Appendix 1

Mull Campus Engagement Strategy

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Introduction
Engagement

Effective Engagement – Understanding Place

The new Mull Campus project is a unique opportunity to be an exemplar for island community engagement, using a Placebased approach to help inform the decision making process. A Placebased approach is one that takes a collaborative, joined up approach to a place's services and assets, involving communities in the decisions that directly affect them. There are several strands to the engagement and briefing process, all of which have an understanding of place at their heart. We will begin engagement with a Place review and extensive community engagement to establish the key drivers and considerations across all communities.

This Placebased approach runs through all subsequent activities, tying them together in the context of the needs of the islands.

Site Selection

The development of not only the campus brief, but the site identification and assessment process will require engagement with a wide range of stakeholders and partners. This engagement will meet the National Standards for Community Engagement and the United Nations Conventions for the Rights of Children. The selection criteria will be defined through the Islands wide Place review and engagement with local communities so they accurately reflect the key drivers of those who will be most impacted by the new campus. Arriving at a preferred site in a transparent, accountable manner supported by data will allow formal consultation under the Schools (Consultation) (Scotland) Act 2010 to be carried out, before commencing the Intelligent Briefing process based on a defined site.

Intelligent Briefing

The Intelligent Briefing process establishes a clear vision for the project – what are we trying to achieve, and why? – underpinned by a clear educational brief and a set of well defined success criteria. A set of more detailed SMART objectives (Specific, Measurable, Achievable, Relevant, Timely) will also be developed, which allow us to measure specific aspects of the design as it emerges, and once the building is in use. As the concept design is developed, it will be continually tested against these objectives and other options, to make sure it is still meeting the agreed aims.

An Intelligent Brief is one that develops over time, building on knowledge that is gained though careful and meaningful engagement with the community and other stakeholders, supported by an understanding of the place itself, alongside the technical and statutory work that is so important to ensure we develop realistic and achievable options. It is a collaborative and holistic approach, with all of these strands feeding into each other to build up a truly comprehensive picture.

We will engage in five distinct engagement streams to develop the Intelligent Brief:

1 Place brief: This stream will involve Argyll and Bute leadership and partner organisations in a series of workshops to understand current challenges and ambitions for service delivery in the agreed location. This will define a statement of Place needs, which will then shape a project vision. This vision will be underpinned by clear, SMART objectives forming a Place brief, which wraps around the educational brief.

2 Educational brief: A series of workshops which define strategic educational objectives, the learner journey and relationships and adjacencies. The stream then moves on to understand context and Scottish Futures Trust (SFT) and Learning Estate Investment Programme (LEIP) metric compliance, define the key educational design principles and space use strategy, resulting in the development of schedules of accommodation and space characteristics.

3 Community and stakeholder ambitions: The third stream focuses on understanding the aspirations of those who will use the campus through a series of lively, hands on design charettes involving learners, staff, parents and the local community. These sessions are guided by the established project vision, capturing people's ambitions for the internal and external spaces. The aim is to ensure the community feels a sense of ownership of emerging proposals from the early stages.

4 Technical brief: The fourth stream is centred on defining the performance requirements of the campus, including the energy strategy, approach to Net Zero Carbon, building fabric, and whole life maintenance and operation.

