to participate in monthly online debates hosted by the BBC.</p>	<p>Pupils will engage with global citizenship themes, skills and outlooks through art and drama, allowing children and young people to increase their understanding of issues affecting us all and help them develop into successful and responsible global citizens for the future.</p>	<p>Cultural coordinator</p> <p>Culture and Libraries Development Officer</p>

	Deliver a joint incentive scheme between Leisure and Libraries to encourage young people to read during the summer months	Improved reading skills, increased physical activity levels	Sport and Facilities Development Officer Reader Services Librarian
	Minority Languages Focus – Compare the existence of minority languages in the countries of Swaziland and Cyprus, with Scottish Gaelic, focussing on their use in cultural activities	An appreciation of the existence and usage of minority languages in Commonwealth countries. A greater understanding of the part languages play in celebration and in community.	Education Officer - Gaelic
	Mt Identity – Consider the identity of the Gaels of Scotland and what has made them unique in their identity: Music, dance, song, literature, storytelling, language. Examine the identities of the twinned nations and what gives them their uniqueness	Create the understanding that identity is what makes us different and unique. Develop the understanding of pride in one's culture and appreciation of other cultures. Instil a sense of belonging and ownership to culture and language	Education Officer - Gaelic
	Produce a calendar of cultural and sporting events	Increased profile and attendance	Service Standards Officer

Flourishing Argyll & Bute – Contributing to the growth of the Scottish economy

Priority	Legacy Programme/Action	Outcome/Output	Responsibility
Improve the perception of Scotland as a world class destination for business, events and tourism	Work with local and national partners to stimulate tourism investment Working with key partners such as Argyll and the Isles Tourism Co-operative Ltd (trading arm of Argyll and the Isles Strategic Tourism Partnership) to further develop the tourism value chain linked to the area's unique heritage, provenance and authenticity.	Move the tourism industry up the value chain, extend season and improve profile and propositions.	Lead partners: Argyll and the Isles Strategic Tourism Partnership, Visit Scotland, Highlands and Islands Enterprise and Argyll and Bute Council.
	Argyll and Bute will work with partners to grow market.	Develop cruise ship market value chain across Argyll and Bute and improve profile.	Lead partners: Cruise Scotland, Argyll and Bute Council, Shipping Companies, Visit Scotland and Royal Yachting Association.
	Creation of a 5 year action plan during 2014/15 detailing: <ul style="list-style-type: none"> • who is responsible? • resources required? • who we want to appeal to? • what are the <i>compelling</i> messages for each key group? • how do we align with the other three Cs i.e. <i>Competitive</i>, <i>Connected</i> and <i>Collaborative</i> Argyll and Bute • how do we reach target audiences? • who are our key partners? 	<i>Compelling Argyll and Bute:</i> Increase the profile of the area to attract economically active new residents (individuals and families), inward investors and visitors in order to promote economic development.	Lead partners: Argyll and Bute Council Communications team, Argyll and Bute Council departments and other appropriate Community Planning Partners.

Priority	Legacy Programme/Action	Outcome/Output	Responsibility
Increase movement into employment, training and volunteering	<ul style="list-style-type: none"> • how do we monitor? Ongoing development of the relationship with Working Links and delivery partners to secure arrangements for optimal delivery to the unemployed.	Argyll and Bute Employability service maintains delivery of the UK Government's Work Programme and other supportive employability programmes.	Lead Partner: Argyll and Bute Council.
	<ul style="list-style-type: none"> • Work in partnership with Skills Development Scotland and appropriate Council and Community Planning Partners. • Growth and development of the Argyll and Bute Employability Partnership to enhance service delivery aligned to customer needs. • Delivery of bespoke Business Gateway workshops to build the economic capacity of start-up and existing businesses throughout Argyll and Bute. 	Skill development interventions respond to the needs of the Argyll and Bute economy and support individuals and businesses to realise their full potential.	Lead Partners: Argyll and Bute Council, Highlands and Islands Enterprise, Skills Development Scotland, Job Centre Plus, Argyll College/ University of the Highlands and Islands, Argyll Voluntary Action and National Health Service Community Health Partnership.

Priority	Legacy Programme/Action	Outcome/Output	Priority
Increase growth of Scottish business	Delivery of the Business Gateway Development Plan and work with 100+ new businesses to help them start, grow and prosper.	Growing businesses and entrepreneurship.	Lead Partners: Argyll and Bute Council, Highlands and Islands Enterprise, Princes Trust Youth Business Scotland, S J Noble Trust et al.
	Business Gateway Advisers and other appropriate Argyll and Bute Council staff to continue to provide support and guidance to the BIDS groups across Argyll and Bute.	Thriving and successful BIDS group.	Lead Partners: Argyll and Bute Council and discrete BIDS Groups across Argyll.
	Business Gateway Advisers to continue to signpost customers to relevant council departments and services.	Business Gateway is the key interface for private sector engagement with Argyll and Bute Council services.	Lead Partners: All appropriate departments across Argyll and Bute Council.
	Work with key stakeholders to ensure that potential of renewable energy within Argyll and Bute is developed to promote sustainable economic growth.	Optimise renewable energy potential for the benefit of Argyll and Bute and Scotland.	Lead Partners: Argyll and Bute Council, Highlands and Islands Enterprise, Scottish Government, Marine Scotland, Scottish Power Renewables, Scottish and Southern Energy, Crown Estate Commission and Skills Development Scotland.
	Council collaborates with the Argyll and the Isles Agricultural Forum, Food from Argyll, Highlands and Islands Enterprise and Argyll & the Islands LEADER Local Action Group (or similar body for 2014-2020) to build on and support local initiatives/projects.	Sustainable food and drink supply chain that adds value across all its key components, primary producers to processors, in order to generate growth and wealth for Argyll and Bute.	Lead Partners: Argyll and Bute Council, Argyll and the Isles Agricultural Forum, Scottish Agricultural Organisation Society, Highlands and Islands Enterprise, Scotland Food and

			Drink and Argyll & the Islands LEADER Local Action Group.
Priority	Legacy Programme/Action	Outcome/Output	Priority
	Delivery of Argyll and Bute Woodland and Forestry Strategy and Action Plan.	Strengthen the commercial competitiveness of the forestry sector in Argyll and Bute with a focus on added value.	Lead Partners: Argyll and Bute Council, Forestry Commission Scotland and Argyll & the Islands LEADER Local Action Group.

Sustainable Argyll & Bute – Demonstrating our environmental responsibility and help communities live more sustainably

Priority	Legacy Programme/Action	Outcome/Output	Responsibility
Improve the use of the physical and social environment	Coastal Trust Programme, Stramash- Outdoor nursery, Argyll Paddlesports and outdoor education courses	Improve outdoor educational environment in the area	Lead Partners: Argyll and Bute Council Stramash
Helping people at home and the Commonwealth live more sustainably	Pursue external funding and work with in partnership to develop the local and national cycle network and core path network.	Improve the cycling and walking network across Argyll and Bute and improve active travel network, for example, Core Path Plan, 2013.	Lead Partners: Transport Scotland, Sustrans, Highland Council and Forestry Commission Scotland.
	<ul style="list-style-type: none"> • Bespoke support to developing social enterprises from within and outwith the council which meet with Argyll and Bute Council priorities (CHORD, EDAP). • Work with Community Planning Partners to ensure the benefits of the Argyll and Bute Local Service Initiative (ABLSI) are realised into the medium to longer term. • Support the Third Sector to take ownership of council assets through the Third Sector Asset Transfer 	Harness the potential of the Third Sector and increase its capacity to deliver sustainable communities.	Lead Partner: Argyll and Bute Council.

	process.		
--	----------	--	--

Priority	Legacy Programme/Action	Outcome/Output	Responsibility
Demonstrate sustainable design and environmental responsibility	Delivery of Argyll and Bute Woodland and Forestry Strategy and Action Plan.	Deliver/contribute to the low carbon economy.	Lead Partners: Argyll and Bute Council and Forestry Commission Scotland.

ARGYLL AND BUTE COUNCIL**COMMUNITYSERVICES COMMITTEE****COMMUNITY SERVICES****8th MAY 2014**

SERVICE REVIEW – LEISURE AND SPORT

1.0 SUMMARY

1.1 The Service Review provides baseline, current management information, approach to service delivery and performance information for the service.

1.2 The Leisure and Sport services include: Leisure Facility Operations, Active Schools and Sport Development. In total these services deal with around 440,000 customers on an annual basis.

1.3 Members considered the Culture and Leisure Services service review at the Council Budget meeting in Feb 2011 and agreed to implement staff savings of £387,000 in the leisure service budget. Total savings of £509,027 were agreed for the service at that time amounting to 11.6% of the budget. A further 3.9% saving from the Leisure budget for 2013/14 was also agreed at the Feb 2013 Council meeting.

1.4 The full outcome of the service review proposals has only been in place since April 2013 and the Leisure and Sport services continue to meet the challenges of delivering a high quality service to our communities within a challenging financial environment.

2.0 RECOMMENDATIONS

2.1 Members to note the contents of this report and Appendix 1.

3.0 DETAIL

3.1 The background to the savings applied and the current service approach is now set out in the Service Review to allow members to fully consider the context in which the Leisure Service operates.

The three areas of savings options were staff re-structuring, operational efficiencies and Pools SLA's.

3.2 Staff Restructuring: The Leisure and Sport Development staff restructuring was developed in 2 phases to ensure service quality, health and safety and transfer of knowledge through careful succession planning. There was a high risk factor with rapid change and knowledge loss in a service that operates swimming pools, gyms and halls and in which the health and safety of the public is paramount.

The management re-structure delivered savings of £158,000 in 11/12 and a further saving of £69,000 in 13/14. The Leisure and Sport Service now operates with a staffing structure in which 81% of staff are paid LGE8 or less.

3.3 Operational efficiencies: £151,000 of savings have been introduced in the facilities. A detailed analysis was undertaken of customer usage patterns in every council owned leisure centre, gym and hall. From this information it was possible to develop a revised programme of opening hours which had the minimum impact on our customers while generating the maximum savings and operational efficiencies.

3.4 Community Pools SLAs: The Council fully recognises the good work and services delivered to local communities by the 3 leisure community enterprises in Argyll & Bute, and provides financial support to each of them. Despite the need to make efficiencies throughout services funded by the public sector, the Council agreed in 2013/14 to not only maintain but increase the level of support to these organisations.

4.0 CONCLUSION

4.1 The Leisure and Sport Services have continued to provide high quality, safe and innovative services throughout a period of structural and management change and budget savings reductions.

4.2 The key values and outcomes of the service relate to health and well-being, tourism, attractiveness of the area as a place to live, the local economy and population levels. There is a clearly identified need for high quality facilities to offer the quality of life in Argyll and Bute that can sustain and grow the population base. Leisure Services is a key element of SOA Outcome 5: People live active, healthier and independent lives.

Leisure is a universal service, accessible to all, business led by consumer demand and serving over 440,067 service users annually. It is much more heavily reliant on customer income than other council services

5.0 IMPLICATIONS

- | | |
|----------------|------|
| 5.1 Policy: | None |
| 5.2 Financial: | None |
| 5.3 Legal: | None |
| 5.4 HR: | None |

5.5 Equalities: None

5.6 Risk: None

5.7 Customer Service: None

6.0 APPENDICES

Leisure and Sport Service Review 2013.

**Executive Director of Community Services
Cleland Sneddon**

For further information contact:

Donald MacVicar
Head of Community & Culture
01546 604364

Muriel Kupris
Leisure and Youth Services Manager
01631 572181

This page is intentionally left blank

1 SERVICE REVIEW – LEISURE & SPORT

2 SUMMARY

2.1 This report provides baseline and current management information for the service.

3 BACKGROUND

3.1 Summary of service review outcome 2010-2013

3.1.1 Background - Approach to service delivery

Members considered the Culture and Leisure Services service review at the Council Budget meeting in Feb 2011 and agreed to implement staff savings of £387,000 in the leisure service budget. Total savings of £509,027 were agreed for the service at that time amounting to 11.6% of the budget. The proposals were implemented in 2 phases over the next couple of years and the full outcome of the service review proposals has only been in place since April 2013. A further 3.9% saving from the Leisure budget for 2013/14 was also agreed at the Feb 2013 Council meeting.

3.1.2 The background to these savings is now set out to allow members to fully consider the context in which the Leisure Service operates.

The three areas of savings options were staff re-structuring, operational efficiencies and Pools SLA's.

3.1.3 Staffing re-structure

The Leisure and Sport Development staff restructuring was developed in 2 phases to ensure service quality, health and safety and transfer of knowledge through careful succession planning. The management re-structure delivered savings of £158,000 in 11/12 and a further saving of £69,000 in 13/14.

The phased arrangement ensured continuity of service during transition to a flatter more streamlined management structure. There was a high risk factor with rapid change and knowledge loss in a service that operates swimming pools, gyms and halls and in which the health and safety of the public is paramount.

The leisure operation service is now managed by 2 facility managers compared to 6 managers prior to review plus the Community Sport Lead Manager post has been removed and Sport Development responsibility spread amongst remaining staff. The responsibilities for health and safety, income generation, programme delivery, building maintenance and customer satisfaction lie within these remits.

3.1.4 Since April 2013 the small sports development team is now managed by the Active schools manager. Benchmarking identifies this Council as one of the lowest spenders in Scotland on this service. Whilst the scale of the resource is smaller than all other benchmarked councils, this has resulted in a highly integrated sports team with strong links to both school facilities and public leisure facilities. This provides an effective fit with the emerging theme from SportScotland and reflects national priorities through reduced silo working and encourages best use of staff resources and sport venues.

3.1.5 Operational efficiencies

£151,000 of savings has been introduced in the facilities. A detailed analysis was undertaken of customer usage patterns in every council owned leisure centre, gym and hall. From this information it was possible to develop a revised programme of opening hours which had the minimum impact on our customers while generating the maximum

savings and operational efficiencies.

Although local variations have been acknowledged in the proposed opening hours the service was able to implement a greater degree of standardisation to enhance an equality of service provision in line with the required equality impact assessment across Argyll and Bute.

There has been a slight reduction in the length of the opening across all facilities and an increase in swimming lesson provision and club usage at times when the pools were least used. By concentrating these activities during times of low demand, the requirement of having lifeguards poolside is removed, generating savings in staff costs. Whilst access to the pool has been restricted during those times for general open swimming, in most instances the gym and café facilities remain open to the public although now that Aqualibrium Bistro has been closed due to further budget savings the only leisure facility still to have a café is Riverside in Dunoon, the other sites provide a vending service.

Mid Argyll Sport Centre was previously sparsely used in the mornings and did not generate sufficient income to cover staff costs. As a result it now opens at midday each week day and weekend opening hours were slightly reduced.

Usage of our halls was at its lowest on Mondays and as a result it was agreed to close the Corran Hall and Queens Hall on Mondays unless a special event was requested. The Pavilion in Rothesay and the Victoria Halls in Helensburgh remain open on Mondays due to long standing customer demand.

3.1.6 Sports Development budget, SLA's with Community Pools

The Council fully recognised the good work and services delivered to the local communities by the 3 leisure community enterprises in Argyll & Bute. The council provides financial support to each of them; Islay and Jura Enterprises and Mid Argyll Community Enterprise Ltd by an annually reviewed service level agreement and Atlantis by a long term lease agreement.