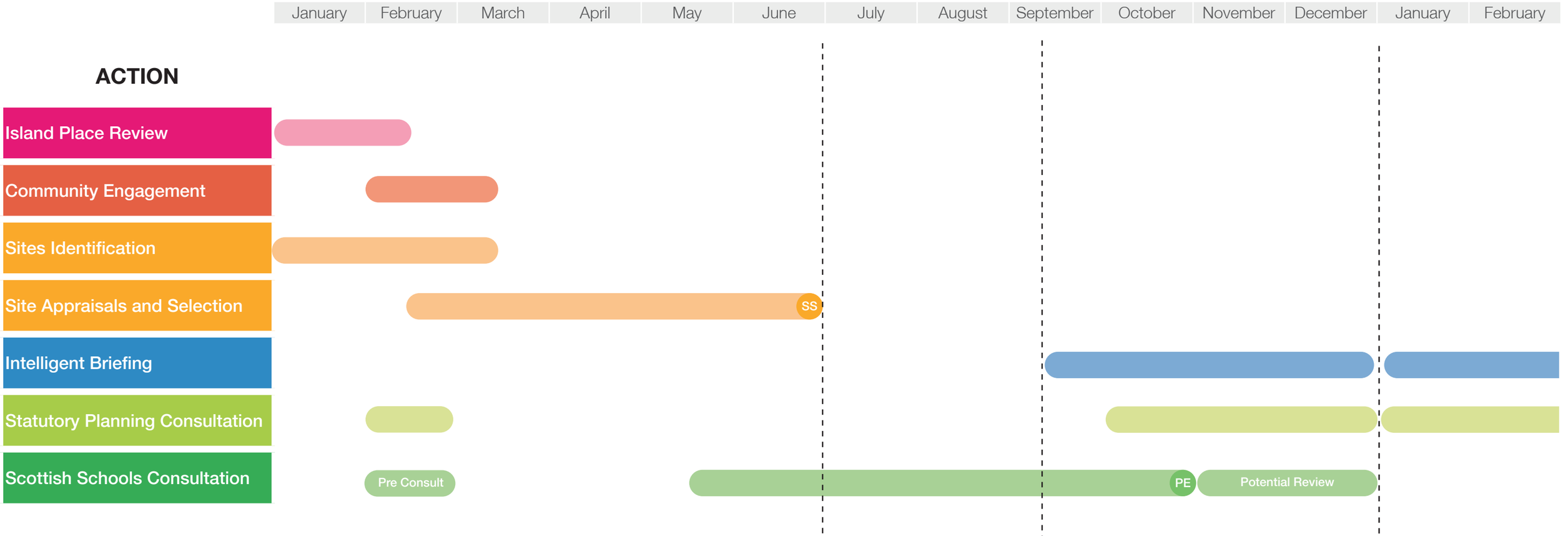
5 Statutory consultees: The final stream looks to inform the feasibility study findings and de risk the project by engaging with statutory consultees from the outset, with particular focus given to Health and Safety Executive (HSE), Scottish Environment Protection Agency (SEPA), Historic Environment Scotland where appropriate and Argyll and Bute Planning to build good relationships.

We will also make use of design sprints (concentrated workshops over several days) at key stages in the feasibility study to validate the briefing findings and identify preferred site strategies. This will result in the output of a complete Place led Intelligent Brief, which covers Place needs, vision, objectives, educational drivers, schedules of accommodation and adjacency matrix to inform the feasibility work.

National Standards for Community Engagement

We will conduct all engagement in line with the seven National Standards for Community Engagement, taking care to **support** by using **methods** that are fit for purpose and help to overcome barriers to participation, such as offering a range of times and ways to provide feedback. We will **plan** carefully and **work together** to achieve the aims of the project, basing all decisions on a clear understanding of the needs of the communities. We will take an **inclusive** approach that involves all affected communities and encourages all voices to be heard. We will **communicate** clearly and regularly to keep all affected parties informed, and we will assess the **impact** of our engagement to ensure we continually improve and take on board any lessons learnt.

An Island Impact Assessment will also be carried out if determined that it is required.



Identifying where and why

The site identification and appraisal process will involve the local community from the outset, meeting the National Standards for Community Engagement and the United Nations Conventions for the Rights of Children. In recognition of the sensitivity and importance of site choice, extensive drop in sessions supported by surveys will be carried out in locations across the islands. Feedback surveys will remain open throughout this phase of engagement to ensure people have the option to attend in person or respond in their own time. Drop in sessions will be open in both the daytime and evening to ensure people can attend after normal working hours.

These surveys and drop in sessions will have two key purposes – to understand the views and key drivers for the local community in assessing the suitability of sites, and to offer the opportunity to bring sites forward for consideration as part of the assessment process. The findings of these engagement sessions will help shape the site selection criteria, which will be used to arrive at a preferred site for the new campus. Arriving at a preferred site in a transparent, accountable manner supported by data will allow formal consultation under the Schools (Consultation) (Scotland) Act 2010 to be carried out, before commencing the Intelligent Briefing process based on a defined site.

This stage involves local communities, community and parent councils, and elected members, as well as the client team, key partners and project team for the Place review.

Formal consultation and review

Following a decision on the preferred site, formal consultation will be undertaken through the Scottish Schools (Consultation) (Scotland) Act 2010. The exact form of engagement which will be undertaken will depend on the choice of site selected (please refer to page 14).

Identifying what – Intelligent Briefing

Intelligent Briefing is a collaborative process which helps ensure that the new campus project meets the wider project vision and strategic outcomes. Multiple engagement streams occur simultaneously with key stakeholders and the community to ensure that a transformational Place based strategic education brief and technical feasibility study are developed for the preferred site. Key streams are:

Place brief: Workshops involving Argyll and Bute leadership and partner organisations to understand current challenges and ambitions for service delivery which will then shape a project vision. This vision will be underpinned by clear, SMART objectives forming a Place brief, which wraps around the educational brief.

Educational brief: Workshops with education leads and staff to define strategic educational objectives and the learner journey.

Community and stakeholder ambitions: Workshops on island with learners, staff and parents focusing on understanding the aspirations of those who will use the campus.

Technical brief: Defining the performance requirements of the campus, including the energy strategy, approach to Net Zero Carbon, building fabric, and whole life maintenance and operation.

Statutory consultees: Engagement with statutory consultees including HSE, SEPA, Historic Environment Scotland where appropriate and Argyll and Bute Planning.

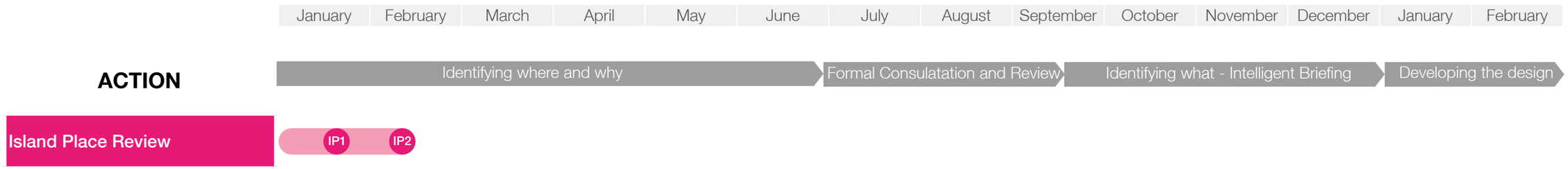
Developing the design

At the conclusion of the Intelligent Briefing stage, a preferred site strategy and design concept will have been arrived at which will be further developed by the project design team towards a formal Planning Application. As part of this process there will be Pre Application Consultation, which will comprise drop in sessions to be held in various locations, and engagement with local Community Councils.

Stakeholder Glossary

Stakeholder Description	Example Participants
Argyll and Bute education team	Staff will be selected from across the Education Authority depending on the skill set required at any particular stage of the engagement
Client team	The Mull Project Team – This will be defined following confirmation of a successful bid and contact details will be provided at that point
Community councils	Mull Community Council and Iona Community Council
Elected members	Cllr Kain, Cllr Hume, Cllr Hampsey
Key partners	Mull and Iona Development Trust (MICT), South West Mull and Iona Development (SWMID), (North West Mull Community Woodland Company) (NWMCWC) + any other identified through discussions with the stakeholders noted in this glossary
Local communities	Any organisations considered appropriate by stakeholders noted in this glossary
Parent councils	Parent Councils for Bunessan Primary, Dervaig Primary, Iona Primary, Lochdonhead Primary, Salen Primary, Tobermory 2-18 Campus, Ulva Primary
Primary and secondary pupils	Primary and Secondary age pupils affected (including those who board and attend Oban High School)
Primary and secondary staff	Primary and Secondary staff affected by the project.
Project team	To be determined once the Funding Announcement is made and the Project Partners are determined
Statutory	Argyll and Bute Planning, SEPA, HSE (PADHI+) and Historic Environment Scotland where relevant
Technical	Argyll and Bute Council FM, refuse, transport, energy and estates teams
Technical support	To be determined once the Funding Announcement is made and the Project Partners are determined

Island Place Review



Who?

Project Leadership: client team, key partners (which includes wider community stakeholders), project team, and pupil representation where appropriate

What?