In light of the need to make efficiencies throughout services funded by the public sector it was agreed by the Council in Feb 2011 that the support payments to the 2 SLA supported leisure community enterprises would be reduced by 5% and no further increases agreed in future years

However, the proposal to re-negotiate the Atlantis lease in 2013 has now taken place and the Council agreed in June 2013 not to take any savings from the current grant level and to continue with an annual RPI increase over the full term of the long lease. This was in recognition of the overall value of the leisure service and to the health and wellbeing of the local community. The critical factor in the negotiation was the fact that the experienced Trust Directors were not willing to continue running the community enterprise without this level of support which currently stands at £423,000.

In response to the decision to uplift Atlantis Leisure subsidy, the other two community pool organisations submitted requests for their subsidy to be reviewed. Their submissions requested an initial base uplift with agreement sought to uplift annually (commencing 15/16) in-line with RPI. Service Level Agreements would be increased from a 1 year to 3 year period. Elected Members approved the requested increases and the grant amount from 2014 onwards will be £77,926 for Islay and Jura Enterprises and £55,975 for Mid Argyll Community Enterprise Ltd.

3.2 Service Purpose

The Leisure and Sport services include: Leisure Facility Operations, Active Schools and

Sport Development. In total these services deal with around 460,000 customers on an annual basis

3.2.1 Leisure

The aim of Leisure Services within Argyll and Bute is to provide customers of all ages with accessible, well-equipped, inclusive health and fitness programmes that are delivered in a professional manner in a safe environment. The service as a whole aims to maintain and develop the provision to help improve the overall health, fitness and general wellbeing of the community in order to assist Argyll and Bute to realise its full potential while achieving best value for our customers.

The facilities are a major component of the civic infrastructure of the area and makes a significant contribution to the quality of life in our communities.

The key values and outcomes relate to health and well-being, tourism, attractiveness of the area as a place to live, the local economy and population levels. There is a clearly identified need for high quality facilities to offer the quality of life in Argyll and Bute that can sustain and grow the population base. Leisure is a universal service, accessible to all, business led by consumer demand and serving over 440,067 service users annually. It is much more heavily reliant on customer income than other council services.

The Leisure Service aims to:

- Provide a value for money service, maximising resources for use of the local and tourism community.
- Enhance opportunities for participation in sport, cultural and social events and organisations by providing facilities and services that reflect the community they serve.
- Work with voluntary organisations to develop opportunities for local communities to develop clubs, events and programmes.
- Train and grow our local workforce to enhance job prospects within the leisure industry and to ensure high quality staff are delivering high quality programmes.

3.2.2 Sport

The purpose of community sport is to increase participation in sport and physical activity, and promote active lifestyles through a wide range of direct services, partnership working and support to external providers, community groups and voluntary sector organisations.

The service aims to:

- Raise lifelong participation levels in sport and physical activity in Argyll & Bute and promote active lifestyles
- Develop pathways through sport for the population by improving sports coaching and raising standards of competition
- Promote and support voluntary and community involvement in the provision of sport and physical activity.

3.2.3 Active Schools

Active Schools is a Government/Sportscotland funded programme with the aim of increasing the number of children and young people participating in school and community sport. It is recognised that increasing participation opportunities for children is critical to a lifetime's involvement in sport and to future sporting performances. Active Schools builds capacity through the recruitment, retention and development of a network of volunteers to deliver sport in schools and the wider community. Active Schools work

with 112,000 service participants annually.

The service aims to:

- Recruit, retain and develop a network of volunteers, coaches, leaders and teachers who deliver opportunities in school and community sport.
- Increase the number of young people engaging in volunteering as sport leaders and coaches in school and community settings.
- Increase participation amongst under - represented groups and develop effective pathways between school and sport clubs.

3.2.4 Community Sports Hub

The Community Sport Hub (CSH) initiative is sportscotland's contribution to the Scottish Government's 2014 legacy plan. The initiative is an exciting and innovative approach to develop sporting participation and increase membership to local sports clubs.

3.2.5 Halls

The Halls range in size from the very large Queens Hall, Dunoon to the small village hall type, Ramsay Hall. All provide a valuable service to their communities and are generally well used. The Pavilion, Rothesay and the Queens Hall, Dunoon are both in need of major investment to restore the buildings and internal fittings to modern standards. Both are included in the CHORD projects for these towns although there remains a significant funding gap for the required works for the Grade 1 listed Pavilion, which is building of national importance architecturally.

The service aims to develop and promote culture, health and well being, tourism, social inclusion and opportunity

3.3 Summary of statutory and legislative requirements

3.3.1 Leisure, Sport and Halls

Section 14 (1) of the Local Government and Planning (Scotland) Act 1982, as amended by section 128 of the Local Government etc. (Scotland) Act 1994, places upon local authorities a duty to "ensure that there is adequate provision of facilities for the inhabitants of their area for recreational, sporting, cultural and social activities".

The Local Government in Scotland Act 2003; section 20(1) (3) (4). Gives local authorities the power to promote or improve the wellbeing of its area and persons within that area, or either of those. Key factors include: Economic, Social (including access to the arts or leisure facilities) and Environmental.

Our leisure service is guided by stringent legislation and regulated industry standards. These place significant costs on the service, but our investment in Health and Safety is paramount and results in good audit results across all our centres. In order to ensure that both staff and customers are safe when using our leisure centres, halls and pitches, each facility operates with an Integrated Management System. These 'live' documents serve as guidance procedures to our management and operational staff to ensure that we stay compliant with the following Health and Safety legislation;

Acts (through parliament, law)

Health and Safety at Work Act 1974

The Employers Liability (Compulsory Insurance) Act 1969 (and Regulations 1998, amended 2002, 2004 & 2008)

Sex Discrimination Act 1975

Employment Rights Act 1996
Protection of Children (Scotland) Act 2003

Regulations (Legal)

Management of health and Safety at Work Regulations 1999 (as amended 2003 and 2006)
The Health and Safety (First Aid) Regulations 1981 (as amended 2002)
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
Control of Substances Hazardous to Health (COSHH) Regulations 1999
Manual Handling Operations Regulations 1992 (as amended 2002)
Workplace (Health, Safety & Welfare) Regulations 1992 (as amended 2002)
Personal Protective Equipment at Work Regulations 1992 (as amended 2002)
Health and Safety (Display Screen Equipment) Regulations 1992
Electricity at Work Regulations 1999
The Health & Safety (Safety Signs and Signals) Regulations 1996
The Control of Noise at Work Regulations 2005
The Work at Height Regulations 2005 (as amended 2007)
Control of Asbestos Regulations 2006
Health and Safety (Enforcing Authority) Regulations 1998
Confined Spaces Regulations 1997
Health and Safety (Consultation with Employees) Regulations 1996
Provision & Use of Work Equipment Regulations (PUWER) 1998 (as amended 2002)
Lifting Operations & Lifting Equipment Regulations (LOLER) 1998 (as amended 2002)
Regulatory Reform (Fire Safety) Order 2005
Health and Safety (Information for Employees) Regulations 1989

ACoP/British Standards/Industry Guidance

Legionnaires' Disease. The control of legionella bacteria in water systems (ACoP)
Managing Health and Safety in Swimming Pools (HSG 179)
Lighting at Work (HSG 38)
Swimming Pool Water Treatment and Quality Standards (PWTAG)
The Safe Use and Operation of Bouncy Castles (ISRM)
The Use of Play Equipment and Water Features in Swimming Pools (ISRM)
The event Safety Guide (HSG195)

3.3.2 In addition to the extensive Health and Safety requirements to ensure a safe environment for our customers and staff, we must maintain the highest possible level of staff qualification and training. This essential requirement results in high staff training costs, in terms of time and expense but the value is reflected in our very low injury and

complaint figures.

Staff Training Requirements

Fitness/Gym Instructors	Senior/Duty Officer	Café Assistant
Advanced Gym Instructor	Pool Plant Operators Course	Food Hygiene
Cardiac Rehab/BACR	First Aid	COSHH
Level 2 Gym Instructor	RLSS Trainer & Assessor	NOP
Cable Training	IOSH	EAP
YMCA Aerobics Instructor	NPLQ Qualification	
GP Referral	Manual Handling	Bar Staff
Personal Training	Tool Box Talks (Trainer)	Serve-wise Bar training
Hydro Fit instructor	Responsible persons (fire safety)	NOP
First Aid at Work	NOP	EAP
PVG Training	EAP	
Power Hoop Instructor		Maintenance
Kettle Bell Instructor	Duty Officer Hospitality	COSHH
Spinning Instructor	Intermediate Food Hygiene	NOP
Power Plate	Personal Bar License	EAP
Zumba Instructor	HASAP Intermediate	Pool Plant Operators
Circuits Instructor	Responsible persons (fire safety)	
Xtreme Circuits Instructor	NOP	Receptionist
Core Stability Instructor	EAP	Customer Care
Mandatory CPD training		NOP
COSHH	Leisure Attendant	EAP
Manual Handling	NPLQ Qualification	
Normal Operating Procedure (NOP)	Manual Handling	Cleaners
Emergency Action Plan (EAP)	COSHH	COSHH
	NOP	Manual Handling
	EAP	NOP
Swim Teachers		EAP
Level 2 Teaching Aquatics	Trainer Assessor	
Level 1 Teaching Aquatics	RLSS TA	
Rescue Test - Teach/Coach	NPLQ Qualification	
Mandatory CPD Training	NOP	
PVG Training	EAP	
NOP		
EAP		

3.4 Summary of how service activity relates to Council Priorities and National Priorities

3.4.1 Leisure, Sport and Halls

The service directly contributes to the following national outcomes

Argyll & Bute Long Term Outcomes	Relates to national Policy Priorities
The economy is diverse and thriving	Economic recovery and growth and employment
We have infrastructure that supports sustainable growth	Economic recovery and growth
Education, skills and training maximises opportunities for all	Economic recovery and growth and employment
Children and young people have the best possible start	Early years and health inequalities and physical activity
People live active, healthier and independent lives	Outcomes for older people and health inequalities and physical
People live in safer and stronger communities	Safer and stronger communities, and reducing offending

The Potential for Sport (sportscotland 2008)

The Scottish Government, through sportscotland produced “The Potential of Sport” policy document in the context of the sport’s contribution to the Single Outcome Agreement and the Government’s Strategic Objectives. Sport is unique, as no other recreational activity has the same potential to contribute to a Wealthier and Fairer, Smarter, Healthier, Safer and Stronger, Greener Scotland. The following information highlights its importance.

Wealthier and Fairer	<ul style="list-style-type: none"> •Sport-related consumer expenditure of £1.3 billion/year represents 2.7% of total consumer expenditure in Scotland. •Sporting events and sports tourism attract millions of visitors every year and profile Scotland as a destination of choice.
Smarter	<ul style="list-style-type: none"> •Participation in sport raises our self-confidence, self esteem and social skills and educational attainment •Sports leadership and coaching qualifications develop the skills of thousands of individuals throughout Scotland every year. •Sport is the largest volunteering activity in Scotland. Nearly 150,000 adults volunteer in sport weekly, with 30% of the adult population doing so every year.
Healthier	<ul style="list-style-type: none"> •Sport as a form of physical activity significantly reduces the risk of heart disease, stroke, obesity, diabetes, osteoporosis and cancer. •Sport benefits our mental health treating clinical depression, anxiety, stress and schizophrenia and generally making people feel better. •Sport can provide a tool for the NHS in the treatment of many conditions including drugs rehabilitation. It also makes financial sense - a 1% increase in physical activity rates would save an estimated £3.5 million a year through reduced admissions for coronary heart disease, stroke and colon cancer.
Safer and Stronger	<ul style="list-style-type: none"> •Sport contributes to rehabilitation of offenders and drug users by improving self-confidence and self-efficacy, and developing personal and social skills. •More than one million people, a fifth of adults in Scotland, are members of at least one of Scotland’s

	13,000 sports clubs, many of which provide community hubs, bringing people together and generating social capital.
Greener	<ul style="list-style-type: none"> •Sporting facilities, such as golf courses, can provide opportunities to enhance biodiversity. Investment in sports facilities has led the way in developing and making use of environmentally sensitive techniques. •Sport promotes a more active nation, more likely to take up active means of travel such as walking or cycling.

3.4.2 Active Schools

The National Strategy for Sport, Reaching Higher, highlights Active Schools as one of the key successes of Sport 21 (the previous National Strategy). Going forward the Active Schools Network has a critical role to play in realising the vision laid out within Reaching Higher. Active Schools also makes the Active Schools Network as a key priority for sportscotland throughout 2007 – 2011.

Active Schools contributes to the aims and objectives of a number of national and council priorities/plans:

- A Curriculum for Excellence
- Schools (Health Promotion and Nutrition) Bill
- Argyll and Bute Healthy Weight Strategy
- Argyll and Bute Integrated Children's Services Plan and Early Years Framework

Argyll and Bute Sport and Physical Activity Strategy (2009-2015).

Leisure facilities provide a major community service in meeting the physical activity, recreational and sporting needs of the people of Argyll and Bute. By operating swimming pools, sports centres, public halls, schools sports facilities and playing fields across the area the majority of the population have access to some form of facility to participate in sport and physical activity.

3.5 Approach to current service delivery

3.5.1 Leisure

The aim of Leisure Services within Argyll and Bute is to provide customers of all ages with accessible, well-equipped, inclusive health and fitness programmes that are delivered in a professional manner in a safe environment. The service as a whole aims to maintain and develop the provision to help improve the overall health, fitness and general wellbeing of the community in order to assist Argyll and Bute to realise its full potential while achieving best value for our customers.

Swimming pools and gyms are extensively used and valued by our communities and are open around 80 hours per week, including weekends and evenings. Our halls have average core hours of 55 hours per week but are open extensively in addition to that for events and functions.

Health and Safety is a critical function in facilities which are high risk and high customer volume and staff ratios, training and building and plant maintenance must all be maintained to a very high standard.

Health and Safety is paramount in the Leisure Service and an extensive range of policies, procedures, staff training and management time are dedicated to keeping customers and staff safe whilst swimming, exercising, enjoying cultural events, functions

and shows, or working within our leisure centres and halls. We are externally audited on an annual basis and also have two Senior Duty Officers who are specifically trained and tasked to provide oversight of Health Safety across all service areas.

The Leisure Service is directly managed by the Leisure and Youth Manager and is within the Community & Culture Section of Community Service. The current operating model has integrated Leisure Facilities, Sport Development and Active Schools within a single management team – an efficient and joined up approach which is being recognised nationally as best practice in maximising scarce resources and avoiding duplication. The postholder also manages Youth Services which does not form part of this review.

The integration of these service areas is supported by staff roles which work across all service teams. The Sport and Facilities Development Officer, which was previously a Leisure Service only post now line manages Gym, Fitness and Swimming staff and is responsible for programme development, as well as managing the Community Sport Hub project, assists with sport development and leads on specialised health and physical activity provision such as Argyll Active.

The Sports Programme Coordinator previously worked only with Sport Development activities but now manages the leisure direct debits, all administrative functions, and online systems and has a staff training role across service areas.

The Leisure Systems Administrator now supports all of Leisure and Youth Services staff teams with ICT issues, on line and centre based booking systems and software and hardware installation problems.

3.5.2 Argyll Active

Led by the Leisure Service in partnership the NHS Highland and local GP practices, ArgyllActive serves as an important primary and secondary health promotion tool for Argyll and Bute. The Exercise on Referral Scheme is currently on offer to all sedentary individuals who are in need of increasing their daily activity levels and becoming more health conscious. The programme provides an avenue for healthcare professionals to refer clients to an 8 week subsidised exercise programme which delivers a range of supervised land based and water based fitness sessions.