A Placebased assessment of the challenges and opportunities which are offered by the creation of a new campus on Mull, to provide understanding of what successful outcomes will look like from a service delivery perspective to inform the site selection assessment criteria.

When?

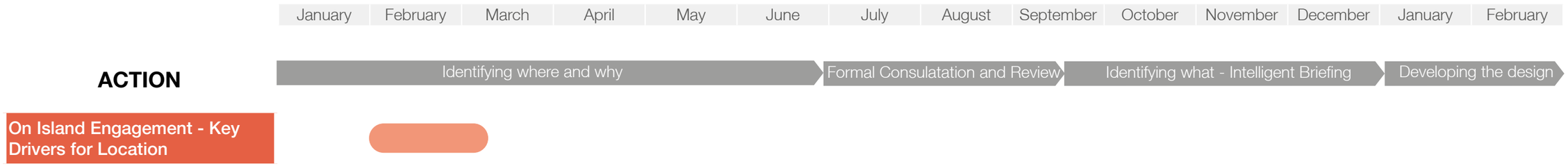
Workshop IP 1 (mid Jan): Opportunities and challenges of a new campus in the wider islands context

Workshop IP 2 (mid Feb): Understanding successful outcomes in the wider islands context.

How?

Led by Argyll and Bute Council supported by project partners including hub North and NA, sessions will be in workshop format on island, supported by the use of Qualtrics survey software to capture additional ideas during and after the session, and to include anyone unable to attend in person.

Community Engagement – Key Drivers for Location



Who?

Local communities, pupils, community councils, parent councils and elected members

What?

A series of in person consultation sessions across the islands to listen to what communities believe are the key issues to be taken into consideration when assessing the location for a new campus on Mull, and to offer the opportunity to bring sites forward for consideration as part of the assessment process.

When?

Throughout February, with allowance for additional promotion and engagement if required to reach a broad audience.

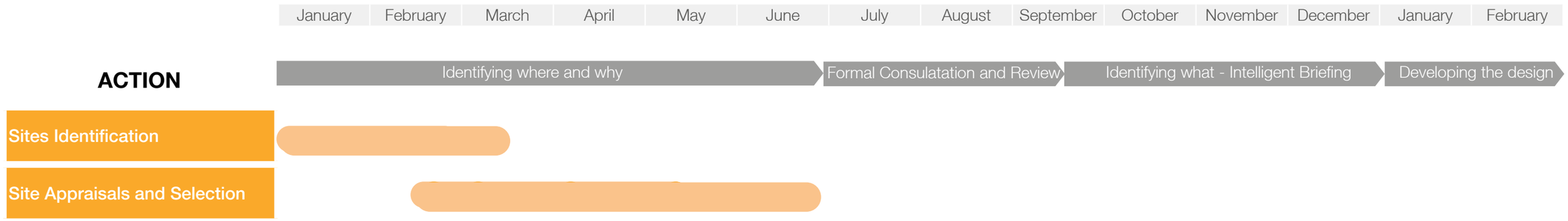
Sessions should ideally cover more than one day in each location, and should cover both daytime and evening to maximise attendance.

How?

Led by Argyll and Bute Council with support from our project partners, in person public drop in sessions in all affected communties across islands, with findings captured via survey – physical and online.

Members of the team can complete feedback forms with people during the session, and / or distribute leaflets with survey links and QR codes for completion later. The feedback surveys will remain open for a period after each event and can be further promoted on island for those unable to attend.

Sites Identification, Site Appraisal and Selection



Who?

Project Leadership: client team, community stakeholders, pupils, key partners and project team with technical support

What?

A transparent process to determine the best location for the new campus on Mull based on criteria informed by the Islands wide Placebased review, Community feedback and technical considerations.

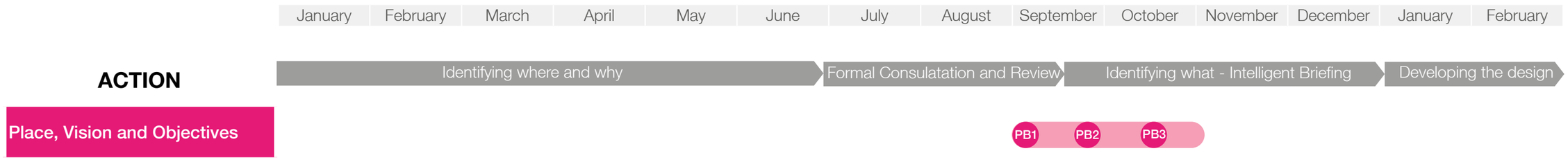
When?

January - Mid May

How?

The initial period running concurrently with the Islands Placebased review will identify viable sites in a range of locations across the island to ensure a diverse range of strategic scenarios can be assessed, as well as the development potential of sites. Locations and sites will then be assessed against agreed criteria and scored to arrive at a preferred solution which will form the basis of formal consultation under the Schools (Consultation) (Scotland) Act 2010. Assessment will involve technical support for many of the key criteria including transport and active travel, operational carbon impact, economic impact and site hydrology.

Intelligent Briefing – Place, Vision and Objectives



Who?

Project Leadership: client team, key partners (which includes wider community stakeholders), project Team, and pupil representation where appropriate

What?

Led by Hub North and Argyll and Bute Council with support from our project partners, a Placebased review to fully understand the potential and maximise the benefits of the creation of a campus on Mull in the preferred location, agreeing the project vision, outcomes and success measures, informing the development of early design proposals.

When?

Workshop PB1 (early Sep): Understanding Place and Ambition

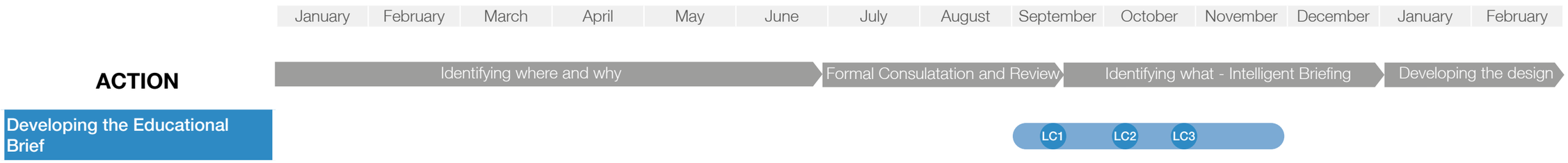
Workshop PB2 (end Sep): Defining Vision and Setting Objectives

Workshop PB3 (mid Oct): Propositions

How?

Led by Argyll and Bute Council with support from our project partners, sessions will be in workshop format on island, supported by the use of Qualtrics survey software. The SFT Briefing and Evaluation Framework will be used to capture key findings and validate design throughout the development, construction and operational stages.

Intelligent Briefing – Developing the Educational Brief



Who?

Argyll and Bute Education Team, Bord Na Gaelic

What?

Building on work from the Learning Estate Investment Programme (LEIP) application, a workstream to develop an educational vision and brief, space typologies and a schedule of accommodation capable of delivering 21st century learning environments that will meet the specific needs of the islands. This workstream informs the Placebased Approach and Technical workstreams in an iterative manner.

When?

Workshop LC1 (mid Sep): Understanding educational objectives and lessons learnt

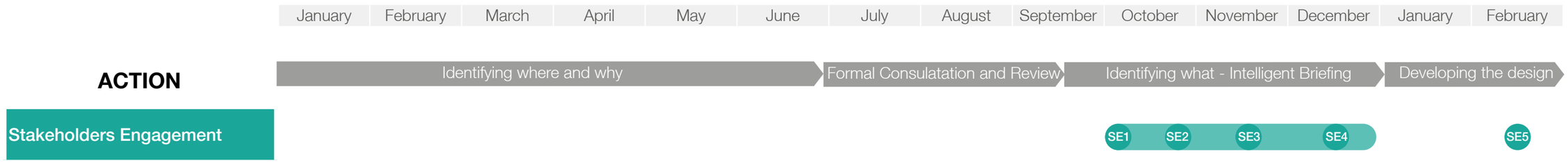
Workshop LC2 (early Oct): Emerging educational themes

Workshop LC3 (end Oct): Brief testing workshop, developing space typologies and the schedule of accommodation

How?