In addition to exercise on referral clients the ArgyllActive programme also includes the Phase IV Cardiac Rehabilitation programme. The Phase IV programme caters for individuals referred directly from Phase III who have suffered a cardiac complaint. The Phase III programme is normally delivered within a clinical setting by specialist cardiac physiotherapists. Once patients complete Phase III they are referred to community based exercise training delivered by BACPR qualified instructors.

The aim is to help improve the overall fitness and wellbeing of those attending and there was a 56% increase in the number of referrals completing the 8 week programme in 2012/13 from the figures reported in 2011/12. The increase in referrals completing the programme has led to 55% of all clients, who started the programme, continuing to exercise after their initial 8 weeks

Recently ArgyllActive has expanded its targeted work to include people with addiction problems, and people in receipt of housing support, supporting these groups to attain health and wellbeing improvement through physical activity. The team are now working with Social work to improve access to leisure and sport for Children and Young people who are looked after or accommodated by the local authority, as part of the Council's responsibility for Corporate Parenting. In addition, there is a developing demand for exercise targeted at our elderly citizens and we expect our number and range of

services for this group to increase also.

The Service Review undertaken and implemented between 2010 and 2013 realised savings of 11.6% of the budget, with an additional 3.9% savings for 2013-14. To achieve these savings 5 full time management posts were removed from the service, which now operates with a very lean, flat management structure. Levels of responsibility have been delegated throughout the management team with the LGE8 Senior Duty Officer posts now delivering front line staff and facility management.

3.5.3 Sport

The focus of this service area involves the development of opportunities for people to be fit and active. From organising sports coaching courses, to developing strategic plans for specific sports, the service works in partnership with internal and external bodies to develop recognised opportunities for sport and physical activity.

3.5.4 Sport Development

The only full time professional post dedicated to Sport Development was removed as part of the Service Review savings in March 2013 and this has left a significant gap in our ability to meet customer expectations for support to individuals, clubs and communities. The duties of this post have been spread among the remaining team members but there is a real capacity problem to absorb work demands. The Football Development Officer is now managed within Active Schools and the Sports Programme Coordinator works across all Leisure and Youth Services teams to provide financial, administrative and systems functions.

3.5.5 Gold Card Membership Scheme

As part of the Council's commitment to developing and assisting Argyll and Bute's talented athletes, the Gold sports card membership has been developed. The membership enables talented athletes who are representing their sport at a National level free access to their local leisure facilities. Currently the membership has a varied range of athletes who represent their country in wide range of sports such as: football, sailing, skiing and powerlifting.

3.5.6 Active Schools

The aim of Active Schools is to provide more and higher quality opportunities for children to participate in school sport (before school, lunchtime and after school) and to increase capacity through the recruitment of volunteers who deliver activity sessions. Working together with organisations and individuals, including PE staff and Sports Development Officers, the Active Schools team provides a wide range of opportunities connected to school and club sport.

The service now supports some 434 volunteers to deliver 111,102 extra - curricular participant sessions (700+ clubs across three terms) to 4904 pupils (46% of the total school population).

Active Schools Co-ordinators are aligned to school clusters and the FTE allocation is based on the school population in each locality.

Active Schools is part of a national network funded by the government via sportscotland ring fenced grant until March 2015 which is currently £261,360 per annum (71% grant /29% local authority contribution). In addition to this investment, the Active Schools team leverages in additional grant/programme funding annually to the tune of £70,000k.

Effective Partnerships are in place with the Leisure Service, Youth Services, Education, Early Years, Children and Families and Social Work to plan and co-ordinate additional opportunities for young people to be active. Delivery of Active Schools is also dependent on building strong relationships/developing partnerships with a range of external agencies including NHS Highland and Argyll College.

Since the removal of the Community Sport Manager post through service savings in March 2013, the Active Schools Manager has taken over direct management of Football Development and the sport partnerships with Shinty, Rugby and other sports in Argyll and Bute. This has resulted in a significant increase in workload to what was already a large remit.

3.5.7 The sportscotland Community Sport Hub initiative has led to the development of a fully funded Community Sports Hub Officer who has been tasked with developing sports hubs across Argyll and Bute. The aim of the post is to help develop stronger links between local clubs enabling them to work together on Funding opportunities, training/CPDs and increasing their membership.

3.5.8 Sports Partnerships

Sports such as football, shinty, rugby, swimming and golf have experienced encouraging development of their sport through our partnership approach.

Success in terms of participation levels, standards of coach education and qualifications have risen annually, and more people have been encouraged to get involved in volunteering in communities. Other joint working with national bodies such as sportscotland, NHS Scotland, Children 1st and Sports Coach UK have expanded local opportunities in sport as well as develop clubs and coaches who reflect best practice in sport.

3.5.9 Halls

As multifunctional facilities, the Halls offer the perfect setting for a wide range of events and are completely flexible in catering for specific needs. Halls cater for events and functions of all sizes and types for both business and private individuals, including Weddings (with marquee on request), live entertainment, concerts, exhibitions, conferences, dinner dances, meetings, training courses and any other social events. The Halls also accommodate certain sports and fitness classes within the facility as well as children's parties.

In house catering can be offered for meetings and events, licensed bar (internal and external) and various items for external meetings on request.

Recent Events and Conferences include Highlands and Islands Convention, National MOD in Dunoon and Oban 1998, 2000, 2004, 2006, 2012, 2015 Scottish Labour Party Conferences years in Oban 2006 & 2010.

The Halls work with some of Britain's leading promoters including DF Concerts & Regular Music artistes such as Elaine C Smith, Bill Bailey and Kevin Bridges and the Proclaimers.

Other major shows include Singing Kettle, Aly Bain & Phil Cunningham and the Blas festival.

The Halls have also played host to both Overseas and National Touring Companies, such as Scottish Ballet, Scottish Opera, National Youth Jazz Orchestra and the Moscow Ballet.

3.5.10 Service Innovation

Leisure and Youth Services actively seek innovative and cost effective approaches to delivering high quality services to all our customers within Argyll and Bute.

The Bute facebook page was launched in March 2013 and from March to August 2013 more than 25,000 potential customers have been reached.

The Cowal facebook page was launched in June 2013 and from June to August 2013 more than 15,000 potential customers have been reached.

The remaining area pages will be launched during November 2013.

3.5.11 Argyll College – UHI

A recent development in a partnership with Argyll College to offer a National Certificate in Sport and Fitness for the first time. This one year full time course has been designed to provide students with a broad foundation of knowledge and skills for the sport and fitness sector. Practical skills, core skills and relevant experience developed during this course are tailored towards the real-life scenarios students will encounter in the workplace. It is hoped that the students will become a trained and work-ready pool of staff that will remain in Argyll and Bute, contributing to their communities and working in the sports and leisure industry of Argyll.

3.5.12 Leisure Management System

The current Leisure Management ICT system is no longer fit for purpose and has not been developed by the supplier to meet customer expectations or modern leisure service needs. Capital funding has been secured to replace this system to provide the capacity for extensive use of the internet, mobile phone technology, staff and financial management etc. Over time a new Leisure management system will not only ensure greater flexibility and convenience for our customers but also improve efficiency and reduce operating costs.

3.5.13 Staffing

Each distinct service area requires a distinct staffing provision so are laid out separately below:

Leisure Services Operations				
			FTE	
Facilities Managers	LGE12	2		Manage all physical facilities, pools, halls, gyms, staff resources and health and safety.
Senior Duty Officers	LGE8	9		Front line management of pools, halls and gyms. Direct line management of all staff, customer service, health & safety of all customers and staff and income generation.
Duty Officers	LGE7	4		Deputise for Senior Duty Officers – all duties except recruitment and disciplinary procedures.
Swimming and Fitness Coordinators	LGE7	7		Develop and run swimming lessons, teachers, gym programmes, instructors and classes. Supervise staff, CPD and customer service.
Technical Staff	LGE7	1		Manages stage lighting and sound, health and safety and liaison with touring companies
Swimming Teachers Fitness Instructors	LGE5/6	1.75		Deliver fitness classes, swimming lessons and gym inductions
Leisure Attendants Leisure Assistants Maintenance Caretaker	LGE4	29		Plant and building maintenance, lifeguards, setting up and cleaning venues, stewarding of facilities.
Receptionists	LGE2/3	15		Control of admissions, front line

Cleaners Cafe assistants			customer's service, bookings, enquiries, cleaning, preparation of food service and retail sales.
Total FTE		68.75	

Active Schools			
Active Schools Manager	LGE1 3	1	Manages active schools team, sport specific development officers. Partnership liaison at national and local level.
Active Schools Coordinators	LGE1 0	8.8	Developing physical activity and sport programmes within school and community sport, developing volunteer infrastructures and partnerships at local level
Total FTE		9.8	

Sport Development			
Football Development Officer	LGE1 0	1	Developing school and community football programmes across Argyll and Bute in partnership with SFA
Sports Programme Coordinator	LGE9	1	Assist with management and support of sport and leisure programme delivery.
Total FTE		2	

Leisure and Youth Services			
Job Title	Grade	FTE	Responsibilities
Leisure & Youth Services Manager	LGE14	1	Manage service delivery and budgets across Leisure, Active Schools, Sport Development and Youth Services
Sport and Physical Development Officer	LGE11	1	Manage swimming and fitness coordinators, programmes and development, Argyll Active and Community Sport Hubs
Leisure Systems Administrator	LGE8	1	To support and administer the Leisure information system and all ICT related functions.
Senior Clerical Assistant	LGE5	1.5	To provide clerical support to Leisure Service function – direct debits, purchasing, customer service, facility support.
Total FTE		4.5	

The service has a total staffing complement of 85.05FTE, of which 69.25FTE are paid LGE8 or less. (81%)

4. BASELINE INFORMATION

4.1 Key Budget Summary

4.1.1 The outcomes and impact of these review changes and budget reductions on the service will now be considered in the following sections.

Key budget summary

The total net budget for the leisure service for 2013/14 is £3,249,036.

This comprises 3 main elements:

4.1.2 Halls

The gross budget for operating the halls is £ 980,161.

The annual income generated is £ 543,816 with a resulting net cost or subsidy level by the council of £436,345.

Therefore, 56% of annual expenditure is generated through event income.

30% of the cost is premises related expenditure and 44% staff costs which together account for 74% of the budget.

4.1.3 Swimming pools and gyms

The gross budget for operating the facilities is £3,140,470.

The annual income generated is £1,085,722 with a resulting net cost or subsidy level by the council of £ 2,054,748.

Therefore, 35% of annual expenditure is generated through customer income.

31% of the cost is premises related expenditure and 58% staff costs which together account for 89% of the budget.

4.1.4 Sport Development

The sport development element of the service costs the council £757,944. Of this total the Active Schools service staff costs account for £368,000 of which £261,120 is supported by ring fenced grant from Sportscotland.

The most significant area of expenditure is the £622,252 of 3rd party payments, £536,202 of which is to the 3 community pools and £20,000 of the remainder is for partnership arrangements with national governing bodies to part fund specific sports development posts.

4.2 Resources

4.2.1 Revenue Budget

Row Labels	Sum of Actuals 2012/13	Sum of Copy Budget 2012/13	Sum of Variance 2012/13
Halls	430,052	437,415	7,363
Employee Expenses	434,728	432,147	-2,581
Premises Related Expenditure	249,095	254,761	5,666
Supplies & Services	111,786	118,320	6,535
Transport Related Expenditure	2,617	1,505	-1,112
Third Party Payments	198,359	159,664	-38,695
Income	-566,533	-528,983	37,550
	2,215,95		
Leisure	8	1,966,589	-249,370
	1,898,91		
Employee Expenses	0	1,762,933	-135,977
Premises Related Expenditure	974,038	848,837	-125,201
Supplies & Services	279,548	273,210	-6,338
Transport Related Expenditure	30,174	27,376	-2,798
Third Party Payments	97,770	83,915	-13,855
	-		
	1,064,48		
Income	1	-1,029,682	34,799
Sports Development	794,994	846,741	51,747
Employee Expenses	466,702	473,986	7,284
Premises Related Expenditure	0	0	0
Supplies & Services	78,451	60,967	-17,484
Transport Related Expenditure	27,733	26,943	-790
Third Party Payments	697,605	747,350	49,745
Income	-475,497	-462,505	12,992
	3,441,00		
Grand Total	5	3,250,745	-190,260

Central Repairs	Sum of Actuals 2012/13	Sum of Copy Budget 2012/13	Sum of Variance 2012/13
Leisure	276,172	210,899	-65,273
Grand Total	276,172	210,899	-65,273

4.2.2 Current Asset Base

Asset	Location	Depreciated Replacement Cost	Gross Internal Area	Energy Costs (LEDGER)	Maintenance Cost (LEDGER)	Fuel Cost (LEDGER)	Other Costs (LEDGER)	Total Running Costs
		£	Sq. M.	£	£	£	£	£
LEISURE SWIMMING POOLS								
AQUALIBRIUM	KINLOCH ROAD	£11,556,589	4000	71,758.20	67,716.25	54,386.71	204,325.08	£398,186.24
HELENSBURGH POOL	WEST CLYDE STREET	£1,330,289	1603	36,359.18	24,047.21	74,621.23	73,958.30	£208,985.92
RIVERSIDE LEISURE CENTRE	MOIR STREET	£3,371,301	1630	48,341.25	53,975.32	36,694.03	93,068.98	£232,079.58
ROTHESAY LEISURE POOL	HIGH STREET	£2,430,112	1080	26,620.71	37,097.12	28,819.28	51,622.47	£144,159.58
MID ARGYLL SPORTS CENTRE	TRUNK ROAD	PART OF SCHOOL ESTATE						
HALLS ETC								
CAMPBELTOWN TOWN HALL	MAIN STREET	£1	484	2,169.61	736.23		8,723.40	£11,629.24
CORRAN HALLS	CORRAN ESPLANADE	£1,529,569	1880	27,104.21	11,423.00		38,526.92	£77,054.13
QUEENS HALL	ARGYLL STREET	£858,432	1900	11,476.42	33,543.37	20,083.23	54,669.95	£119,772.97
VICTORIA HALL	KINLOCH ROAD	£382,227	1084	3,808.29	6,296.01	5,002.51	16,485.45	£31,592.26
VICTORIA HALLS	SINCLAIR STREET	£429,085	1416	5,884.70	17,329.91	9,622.94	25,528.17	£58,365.72
ROTHESAY PAVILLION	45 ARGYLL STREET	£1,719,285	2627	11,244.27	10,618.89	18,195.85	59,095.66	£99,154.67
RAMSAY HALL	PORT ELLEN	Not Assessed		1,422.98	25,511.40		8,161.77	£35,096.15

4.3 Service Activity Performance

Number of attendances per 1,000 population for all pools 2009/2010		Number of attendances per 1,000 population for all pools 2010/2011		Number of attendances per 1,000 population for all pools 2011/2012	
Shetland Islands	11,210	Shetland Islands	11,768	Shetland Islands	10,783
Argyll & Bute	6,040	Orkney Islands	6,470	Orkney Islands	6,391
Orkney Islands	5,771	Argyll & Bute	5,454	Scottish Borders	5,667
Eilean Siar	5,522	Moray	5,056	Moray	5,219
Moray	5,358	Scottish Borders	4,903	South Lanarkshire	4,873
Highland	5,203	Eilean Siar	4,847	Eilean Siar	4,786
Scottish Borders	4,956	West Lothian	4,527	Argyll & Bute	4,742
West Dunbartonshire	4,723	West Dunbartonshire	4,497	East Lothian	4,551
East Lothian	4,516	East Lothian	4,470	West Dunbartonshire	4,284
Inverclyde	4,317	Inverclyde	4,186	West Lothian	4,102
West Lothian	4,317	South Lanarkshire	3,988	Inverclyde	3,860
South Lanarkshire	3,861	Dundee City	3,800	Edinburgh, City of	3,787
Dundee City	3,814	Perth & Kinross	3,731	Dundee City	3,701
East Dunbartonshire	3,713	Edinburgh, City of	3,687	East Renfrewshire	3,606
East Renfrewshire	3,566	East Dunbartonshire	3,522	North Lanarkshire	3,560
Perth & Kinross	3,446	East Renfrewshire	3,368	Perth & Kinross	3,511
Scotland	3,446	Scotland	3,320	East Dunbartonshire	3,481
Angus	3,385	Stirling	3,186	Scotland	3,466
North Lanarkshire	3,308	Angus	3,135	Midlothian	3,260
Midlothian	3,291	Midlothian	3,126	Aberdeenshire	3,162
Edinburgh, City of	3,171	Clackmannanshire	3,073	South Ayrshire	3,080
Dumfries & Galloway	3,071	Aberdeenshire	3,051	Angus	3,069
Aberdeenshire	2,941	Dumfries & Galloway	2,875	Dumfries & Galloway	3,003
South Ayrshire	2,924	North Lanarkshire	2,832	Glasgow City	2,956
Stirling	2,881	South Ayrshire	2,807	Fife	2,939
Glasgow City	2,851	Aberdeen City	2,782	Stirling	2,750
Clackmannanshire	2,836	Glasgow City	2,749	East Ayrshire	2,722
Renfrewshire	2,786	North Ayrshire	2,748	North Ayrshire	2,706
Fife	2,617	Fife	2,703	Clackmannanshire	2,596
North Ayrshire	2,592	Falkirk	2,546	Falkirk	2,544
Falkirk	2,478	East Ayrshire	2,517	Aberdeen City	2,517
East Ayrshire	2,393	Renfrewshire	2,474	Renfrewshire	2,245
Aberdeen City	2,388	Highland	1,855	Highland	2,175

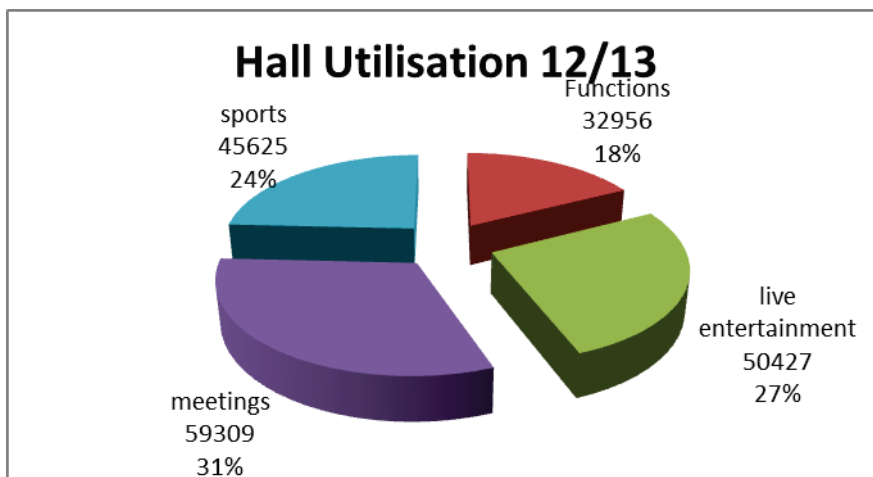
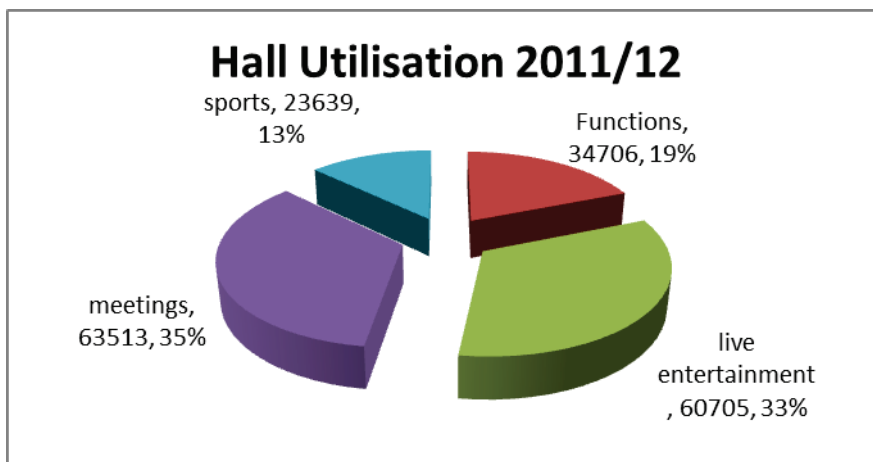
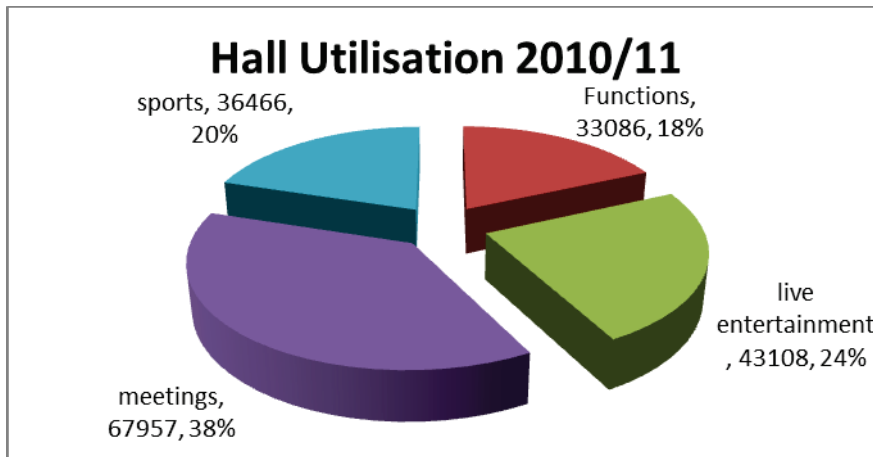
2011/12	
Campbeltown	59684
Helensburgh	119894
Dunoon	88729
Rothesay	43747
Mid Argyll	21601
Islay	15666
Oban	73681
Total	423002

Number of attendances per 1,000 population for indoor sports and leisure facilities excluding pools in a combined complex	
	2009/2010
Renfrewshire	14,537
South Ayrshire	10,596
North Lanarkshire	10,305
Orkney Islands	9,979
Midlothian	8,542
West Dunbartonshire	7,070
Moray	6,937
Glasgow City	6,449
East Lothian	6,378
Dundee City	6,326
Falkirk	6,303
Scottish Borders	6,203
Aberdeenshire	6,090
Highland	6,014
Aberdeen City	5,447
Edinburgh, City of	5,250
North Ayrshire	5,194
Scotland	4,890
Perth & Kinross	4,876
Shetland Islands	4,751
Dumfries & Galloway	4,704
West Lothian	4,594
Inverclyde	4,569
East Ayrshire	4,200
Fife	4,112
Angus	3,801
South Lanarkshire	3,629
East Dunbartonshire	3,573
Stirling	3,568
East Renfrewshire	3,173
Argyll & Bute	2,047
Eilean Siar	1,783
Clackmannanshire	1,025

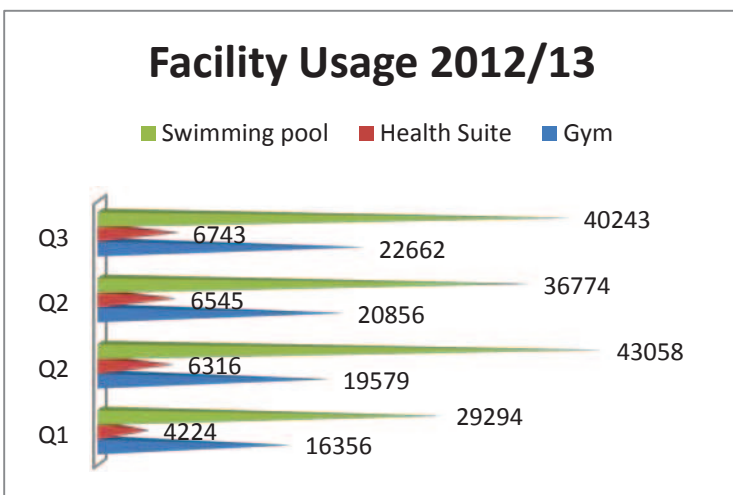
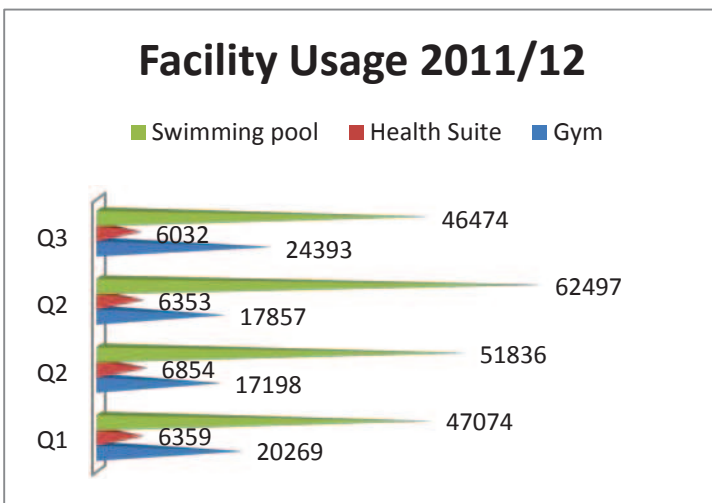
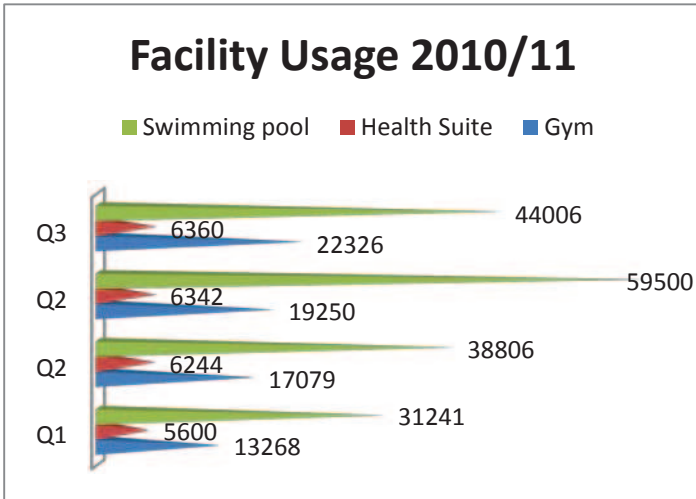
Number of attendances per 1,000 population for indoor sports and leisure facilities excluding pools in a combined complex	
	2010/2011
Clackmannanshire	1,612
Renfrewshire	15,016
Orkney Islands	11,095
South Ayrshire	10,463
North Lanarkshire	9,591
Angus	8,059
Midlothian	7,793
Moray	7,729
Falkirk	7,566
Dundee City	7,433
West Dunbartonshire	7,391
Glasgow City	7,062
Aberdeen City	6,460
Aberdeenshire	6,410
Scottish Borders	6,389
Shetland Islands	6,209
East Lothian	5,914
Highland	5,835
Scotland	5,431
Edinburgh, City of	5,221
Inverclyde	5,102
North Ayrshire	5,083
Dumfries & Galloway	5,046
Perth & Kinross	4,997
West Lothian	4,747
South Lanarkshire	4,505
East Ayrshire	4,345
East Renfrewshire	3,990
Fife	3,949
Stirling	3,883
East Dunbartonshire	3,595
Argyll & Bute	2,125
Eilean Siar	1,841

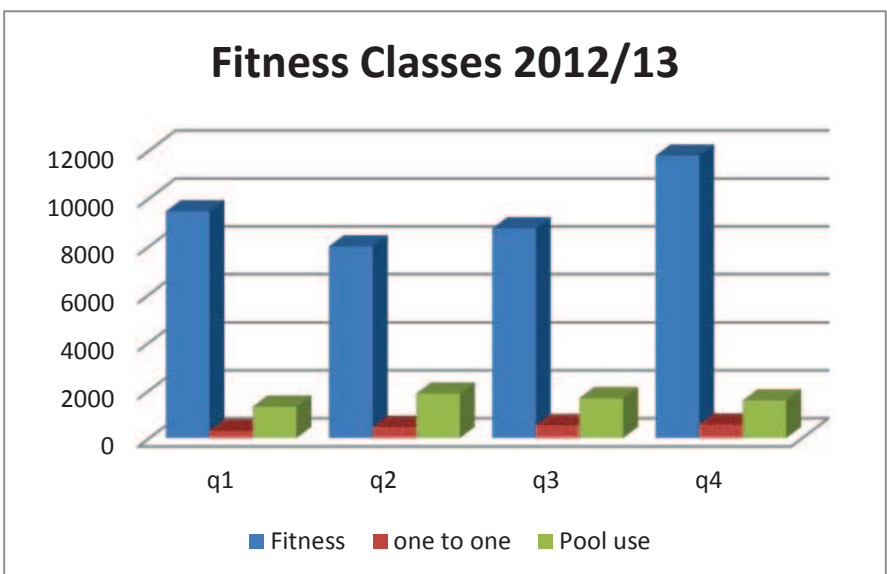
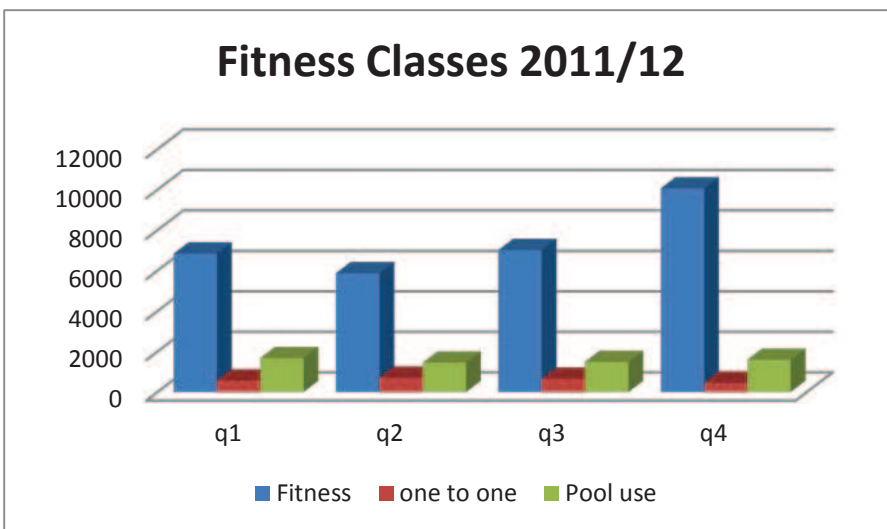
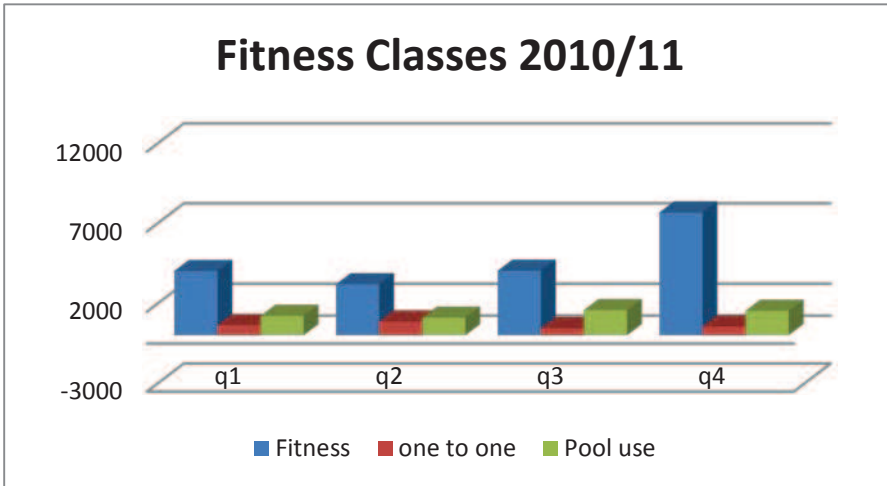
Number of attendances per 1,000 population for indoor sports and leisure facilities excluding pools in a combined complex	
	2011/2012
Clackmannanshire	1,535
Renfrewshire	14,950
South Ayrshire	10,422
Orkney Islands	10,046
North Lanarkshire	9,365
Angus	8,814
Midlothian	8,431
Moray	8,420
Dundee City	8,124
West Dunbartonshire	7,970
Falkirk	7,721
Glasgow City	7,533
Aberdeenshire	7,403
Shetland Islands	6,902
Scottish Borders	6,438
Aberdeen City	6,310
East Lothian	5,984
Dumfries & Galloway	5,765
Perth & Kinross	5,752
Highland	5,704
Scotland	5,655
Inverclyde	5,534
Edinburgh, City of	5,498
North Ayrshire	5,302
Stirling	4,543
Argyll & Bute	4,505
West Lothian	4,437
South Lanarkshire	4,256
East Renfrewshire	4,057
East Ayrshire	4,020
East Dunbartonshire	3,636
Fife	3,191
Eilean Siar	2,009

SPI Indoor sports breakdown figures			
2010/11		2011/12	
Mid Argyll Sports Centre	88938	Mid Argyll Sports Centre	83552
Atlantis Leisure	76782	Atlantis Leisure	95644
Total	165720	Total	179196

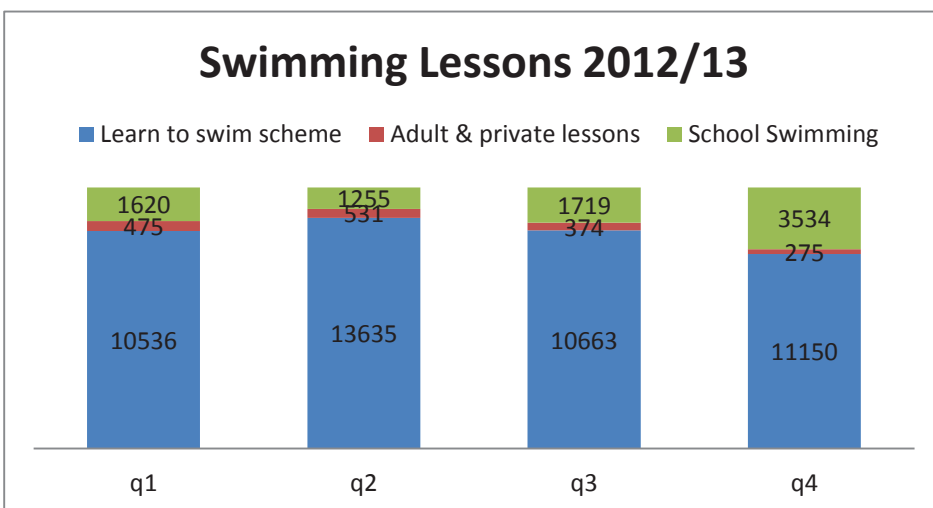
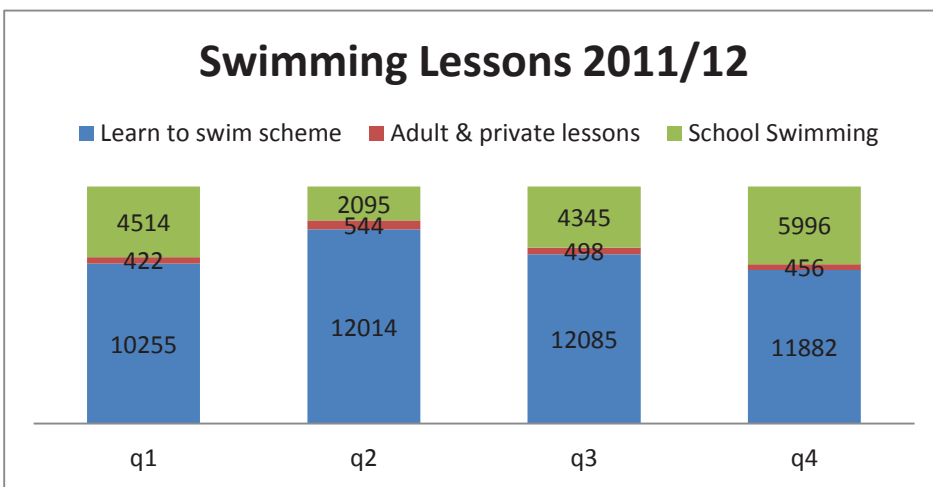
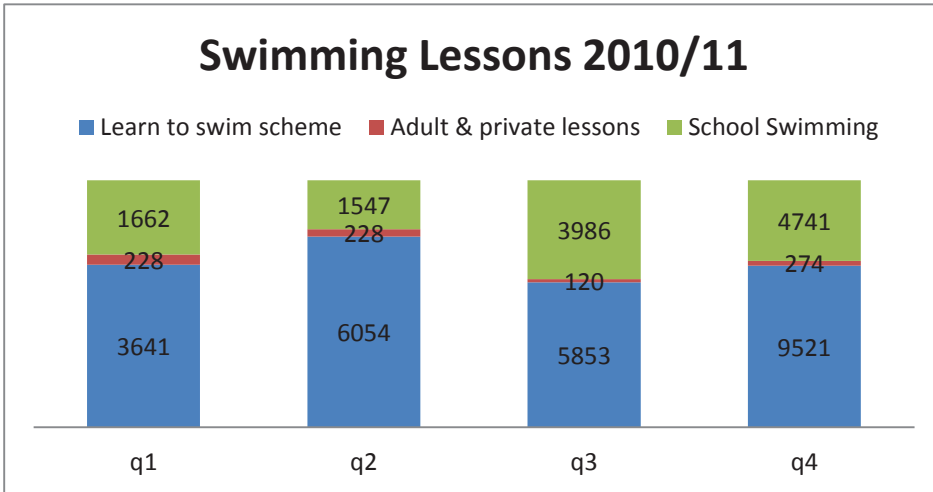


✓ From 36466 in 2010/11 to 45625 in 2012/13 there has been a 26% rise in sports usage of halls.

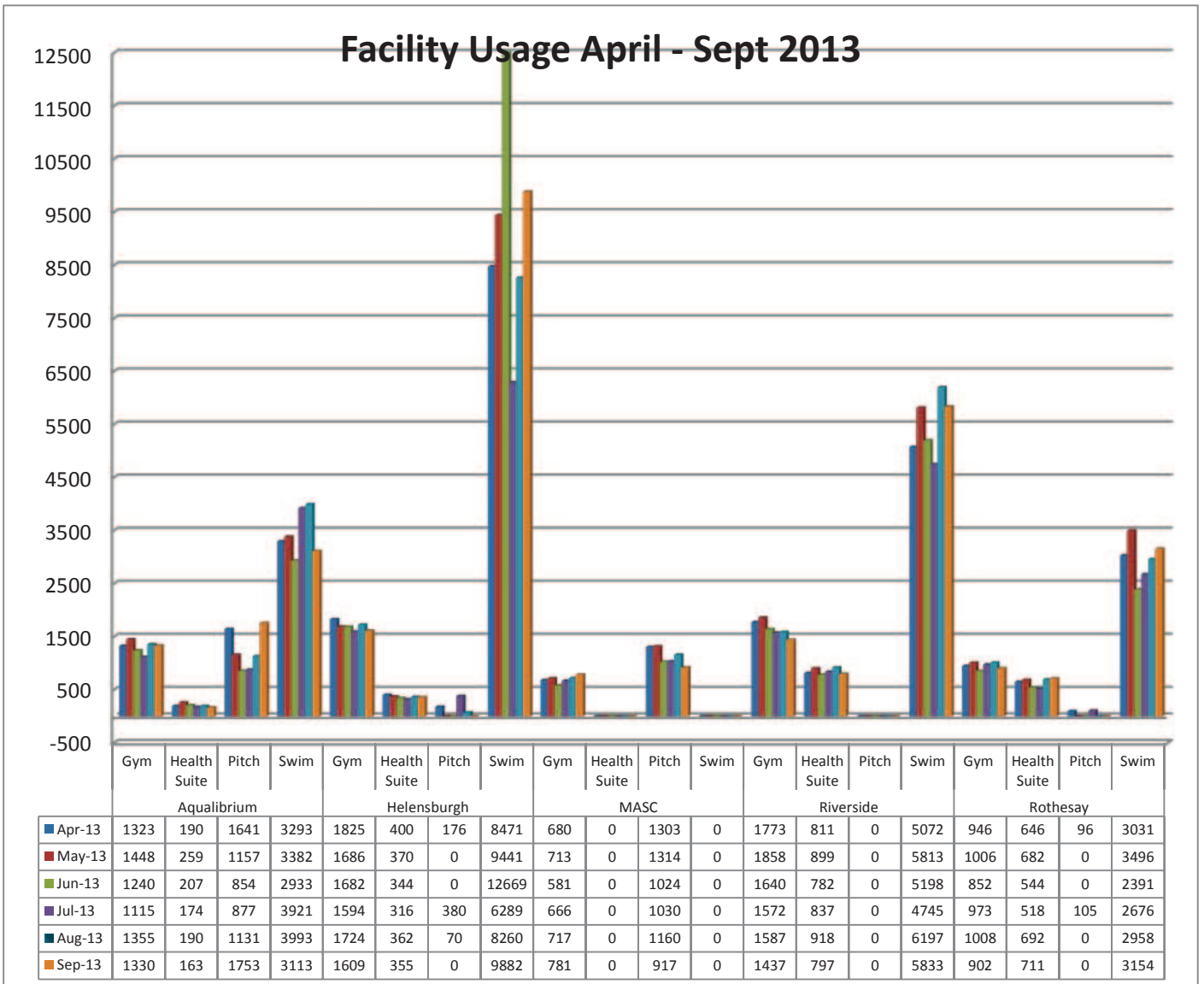




✓ Fitness classes have risen from 18855 in 2010/11 to 37936 in 2012/13



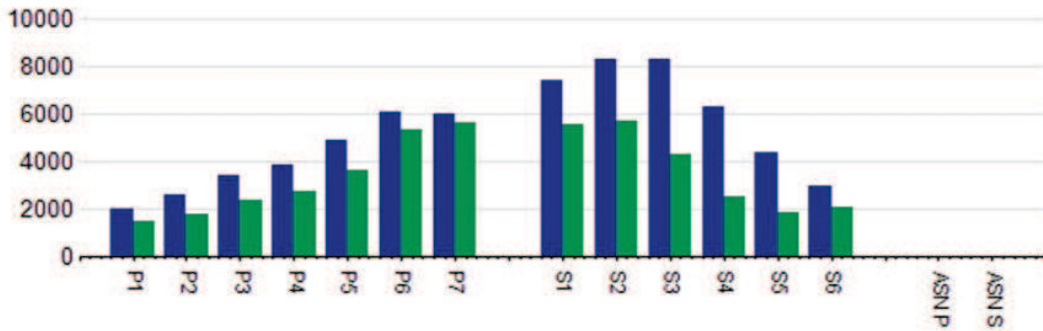
✓ School swimming dropped from 11936 in 2010/11 to 8128 in 2012/13, but private lessons have increased from 25069 in 2010/11 to 45984 in 2012/13



Active Schools

Academic Year 2102/13

Participant Sessions by year group and gender



Boys – Blue Girls - Green

Participant Sessions by School Type



Top 10 Activities by Participant Session

- Football
- Fitness
- Other
- Netball
- Dance and Movement
- Shinty
- Multisports
- Rugby Union
- Athletics
- Badminton
- Hockey



Active Schools Key Highlights of 2012/13

TARGET	11-12 ACTUAL	12-13 TARGET	12-13 ACTUAL	
Total number of participant sessions	103,655	105,500	111,120	↑ 7.2%
Total number of distinct participants (extra - curricular programme)	4038	4350	4914	↑ 22%
Total number of extra - curricular clubs across the 3 terms	680	700	802	↑ 18%
Total number of volunteers (extra - curricular clubs)	365	380	434	↑ 19%
Total number of volunteers out with extra - curricular clubs	223	-	224	=
Total number of qualified secondary pupils (NGB/Sports leader UK)	89	95	101	↑ 13%
Total number of qualified adult volunteers (within extra - curricular prog)	182	200	216	↑ 19%
Number of clubs with links to schools (as reported on ASMO)	96	100	88	↓ 8%
Number of children progressing from school to club programmes	256	200	258	=
Total number of events and festivals	93	-	128	↑ 38%
Total number of participants taking part in events and festivals	8444	-	8822	↑ 4%
Total number of participants at Active Schools holiday programmes	957	-	1257	↑ 31%
Total number of press articles	75	-	95	↑ 27%
Schools engaged in the clubgolf (Primary) programme	74	74	74	=
Money leveraged into Active Schools	£55,000	-	£73,450	↑ 33%

Coaching Figures 2012/13

Football Coaching Sessions	
Coach Ed Sessions 16 + Female	76
Coach Ed Sessions 16+ Male	206
General Coaching Sessions Under 16 Female	2443
General Coaching Sessions Under 16 Male	7354

Rugby Coaching Sessions	
Coach Ed Sessions 16 + Female	8
Coach Ed Sessions 16+ Male	21
General Coaching Sessions Under 16 Female	1377
General Coaching Sessions Under 16 Male	2739

Shinty	
Coach Ed Sessions 16 + Female	47
Coach Ed Sessions 16+ Male	267
General Coaching Sessions Under 16 Female	1452
General Coaching Sessions Under 16 Male	2251

4.4 Customer Feedback

4.4.1 Leisure

The following analysis is from a survey of leisure users carried out in August 2013

Pools and Sports Centres		
(Method of Payment)	% of users with Direct Debit Membership Payment	48%
	% of users with Pre-Paid Membership	27%
	% of users Making Casual Payment	25%
(Facility Presentation)	% of users who rate quality of fitness/gym equipment as good or excellent.	72%
(Staff and Information)	% of users who rate friendliness of staff as good or excellent	97%
	% of users who rate helpfulness of staff as good or excellent	93%
Value for Money	% of users who rate enjoyment of activity as poor or very poor	0.6%
	% of users who rate value for money from the activity as poor or very poor	2%

4.4.2 Halls

The following analysis is from a survey of leisure users carried out in August 2013

Halls and Theatres		
(Staff and Information)	% of users who rate friendliness of staff as good or excellent	93%
	% of users who rate helpfulness of staff as good or excellent	93%
Value for Money	% of users who rate enjoyment of activity as poor or very poor	0%
	% of users who rate the activity as poor or very poor	1%

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**Community Services Committee****Community Services****8 May 2014**

SUPPORT TO PRIVATE HOMEOWNERS WHO HAVE COMMON REPAIR RESPONSIBILITIES

1.0 SUMMARY

1.1 The Council has recently received proposals from Argyll Community Housing Association (ACHA) requesting Council assistance to help them to fulfil their obligation to meet the Scottish Housing Quality Standard (SHQS) by 2015 and to sustain the SHQS through their improvement programme to 2020. ACHA's inability to reach agreement with some owners who have common repair responsibilities is hindering the programme. This report provides Members with the contextual background information and sets out the Council's proposed response to the ACHA proposals.

2.0 RECOMMENDATIONS

2.1 Members are asked to agree that in order to assist ACHA to progress their house improvement programme and to overcome wider common repair issues that:

- A report on enforcement action policy and financial implications is prepared for Members consideration at a future meeting.
- Thereafter the Council seek agreement with ACHA on protocols for using their respective enforcement powers
- the Council and ACHA jointly instigate negotiations with the Scottish Government to establish if there is any possible relaxation of the criteria relating to Right to Buy receipts for Support to Owners which was set out in the stock transfer agreement.

3.0 DETAIL

3.1 **Background.** The Right to Buy legislation has resulted in many, former local authority, properties with common repair responsibilities being in mixed ownership buildings. Some of the relevant legislation and policies which deal with this situation are to a degree conflicting. For example, the SHQS which social landlords have to achieve does not apply to private sector houses and raises conflicting pressures in mixed ownership situations. Property disrepair and associated energy efficiency and fuel poverty issues are significant challenges which the Council has prioritised and seeks to address, through the local housing strategy. The Council has a strategic, enabling role which covers all tenures and any approach has to be balanced, fair and equitable. It is with these principles in mind that this response has

been prepared.

3.1.1 Housing (Scotland) Act 2006. The guidance to the Housing (Scotland) Act 2006 states that grant funding should be used sparingly and not as the solution to all aspects of private sector disrepair. At the time of the 2006 Act, public investment in private houses was supposed to diminish with owners taking on greater responsibilities and the Council's policies reflect that in the Section 72 Statement of the Scheme of Assistance which was agreed in 2010. These are explained in paragraph 3.1.2 below.

3.1.2 Local authority grant assistance for common works. A standard grant of £250 per private unit for a tenement condition survey is offered. This enables owners to jointly appoint an agent to survey their buildings and report on repair and maintenance options to the owners.

Thereafter, grants for common repair are currently set as follows;

- a) Small works = amenity grants. 30% of costs up to a maximum of £1,000 per property
- b) Major Works = Standard grant = deduct first £5,000, thereafter 50% of the cost of the work up to £10,000 per property.
- c) Hardship grant = deduct first £5,000, thereafter 75% up to £15,000 per property. Hardship includes an equity assessment which means that few people qualify. The equity assessment includes a valuation of the renovated house from which any outstanding mortgage is deducted. This provides the free equity in the house. A notional 20% of the free equity to be invested in the necessary works is then calculated before consideration of enhanced grant.

3.1.3 Grant assistance is predicated on the requirement that owners either form an owners association (which should include ACHA) or join the ACHA factoring scheme as an indication that the framework exists within the tenement to maintain and repair the property over the longer term.

3.1.4 ACHA's concerns relate primarily to property in poor condition that **will fail** the SHQS in future years if they don't make progress with their neighbouring owners. The current Scottish Housing Charter requires that landlord's 'meet the SHQS standard by 2015 and continue to meet it thereafter'. AHCA's achievement of SHQS by March 2015, based on Scottish Government guidance is reported to be proceeding as planned.

3.2 Issues which impede progress. There are a wide range of factors in common ownership scenarios which make progress difficult to achieve and some of the factors which specifically relate to ACHA common ownership are outlined below.

3.2.1 ACHA have taken a decision not to participate in owners associations requiring instead that owners join their factoring scheme and pay the fee. An owners association provides the forum to discuss, debate and agree issues of common concern. If ACHA do not participate with co-owners in a formal setting, as one of equal co-owners, then projects can often be divisive from the start.

3.2.2 An owner in a tenement has common repair responsibilities for that tenement building only. Their interest does not extend over the entire estate. ACHA understandably seek to achieve economies of scale and aim to renovate all tenements within a particular estate with the same works, irrespective of individual circumstances. A more personalised approach on a smaller scale, tenement by tenement, may achieve more owner buy in although it is both time and resource intensive. Owners often only want to pay for the minimum requirements for essential repairs.

3.2.3 Owners who have purchased their property under the Right to Buy legislation sometimes do not fully appreciate the significance and potential financial commitments of their common repair responsibilities. Agreement to appoint an agent defers consideration of the issues. It is only when the full costs are known that owners raise their concerns and may indicate an unwillingness or inability to proceed. Also, some owners do not have the disposable funds to meet the costs of the essential repair work.

3.3 The foregoing paragraphs set out the background to the proposals submitted to the Council for consideration. There are, as clearly demonstrated, a range of potentially complex scenarios surrounding common repair work. The costs associated with the work for private individuals can be substantial. This is the case for any owner and not just those who have common responsibilities with ACHA. In order to move forward ACHA has made six suggestions which the Council have been asked to consider. These are noted, in bold, in the following paragraphs with the suggested Council response below.

3.4 Review the PSHG grant rates available to owners to encourage participation. Suggest an increase of percentage grant up to 90% and a reduction of the £5000 amount ineligible for grant.

3.4.1 Spending on grants for housing repairs is a limited resource which is decreasing over time. It is currently, £1.3m this year and next, reducing to £1m in 2015/16. ACHA have calculated that a total

owners' assistance package of £6.3million, which amounts to slightly over £1million per year until 2020, would make the material difference between progress to deal with these issues and stagnation and consequent building decline. Viewed in the context of the current funding available for all PSHG commitments this would represent a significant increase for a specific group of owners i.e. those who have common repair responsibilities with ACHA.

3.4.2 The Council's approach has to be equitable and therefore any changes to the level of grant funding would need to be applied to all owners and not just those who happen to have common repair responsibilities with ACHA. The Council has to ensure that its grant policy is proportionate and that it balances public investment in some private property with the fact that most owners will be left to pay for works themselves. Any increase to individuals will reduce the number of properties which can be dealt with unless, as ACHA suggest, the overall budget is increased. It is worth noting that the Council's capital programme for 2014/15 is £50m a year and from 2016/17 it will reduce to £11m. Clearly, with all the demands on the capital budget this will require clear prioritisation of future spend.

3.5 Target the Private Sector Housing Grant (PSHG) allocation to assist the ACHA programme

The PSHG is targeted at disabled adaptations as these are (mainly) mandatory grants. In 2012/13 this represented approximately 54% of the budget c£700k. Thereafter, common repairs are prioritised which includes mixed ownership. Other priorities include regeneration activities such as THI, CARS and other town centre regeneration which the Council would not want to compromise in the next couple of years and this limits the finance available to support ACHA. The Council are already assisting in major building improvement projects in Soroba, Oban and Maitland Court in Helensburgh.

3.6 Provide low cost loans to owners.

This is not something the Council has done for many years due to the associated high level of risk it would carry. If owners are unable to raise finance through commercial lending it would seem to indicate that there would be the potential for high levels of default and associated risk to the Council. Given current finances the Council would not be in a position to offer cheaper loans than any of the commercial lenders and we would have to apply an equally stringent financial check which would not make Council lending any more attractive to low income owners.

3.7 Use enforcement powers and agree with ACHA a set of triggers when these powers would be used. If resources limited, agree the scope and extent possible.

3.7.1 It is agreed that in certain circumstances the Council would, and

indeed, has already used enforcement powers. However, there should be a protocol agreed with ACHA for working with private owners. The Council's main aim is to get the vast majority of owners to agree to both the extent and cost of works required. Enforcement powers would only be used to fund work to bring elements of a building to a good state of repair if it was in severe disrepair, or where elements have reached the end of their serviceable life. This work would not necessarily be the same as SHQS which covers the entire building.

- 3.7.2** ACHA have a planned maintenance programme as is the case with all public sector landlords. As Council powers can only be used in cases of severe disrepair and virtually all ACHA properties will meet the SHQS by 2015, it is likely that only a relatively small percentage of the properties would meet the severe disrepair criteria at the time work is proposed. Currently, ACHA have identified 509 owners affected by the long term improvement programme. On their assumption that 30% completely refuse to participate, and on the basis of recent average unit enforcement costs of £16,300, the Council are being asked to consider serving enforcement notices to deal with around a further £2.5m of long term debt with medium recovery risks.
- 3.7.3** Owners have expressed concern to the Council about ACHA undertaking perceived unnecessary works, high cost and owners not able to choose contractors. ACHA's priorities are not always those of many of their co-owners and if the Council were to enforce ACHA's preferences we could be open to challenge. Given there is no clear definition of what constitutes severe disrepair then it is likely that individuals who are not in agreement with a potential enforcement action could regularly challenge any enforcement action and the use of expert witnesses could make for protracted legal disputes.
- 3.7.4** Operation of these powers has significant resource implications for the Council. Currently decisions around enforcement actions are subjective. The need for a clear council policy has been identified, which sets out guidance for staff on when enforcement action should be taken. It is therefore proposed that a draft policy on closing orders; demolition orders and works notices will be prepared for Members consideration at a future meeting. This issue will not only apply to ACHA's mixed ownership properties but to all private owners with common repair responsibilities
- 3.7.5** Legal services have confirmed that when considering enforcement it should be borne in mind that ACHA have the same powers as the Council, only under Title or the Tenement Act, but to date they have chosen not to use these powers due to financial risk. The Tenement (Scotland) Act 2004 gives any majority group of owners power to carry out works and recover costs from defaulting owners.
- 3.7.6** Also, if ACHA are the owners of the majority of properties in a block they can decide to proceed with common repair works either in terms

of the titles or in terms of the Tenement Management Scheme which fills the gaps that may exist in title provisions. Where they do so they would be entitled to recover an appropriate share of the cost of the works from the other owners. They would also be entitled to raise proceedings in court to recover these other shares. If they aren't majority owners then they would require to persuade a majority to vote in favour of the works being carried out (unless the titles provide otherwise) because without that majority decision they would not be entitled to recover the other shares.

3.8 Negotiate with Scottish Government for the recycling of Right to Buy (RTB) receipts to assist owners, either as PSHG grants or when Council step in with enforcement powers.

RTB receipts in 11/12 were £684,377 and £618,942 in 12/13. As part of the stock transfer agreement, an element of these funds was identified for support to owners and in 13/14 the amount earmarked is £250k. The Scottish Government has advised that this agreement will only run until 2015. The money can only be made available for support to owners if owners' costs put extra demand on PSHG. The Council has to be able to demonstrate that all other avenues have been exhausted i.e. PSHG is fully committed. Grant would be paid on the same basis as the existing Council scheme. The Council could consider negotiation with the government to relax the criteria for utilising these funds to assist ACHA to meet SHQS but in the longer term this will not be a potential source of funding as it ceases at the conclusion of the stock transfer agreement in November 2015 and the if the proposed abolition of RTB is approved there will not be any RTB receipts after 2016/17.

3.9 Review the Strategic Housing Fund as a potential source of assistance to top up the other possible tools.

The Council clearly set out its policy for the use of the Strategic Housing Fund in August 2012. The guidance which governs the use of the Strategic Housing Fund does not include it being used to support private home owners to meet their repair obligations. It does specifically refer to the provision of grant funding to private owners to bring empty homes back into affordable housing use. It is worth noting that since stock transfer ACHA has received £3.3m grant funding from the Strategic Housing Fund and £2.9m loans from Council reserves to support their new build development programme. In addition, it has received Scottish Government grant funding of £9m per annum since 2006 to assist with the delivery of the SHQS. Significant public finance has been provided to ACHA to enable it to meet SHQS and the Strategic Housing Fund cannot be viewed as a potential source of assistance for this purpose.

4.0 CONCLUSION

4.1 In summary, the Council is working pro-actively with owners to

encourage, negotiate and in certain circumstances enforce work to address repair issues in property in common ownership. There is no justification for the Council to enhance grant funding solely to owners who happen to be common owners with ACHA. There are steps which ACHA could take to improve their relationship with owners to encourage them to work more effectively together. There will be instances where it is not possible to reach agreement and in those circumstances alternative solutions will need to be found. It should be noted that this work is very time consuming and resource intensive, there is no easy fix.

5.0 IMPLICATIONS

- 5.1 Legal:** Provisions in the Housing (Scotland) Act 2006 and the Tenement Act have a bearing on the issues set out in the report. The council has legal powers to address some of these issues and will use these powers when appropriate to do so.
- 5.2 Financial:** PSHG resources are available and used to assist private owners in line with Council policy
- 5.3 HR:** None
- 5.4 Policy:** Proposals are consistent with current Council policy.
- 5.5 Equal Opportunities:** The proposals are consistent with aims and objectives set out in the local housing strategy which has been subject to an EQIA.
- 5.6 Risk:** Risk to the Council has been considered and is reflected in the proposed response to ACHA.
- 5.7 Customer Service:** None

Cleland Sneddon
Executive Director of Community Services
14 February 2014

For further information contact: Donald MacVicar, Head of Community and Culture 01546 604364

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****CUSTOMER SERVICES****8th MAY 2014**

GAELIC LANGUAGE PLAN

1. SUMMARY

- 1.1 The Council's second Gaelic Language Plan 2013 – 2018 was approved by Bòrd na Gàidhlig on 2nd April 2014.

2. RECOMMENDATIONS

- 2.1 That the Community Services Committee:
- Notes the approval of the Gaelic Plan and forwards it to the Policy and Resources Committee to adopt

3. DETAIL

- 3.1 The Council's draft Gaelic Language Plan was presented to elected members at the Council meeting held on 21st March 2013. The proposed policy and action plan was approved subject to public consultation and thereafter submission to Bòrd na Gàidhlig.
- 3.2 A period of public consultation followed in which the plan was available on the council website and a public meeting was held. Feedback was considered and the draft plan was submitted to Bòrd na Gàidhlig for consideration at the Bòrd's Gaelic Usage Committee on 28 November 2013.
- 3.3 The Committee completed an assessment of the draft Gaelic Language Plan and feedback was provided to the Council and areas identified which required further clarification.
- 3.4 A revised plan was submitted to the full Bòrd meeting on 2nd April and has been formally approved by Bòrd na Gàidhlig.
- 3.5 Lead officers to enable the successful delivery of the Gaelic Plan will continued to be identified by Improvement and HR.

4. CONCLUSION

- 4.1 The Council's second Gaelic Language Plan has been formally approved by Bòrd na Gàidhlig.

4.2 Lead officers will continued to be identified for the successful delivery and implementation of the Gaelic Language Plan.

5 IMPLICATIONS

POLICY The Gaelic Language Plan sets out the Council's policy position in relation to Gaelic.

FINANCIAL Additional costs relating to the successful implementation are outlined in the action plan. Out with the Scottish Government Specific Grant to Gaelic Education, there is no allocated budget for Gaelic activity.

LEGAL The Gaelic Language (Scotland) Act 2005 was passed by the Scottish Parliament in 2005, with the intention of securing the status of Gaelic as an official language of Scotland which commands equal respect with the English language.

EQUALITY As part of the Equality duty placed on public bodies, the Council is required to advance equality of opportunity

RISK Failure to comply with the Gaelic Language Act is a risk to the council.

CUSTOMER SERVICE The plan will assist the improvement of service to Gaelic speaking customers.

Douglas Hendry
Executive Director, Customer Services

For further information:

Jane Fowler
Head of Improvement and HR

APPENDIX 1

**Argyll and Bute Council
Gaelic Language Plan
2013 - 2018**

A Gaelic Language Plan under Sections 3 and 7 of
the Gaelic Language (Scotland) Act 2005



Contents

1	Introduction	5
2	Argyll and Bute Council	6
3	Gaelic in Argyll and Bute	7
3.2	Use and Interest in Gaelic	7
3.3	Census Data 2011	7
3.4	Gaelic in Employment	7
3.5	Gaelic in our Schools	8
3.6	Ionad Chaluum Chille Ìle/Columba Centre, Islay	8
4	Gaelic Language Policy	9
4.1	Scope	9
4.2	Policy Statement	9
4.3	The National Context	9
5	Argyll and Bute	11
6	Themes	11
6.1	Gaelic in the Home	11
6.2	Gaelic in the Community	11
6.3	Gaelic in Education	12
6.4	Gaelic in the Workplace	12
6.5	Gaelic in the Arts, Heritage, Media and Tourism	12
6.6	Gaelic in Economic Development	12
6.7	Language Corpus	12
7	Delivery of the Plan	13
8	Review and Monitoring of the Plan	13
9	Promotion of the Plan	13
10	Responsibility of the Plan	14
11	Action Plan	15

1 Introduction

- 1.1 Our Council is forward looking and ambitious, continuously improving our relationship with our partners, customers and employees to ensure that we deliver the right services, by the best people, in the best way.
- 1.2 Our vision is 'Realising our Potential Together' and this is underpinned by our values:
 - a) We involve and listen to our customers and communities
 - b) We take pride in delivering best value services
 - c) We are open, honest, fair and inclusive
 - d) We respect and value everyone
- 1.3 We recognise the role Gaelic has played in the history of Argyll and Bute and we continue to promote the language and its culture to our communities.
- 1.4 We are committed to giving the Gaelic and English languages equal respect and we will continue to make an active offer of Gaelic services to be made available to the public in the authority's area.
- 1.5 We are proud to be one of the local authorities which regularly host The Royal National Mod. The very first Gaelic Mod was held in Oban in 1892 and has since grown to be a major annual festival attracting visitors from across Scotland and also abroad. The economic benefits realised from holding such a high profile event in Argyll and Bute are welcomed by our communities and continues to emphasise the strong relationship which Argyll and Bute has with the Gaelic language, culture and history.
- 1.6 We recognise the importance of Gaelic in our communities where Gaelic continues to be used.
- 1.7 This Gaelic Language Plan describes how the Council, together in partnership with other organisations, will address the needs of our individuals, groups and communities who continue to see Gaelic as a major element in their daily lives.

Councillor Dick Walsh
Council Leader

Sally Loudon
Chief Executive

2 Argyll and Bute Council

- 2.1 Argyll and Bute Council is one of 32 unitary local authorities in Scotland. It is responsible for a range of services including education, social work, waste management, maintenance of public roads (other than trunk roads), planning and building control, strategic housing, environmental health, leisure and culture, and emergency planning.
- 2.2 The Council came into being on 1 April 1996 following Scottish local government reorganisation. It is the result of the amalgamation of the former Argyll and Bute District Council, part of the former Dumbarton District Council, the old Argyll and part of the Dumbarton sub-regions of Strathclyde Region.
- 2.3 Nowadays, in terms of area, Argyll and Bute Council is the second largest of Scotland's 32 councils but in terms of population, it ranks 22nd. The population estimate from the 2011 census was 88166¹. Argyll and Bute covers nearly 10% of the total area of Scotland but has less than 2% of the population.
- 2.4 From Appin in the North, to Campbeltown in the South, Argyll and Bute stretches for over 100 miles and from Tiree in the West to Helensburgh in the East it stretches a further 80 miles. 25 of Argyll and Bute's islands are inhabited and 17.1% of its residents are islanders². Islands account for a third of Argyll and Bute's total area.
- 2.5 Argyll and Bute Council operates under 4 departments: Chief Executive's, Community Services, Customer Services, Development and Infrastructure.
- 2.6 There are 4 administrative areas within the Council: Mid Argyll, Kintyre and Islands, Oban, Lorn and the Isles, Bute and Cowal, Helensburgh and Lomond.
- 2.7 The Council's political management arrangements comprise:
 - a) Full Council of 36 elected members covering 11 multi member wards
 - b) Area Committees for the 4 administrative areas within Argyll and Bute
- 2.8 Historically, Argyll is the heartland of Scots Gaelic. The next section describes in more detail the use and interest in Gaelic in Argyll and Bute.

¹ Figure taken from the 2011 census population estimates

² Figure taken from the 2011 census population estimates

3 Gaelic in Argyll and Bute

3.1 The Gaelic language has been spoken in Argyll since around the 5th century when it first came to Scotland. It was the common language in the kingdom of Dal Riata from the time an Irish Gaelic colony came over as the first Scots and the kings were anointed at Dunadd Hill until the ninth century. The kingdom was of great importance in the spread of Christianity in Northern Britain after Columba founded Iona in 563 AD. Throughout our history the language has been a key element in developing many aspects of Scottish culture.

3.2 Use and Interest in Gaelic

The diagrams below illustrate the decline of Gaelic speakers in the local authority of Argyll and Bute between the census carried out in 1991 and the 2001 census. This could be due to inward migration of non-Gaelic speakers diluting the percentages, as well as older Gaelic speakers declining in numbers.

3.3 Census Data 2011

3.3.1 The following data has been extracted from the 2011 Census in which the people of Scotland were asked 4 questions about the Gaelic language – whether they could understand spoken Gaelic, speak, read or write Gaelic.

3.3.2 In Argyll and Bute as in Scotland, more generally, the number of Gaelic speakers fell between 2001 and 2011. The number of Gaelic speakers in Argyll and Bute fell by over 15% in this period.

3.3.3 Of people aged 3 and over, almost 6% had some Gaelic language ability in 2011. Of these 4.3% said they could speak, read or write the language.

3.4 Gaelic in Employment

3.4.1 Currently we do have posts within the structure of Argyll and Bute Council where Gaelic is essential or desirable. The majority of these posts are within the Education service and specifically in our schools. Posts where Gaelic is essential as a skill include Gaelic Childcare and Education Worker, Gaelic Language Auxiliary, Teacher of Gaelic Medium, Principal Teacher of Gaelic Medium, Teacher of Gaelic (secondary schools), Education Support Worker – Gaelic. Posts for which Gaelic is desirable include Head Teacher of Gaelic Medium, Principal Teachers of Languages in Secondary School and Head Teachers of Secondary Schools. Additionally there are pre-five workers employed in Gaelic Medium pre-five units.

3.4.2 The Council recently opened ‘furan’ which is Oban’s Gaelic Centre. The centre has an Administrator who is a fluent Gaelic speaker.

3.5 Gaelic in our Schools

3.5.1 There are currently six primary schools (Bowmore, Rockfield, Salen, Sandbank, Strath of Appin and Tiree) in the local authority which offer the opportunity of Gaelic medium education. Based on the projected pupil roll numbers for 2013/14 there has been a 16% increase across these schools since 2011/12. The pupil roll in the schools which offer Gaelic medium is as follows:

Name of School offering Gaelic Medium	Pupil Roll
Bowmore	21
Rockfield	40
Salen	36
Sandbank	38
Strath of Appin	4
Tiree	22
Total	161

3.5.2 Over 45 of our primary schools currently offer Gaelic for Learners in the Primary School.

3.5.3 There are currently five secondary schools that offer Gaelic (Learners) and Gàidhlig to Advanced Higher level – Dunoon Grammar, Islay High, Oban High, Tobermory High and Tiree High.

3.6 Ionad Chaluim Chille Ìle/Columba Centre, Islay

On the Isle of Islay, Ionad Chaluim Chille Ìle, (the Columba Centre, Islay) operates in partnership with the Gaelic College on Skye, Sabhal Mòr Ostaig. The centre provides classes, courses and activities on Gaelic language and culture on Islay and, more recently, in other parts of Argyll.

4 Gaelic Language Policy

4.1 Scope

This plan applies to all employees and elected members of Argyll and Bute Council. The overall intention is to create a working environment where the Gaelic language and culture is celebrated and promoted both inside the council and externally throughout our communities.

4.2 Policy Statement

- a) Argyll and Bute Council's policy is to expand and promote the range of Gaelic services and resources which are available to our service users.
- b) We will also ensure that the principle, introduced by the National Gaelic Language Plan that the Gaelic and English languages will be accorded equal respect, will be implemented across all of our services.
- c) We are committed to the promotion and future growth of Gaelic education, language and cultural activities through continued awareness raising and language learning opportunities for employees and our communities.
- d) This Plan builds on the work that the Council has undertaken in the past in implementing our first generation language plan, promoting Gaelic Education and, specifically, on the benefits to be realised through bilingual learning.
- e) We aim to increase the number of Gaelic speakers in Argyll and Bute, increase the opportunities for using Gaelic in the community, home and workplace; promote bilingualism in the home and in our education establishments, maximise the economic benefits of Gaelic related activities in the area and to promote the status and visibility of Gaelic in Argyll and Bute.
- f) A bilingual logo (Gaelic and English), demonstrating equal respect for both languages, will be created and adopted at the first rebranding opportunity.
- g) We will contribute towards the creation of area work plans concentrated around Gaelic schools, in conjunction with parents, initiatives and Gaelic groups, based on the main sections in the National Plan.
- h) We will ensure that the formation, renewal and monitoring of policies will be in line with the National Gaelic Language Plan.

4.3 The National Context

- 4.3.1 Section 2 of the Gaelic Language (Scotland) Act 2005 requires Bòrd na Gàidhlig to "prepare and submit to the Scottish Ministers a national Gaelic

language plan”, and revised versions thereof “no later than 5 years after the date on which the most recent plan is published”.

4.3.2 The National Gaelic Language Plan 2012 - 2017 sets out the main aims and actions under the key domains – Home; Education and Learning; Community; Workplace; Arts, Media, Heritage and Tourism. To successfully implement these actions, a national partnership between the Scottish Government, Bòrd na Gàidhlig and local authorities together with many other public, voluntary and private bodies will have to be created to ensure that a consistent approach is undertaken to guarantee a sustainable future for the language.

4.3.3 The headline target in the National Plan is that the 2021 National Census confirms the restoration of the number of Gaelic speakers to the levels recorded in the 2001 census.

4.3.4 The National Gaelic Language Plan 2012 - 2017 carries forward the first Plan’s vision of a sustainable future for Gaelic as a “healthy, vibrant language, increasingly used, valued and respected in a modern, multicultural and multilingual Scotland”. The strapline ‘Fas is feabhas/Growth and quality’ reflects the three overarching aims which inform the Plan:

- a) Arresting the decline in the overall number of Gaelic speakers in Scotland by increasing the number acquiring the language;
- b) Expanding the range of situations in which Gaelic is used, in line with the Gaelic Language Act’s key principle of equal respect for Gaelic and English; and
- c) Helping speakers of Gaelic, both learners and native speakers, to develop their competence and their confidence in using it, and ensuring that the language itself continues to be healthy and vibrant.

4.3.5 The National Plan for Gaelic also contributes to the Scottish Government’s National Outcomes as follows:

DEVELOPMENT AREA	NATIONAL OUTCOME NUMBER	NATIONAL OUTCOME STATEMENT
Home/Education and learning	5	Our children have the best start in life and are ready to succeed
	4	Our young people are successful learners, confident individuals, effective contributors and responsible citizens
	3	We are better educated, more skilled and more successful, renowned for our research and innovation
Community/Workplace	11	We have strong, resilient and supportive communities where people take responsibility for their own actions and how they

		affect others
	2	We realise our full economic potential; with more and better employment opportunities for our people
Arts, Media, Heritage and Tourism	13	We take pride in a strong, fair and inclusive national identity
The whole Plan	15	Our public services are high quality, continually improving, efficient and responsive to local people's needs

5 Argyll and Bute

- 5.1 Argyll and Bute Council was one of the first six public authorities across Scotland issued with a statutory notice by Bòrd na Gàidhlig to produce a Gaelic Language Plan. This Plan was approved in June 2008; and section 7 of the Act outlines the requirement to review the Gaelic Language Plan no later than 5 years after the date of approval of the previous Plan.
- 5.2 The Council's first generation language Plan consisted of an ambitious set of actions which resulted in a challenge to fully implement the actions. This second generational plan aims to build on the developments made by the Council in implementing the first Plan as well as learning invaluable lessons on the challenges that were faced together with identifying new priorities and areas for development.
- 5.3 The Council's second generational language plan is closely aligned to and assists in contributing to the targets contained in the National Gaelic Language Plan 2012 – 2017.

6 Themes

As our language plan is closely aligned with the national plan as prepared by Bòrd na Gàidhlig, we have identified the following themes to focus on.

6.1 Gaelic in the Home

The Council will continue to promote the importance of Gaelic in the home and in family settings by encouraging young people and adults to improve their Gaelic language skills. Provision of language learning classes will be available to Council employees, adult learners and parents of Gaelic Medium pupils.

6.2 Gaelic in the Community

The Council will increase the opportunities to use Gaelic in both formal and informal settings for native and fluent Gaelic speakers and learners of the language. Provision of language courses in partnership with Ionad Chaluim Chille Ìle will be planned across Argyll and Bute. The Council will also

continue to work with local and national based organisations to promote Gaelic and increase the level of opportunities our communities have to use the language.

6.3 Gaelic in Education

As providers of Gaelic Medium Education (GME) in 6 areas across Argyll and Bute, the Council acknowledges the duty it has to continue to offer a high quality level of education to pupils within these units, associated pre-school units and secondary schools. We will endeavour to offer Gaelic Learners in Primary Schools (GLPS) and Gaelic Learner Education (GLE) in all areas. We also recognise the important role the Council has in shaping national policy on education initiatives and policies. In addition the Council plans to undertake a detailed analysis of the number of pupils in GME in proportion to the communities they live in.

6.4 Gaelic in the Workplace

The Council will continue to assess opportunities to offer Gaelic across services with a view to it becoming mainstreamed across the organisation. The Council will also encourage partners to promote the use and increase the status of Gaelic in Argyll and Bute. We will increase resources available to staff to increase their language skills and understanding of the Gaelic language. We will carry out a staff audit of Gaelic skills to identify the language skills of staff in speaking, reading and writing the language. Elected members and employees will be able to access language learning opportunities.

6.5 Gaelic in the Arts, Heritage, Media and Tourism

The Council will continue to support its links with Royal National Mod and local mods to maximise the number of participants using Gaelic at these events. The Council aims to increase the number of supported events where there is an opportunity to use Gaelic. Through these events, the Council will aim to gain a detailed analysis of the economic benefits which are realised by holding Gaelic related events in Argyll and Bute.

6.6 Gaelic in Economic Development

The Council will continue to identify and assess opportunities for increased economic benefits for the area through the delivery of Gaelic associated events, e.g. The Royal National Mod is held in Argyll and Bute every 3/4 years, as well as scoping the opportunities for economic benefits to be realised through cultural tourism.

6.7 Language Corpus

The Council will adhere to the principles and guidelines of the most recent version of the Gaelic Orthographic Convention when carrying out any

orthographic, terminological and place-name development. This will be done in consultation with Ainmean-Àite na h-Alba.

7 Delivery of the Plan

- 7.1 As part of the Improvement and HR service, the Improvement and Organisational Development (IOD) team leads on the delivery of the Gaelic Language Plan supported by lead officers from across the Council and, where possible, by external partner organisations.
- 7.2 Lead officers will provide regular update reports to the Improvement and Organisational Development team and the Lead Councillor for Community, Culture, Customer and Communication.
- 7.3 The Council will continue to invest resources in Gaelic education, language and culture and will realign priorities and resources for future development although we recognise that this is a difficult economic period for public services and with this in mind, we will make best use of resources.
- 7.4 The Council will also continue to consider any external and partnership funding opportunities that are appropriate. The Council accepts that a strong working relationship with other organisations operating in Argyll and Bute which deliver services and activities through Gaelic are pivotal to sustaining growth in Gaelic in Argyll and Bute and will lead to effective implementation of our language plan, thus creating more opportunities for Gaelic to be used.

8 Review and Monitoring of the Plan

- 8.1 As a strategic corporate document, the Gaelic Language Plan will be monitored and scrutinised to the same level as the Council's Corporate Plan and service plans through a scorecard and presented at Council meetings.
- 8.2 Performance reports are submitted to the designated Gaelic lead spokesperson by lead officers on a quarterly basis and an annual monitoring report will be submitted to Bòrd na Gàidhlig.
- 8.3 It is important to acknowledge that the language plan remains adaptable and flexible to the priorities set out by the Council, particularly when circumstances may change.

9 Promotion of the Plan

- 9.1 The plan will be promoted to all employees and elected members through the use of the website, 'The Hub' - which is the staff intranet, Cascade and newsletters.

- 9.2 Externally, the plan will be promoted through the website, the use of social media sites e.g. Facebook, Twitter and The 'furan' Gaelic Centre in Oban.
- 9.3 A Gaelic forum will be established and this will be a key mechanism for promoting the plan to community planning partners and Gaelic organisations and individuals operating across and outwith Argyll and Bute.

10 Responsibility of the Plan

- 10.1 Overall responsibility for the Plan lies with the Chief Executive and the Policy Lead for Community, Culture and Housing.
- 10.2 The senior officer with operational responsibility for overseeing preparation, delivery and monitoring of the plan is the Head of Improvement and HR.
- 10.3 Any queries about the day-to-day operation of the Plan should be communicated to gaelic@argyll-bute.gov.uk and will be co-ordinated by the Improvement and Organisational Development team.

11 Action Plan

Ref	Outcome	Success Measures	Target/Timescale
GP1	Gaelic is audible and visible in our communities	Delivery of 2 locally sourced Gaelic awareness sessions in identified localities	4 localities per annum 50 participants per annum
		Number of groups accessing Gaelic Centre in Oban	10 groups (by 2015)
		All internal and external signage replaced bilingually when required	100% within lifetime of the plan if signage condition requires replacement
		Increase Gaelic materials available through the library service	Target tbc once baseline is known 2015
		Website and multimedia platforms will have an increasing amount of Gaelic material	As platforms come on stream – at least 10 per cent in Gaelic
		Increase printed material available through the medium of Gaelic	Establish baseline of bilingual documents by end of 2014
		Formal process in place for translation and interpretation	2015
		Develop a standard policy for bilingual signage	2015
		Monthly press releases in Gaelic	Average of 2 per month by 2015
GP2	People have high quality opportunities for the use of Gaelic as a choice in a range of community initiatives	Improve monitoring framework for partners delivering activities	Agreed feedback protocols by 2015
		Gaelic forum meets biannually	2014

		Commission research to identify baseline Gaelic activities delivered	Report produced 2014
		Assess impact of community initiatives	Baseline study 2014 Annually from 2015 (analysis of the impact on local communities)
		Increase number of local Gaelic partnerships operating in Argyll and Bute	Increase to 9 by 2016 (baseline = 7)
GP3	People have access to Gaelic learning and usage opportunities	Number of students attending Gaelic language learning classes/courses	400 - 2014 (baseline = 358)
		Offer free Council venues for local provincial mods	Implement from 2014
		Continued financial support for local Gaelic partnerships	Annually on receipt of progress reports
		Promotion of Gaelic learning opportunities through the wider learning community and in collaboration with Bòrd na Gàidhlig	Working with CLD, advertising on website; distribution of fliers 2014
GP4	Bòrd na Gàidhlig are integrated into the Argyll and Bute Community Planning Partnership	Bòrd na Gàidhlig are invited to become a member of Argyll and Bute CPP.	2014
GP5	Continue to strengthen Gaelic activities for families with children aged 0-3	Gaelic Bookbug and other parent and toddler Gaelic activities, delivered in areas with Gaelic Medium Education(GME)	All areas with GME plus 5 additional areas (baseline = 6)

		Promote the benefits of bilingualism and Gaelic Education in partnership with Comann nam Parant/Bòrd na Gàidhlig and local communities	All areas with GME plus 2 additional areas (baseline = 6)
		Expand the Parental Advocacy Scheme in partnership with Comann nam Pàrant.	All areas with GME (baseline = 6)
GP6	Provide a high quality 3-18 experience for young people accessing Gaelic Education	Increase the number of curricular areas delivered through Gaelic in secondary school curriculum	4 by 2017
		Access to new qualifications through the medium of Gaelic	3 by 2017
		Number of schools offering Gaelic Language in the Primary School (GLPS)	Increase by 5 per year
		Provide CPD opportunities for all Gaelic Education staff	2 courses per year
		Strategy developed to increase the number of qualified teachers able to deliver GME and GLPS	Strategy developed by 2016
		Local and national policies are reviewed and implemented	Ongoing consultation
GP7	Ensure Lifelong Learning opportunities meet the needs of communities	Families, with young people in GME, accessing out of school activities for learning and using Gaelic	1 event per school term per area
		Young people with Gaelic engaging with the wider Gaelic community in a variety of settings	10 opportunities by 2017 per area
GP8	Maintain strong partnerships and networks to ensure breadth and depth of experiences in learning	Access to national/partnership specialist school support staff	2014

GP9	People are aware of the importance of Gaelic in the home	High quality promotion, marketing and literature that informs people of the benefits of creating a bilingual environment in the home setting	All areas with GME by 2015
GP10	People have opportunities for the natural use of Gaelic in the home setting supported by other key partner organisations.	Materials, resources and the language skills provided to empower families to create a Gaelic environment in the home.	All areas with GME by 2015
GP11	Gaelic is audible and visible in the workplace and in Council processes	Increase Council vacancies where Gaelic is desirable	100% by 2015
		Council vacancies which are Gaelic essential or desirable will be advertised bilingually	100% by 2015
		Increase Gaelic content on 'The Hub' and website	2 each quarter by 2015
		Promotion of good news stories in and relating to Gaelic	Ongoing – news stories available on the Council website, 'The Hub', Cascade, Noticeboards
		Staff are engaged with the Gaelic Language Plan	Ongoing – The website, 'The Hub', Cascade
		Mail and email received in Gaelic will be responded to in Gaelic	100%
		Complaints received in Gaelic are responded to in Gaelic within timescale	100%
		Standard bilingual welcome for Council Reception staff	2015
GP12	Staff have opportunities to improve their Gaelic	Carry out a staff language skills audit	Audit carried out in 2014 Findings published in 2015

	language skills and this supports the use of Gaelic in a range of situations, in the workplace and in the community	Council staff and Community planning partners' staff accessing language learning classes	50 new employees by 2014
		Number of staff accessing Gaelic Toolkit	100 per annum
		Committee meetings opened with a Gaelic greeting	100% of full Council meetings opened with Gaelic greeting 2014
		Automated messages on contact with the council to have a Gaelic greeting	Bilingual welcome on switchboard 2014
		Increase Gaelic content on plasma screens at customer service points	Welcome greeting, date to appear bilingually by 2014
		Promotion of Gaelic activities in Argyll and Bute on website, plasma screen and customer service points	Links to national and local organisations, promotion of events, courses etc.
GP13	Gaelic is used in arts, media and culture	Host a successful Royal National Mod	Every 3 years
		Gaelic media organisations included in distribution of all council press releases	100%
		Increase number of Fèisean events held in Argyll and Bute	(baseline tbc) Increase of 10 per annum
GP14	People participate in Gaelic arts, media heritage events	Increase participants in Royal National Mod	Greater number participating when Mod returns to a previous venue (An Comunn Gàidhealach)
		Increase visitors attending Royal National Mod	Greater number of attendees when Mod returns to a previous venue
		Increase number participating in Fèisean events	Increase by 5% per year (408 in 2011/12)
		Increase number attending Fèisean events	Increase by 5% per year (987 in 11/12)
GP15	Gaelic related activities bring economic benefits	Increase economic impact of hosting Royal National Mod	£2.2m (baseline from 2009 Mod)

		Increase tutors in feisean activities	100 by 2016
		Support HIE Research – “Economic and Social Impact of Gaelic Language as an Asset”	Financial contribution to HIE Research

ARGYLL AND BUTE COUNCIL**Community Services Committee****Community Services****8 May 2014**

Rural Housing Development Funding Application – Ulva Ferry

1.0 SUMMARY

- 1.1** A Rural Housing Development Fund (RHDF) application has been submitted by Mull and Iona Community Trust (MICT) for grant funding contribution to the cost of building two affordable houses at Ulva Ferry, Mull by Ulva School Community Association (USCA).

2.0 RECOMMENDATIONS

- 2.1** Members are asked to approve:
- £180,000 RHDF grant, to MICT for two affordable houses at Ulva Ferry, Isle of Mull subject to the conditions detailed at 3.9 and 3.10 below.

3.0 DETAIL

- 3.1** MICT are providing capacity building support to USCA and together have formed the Ulva Ferry Housing Partnership (UFHP). UFHP states that it operates as an initiative of MICT to provide secure, affordable, community owned, rental housing for the people of the Ulva Ferry area of the Isles of Mull, Ulva and Gometra. UFHP is not constituted in its own right and operates as a sub-committee of MICT and is governed by the MICT Articles of Associations. It is their stated intention “to initially build two three bedroom houses and in the future expand their operation with the best interests of tenants and community at the forefront of their work”.
- 3.2** MICT as a formally constituted organisation will, on behalf of USCA and the Ulva Ferry community:
- Own the legal title of the housing plots and of the two rental houses when they are constructed.
 - Apply for and be the recipient of such grants and loans as are required to finance the construction of the two housing units.
 - Issue all contracts for professional services, procurement and construction associated with the development of the project
 - Act as the landlord for all leases for tenants in the rental properties
 - Register with the Scottish Government for Rural Housing Body Status and then place the necessary Rural Housing Burden on the sale of the donated plot

- 3.3** A local landowner has made available, a plot of land adjacent to Ulva Ferry primary school, for purchase with assistance from the Scottish Land Fund (SLF). As match funding for the capital grant, a second plot has been donated free of charge by the same land-owner and this will be sold with a Rural Housing Burden to ensure that the house built on it is available at an affordable price in perpetuity.
- 3.4** The SLF is funded by the Scottish Government and made available through the Big Lottery Fund. It is being delivered on behalf of the Scottish Government by a partnership between the Big Lottery Fund and Highlands and Islands Enterprise. The Big Fund is the trading identity used by the Big Lottery Fund when distributing funds of other bodies. There are no lottery funds used in the Scottish Land Fund.
- 3.5** MICT have been awarded £141,760 by the SLF Committee, on behalf of the Big Lottery Fund acting as the Big Fund to acquire the land. Details of the award are shown in Table 1 below.

Table 1. Land Fund Award

	Capital	Revenue	Total
Year 1	£94,120	£22,500	£116,620
Year 2	£2,640	£22,500	£25,160

The grant has been awarded for the project described as:

“Mull and Iona Community Trust, in partnership with Ulva School Community Association, will acquire two areas of land totalling 0.75 hectares (1.9acres) at Ulva Ferry on the Isle of Mull, for the development of new affordable housing to address local needs and help build a more sustainable community in this remote rural area.”

This 2 year grant from the SLF will part-fund the capital cost of the acquisition and associated legal and conveyancing costs and part fund revenue costs including the employment of 1 new part-time Project Officer.

- 3.6 Rural Housing Development Fund.** In 2010, the Council established RHDF, to support small housing developments in settlements with a population of less than 1,000 and, with limited available social rented housing. In total, since its inception, Members have identified £1.9m to be used for this purpose. To date commitments amount to £1.059m. This does not include an award of £180k to Iona Housing Partnership which has expired. The amount of grant per unit was revised in September 2013, in line with national benchmarks and is currently set at £90k per unit.

Approvals to date and an update on each of the developments, going forward, is summarised in Table 2 below.

Table 2 RHDF Commitments

Council approval	RSL	Development	Grant 000's	Progress Update
March 2012	ACHA	8 properties Port Ellen, Islay	480	Completed Sept 2013
September 2013	Fyne Homes	6 properties Ardfern	423	Going on site Spring 2014
March 2013	ACHA	2 properties Bonawe	156	On site
Total awarded up to Sept 2013			1,059	

3.7 The RHDF application identifies the indicative, initial feasibility build costs, for the two properties, would be £310,005. The identified funding package comprises:

- £36,005 from the sale of a gifted plot of land and fundraising;
- £95,000 Triodos bank loan (still to be confirmed) and,
- £180,000 Council RHDF grant.
- Rents charged will be £434pcm

3.8 In assessing this application consideration has been given to the level of housing need in the area. There is limited waiting list evidence for this area due to the lack of social rented properties, but the local community business plan refers to 'extensive community consultation'. In 2011 HIE identified the Ulva Ferry area as economically fragile. HIE employed a local development officer who initiated a community consultation leading to the development of a community plan. A key concern of the community was found to be the need for development of affordable social housing. The area has been identified as a priority area in the SHIP and the delivery of a small scale development was an underlying assumption factored into the recent HNDA for Mull.

3.9 Members are therefore requested to approve, in principle, a grant award to MICT of £180,000 for the development of two 3 bedroom houses for affordable rent. Payment of the grant will be conditional on:

- MICT registration as a rural housing body to ensure that the land sale is subject to a rural housing burden. A rural housing burden means that there is a perpetual personal right of pre-emption contained within the title deeds of a property in favour of that rural housing body. This allows the rural housing body the right to re-purchase the property in in the event of it coming up for sale and as a consequence gives the ability to control future sales.
- Rents charged are equivalent to mid-market rent
- All permissions and all funding is in place;
- A tender has been accepted, and
- Work commenced on site.

3.10 In addition, as MICT is not a registered social landlord and not therefore subject to regulation and scrutiny by the Scottish Housing Regulator, it is

proposed that the grant is conditional on the allocation, management and rent policies being approved by the Council in order that the Council is satisfied that they follow best practice and afford the tenants' the same letting standards which are required by other social landlords who are in receipt of public funds.

4.0 CONCLUSION

4.1 The Council recognises the importance of housing development in providing both economic and social benefits to our communities.

It is a high priority for the Council that the grant funding provided is utilised in the most cost effective way to ensure that quality and affordability are paramount in all the developments. MICT and its partners have worked intensively with their local community to meet their aspiration to deliver affordable rented housing. The Council contribution to the project is an essential component to ensure achievement of the objectives and working together it will assist this community to realise its potential.

5.0 IMPLICATIONS

5.1 Legal: Legal services will require to be satisfied that appropriate governance arrangements are in place for the grant receiving body.

5.2 Financial: Rural Housing Development Funding has been identified for the grant award and is within previously agreed budget.

5.3 HR: None

5.4 Policy: Proposals are consistent with current Council policy.

5.5 Equal Opportunities: The proposals are consistent with aims and objectives set out in the local housing strategy which has been subject to an EQIA.

5.6 Risk: The proposal has been subject of a financial risk assessment and it has been established that there is minimal risk to the Council in providing grant assistance to MICT for the stated purpose.

5.7 Customer Service: Increased access to suitable, affordable housing .

**Cleland Sneddon
Executive Director
25 March 2014**

For further information contact: Donald MacVicar, Head of Community and Culture 01546 604364

Document is Restricted

This page is intentionally left blank