Led by The Learning Crowd, these workshops will be facilitated via Teams or in person.

Intelligent Briefing – Stakeholders Engagement



Who?

Pupils at key stages of education, staff, and parent council representation, Bord Na Gaelic

What?

A series of interactive design charettes to understand the ambitions and aspirations of a range of user groups for the new campus, which will inform the development of initial design options.

When?

Design Charette SE1 (end Sep): A learning landscape – connections with the wider setting

Design Charette SE2 (mid Oct): Aspirations for learning and working – understanding core spaces

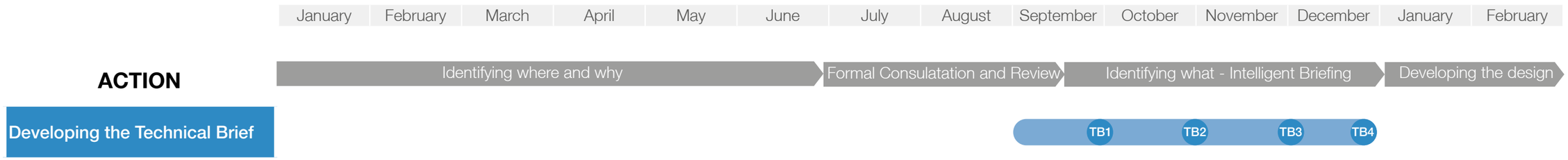
Design Charette SE3 (mid Nov): Understanding shared spaces

Feedback review SE4 (mid Dec): Ongoing engagement - as design options emerge, a series of engagement sessions will be held to both appraise stakeholders of progress and inform the developing design

How?

Led by Argyll and Bute Council with support from our project partners, a series of interactive workshops will be held on island across the day involving the full range of user groups to capture key feedback.

Intelligent Briefing – Developing the Technical Brief



Who?

Argyll and Bute Council facilities management, refuse, transport, energy and estates teams

What?

A workstream to define the building performance requirements and define the Net Zero Carbon strategy, in addition to understanding maintenance and servicing requirements, all to inform emerging design proposals.

When?

Workshop TB1 (end Sep): Understanding energy strategy, LEIP requirements and approach to Net Zero

Workshop TB2 (end Oct): Meeting LEIP requirements

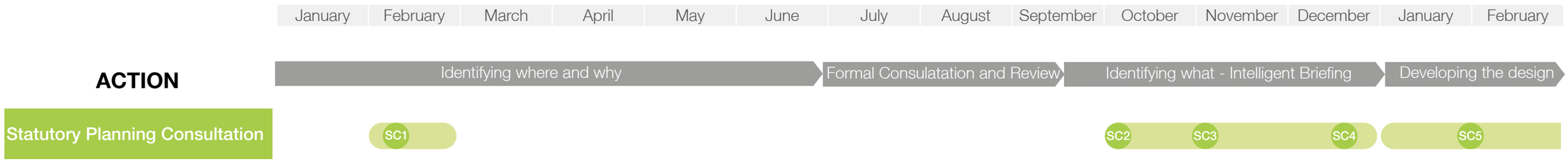
Workshop TB3 (end Nov): Site access, parking, EV and transport matters

Workshop TB4 (end Dec): Understanding maintenance and servicing needs

How?

Led by Argyll and Bute Council with support from our project partners, these workshops will be primarily facilitated over Teams, with key decisions and findings captured in the technical brief.

Intelligent Briefing – Statutory Planning Consultation



Who?

Argyll and Bute Planning, Scottish Environment Protection Agency (SEPA), Health and Safety Executive (HSE) and Historic Environment Scotland where relevant

What?

Statutory consultees have a key role to play in both the initial site appraisal exercise, and in the development of emerging campus proposals once a site is selected. The ultimate output will be securing the appropriate consents in good time through a collaborative approach.

When?

Consultation SC1 (Feb): Statutory consultee review of proposed site locations

Consultation SC2 (end Sep): Engaging statutory consultees in the Placebased process

Consultation SC3 (end Oct): Review of emerging campus design options

Consultation SC4 and submission of PAN Notice (mid Dec): Review of preferred design option, and lodging of Proposal of Application Notice (PAN) to commence the Pre-Application Consultation period (PAC)

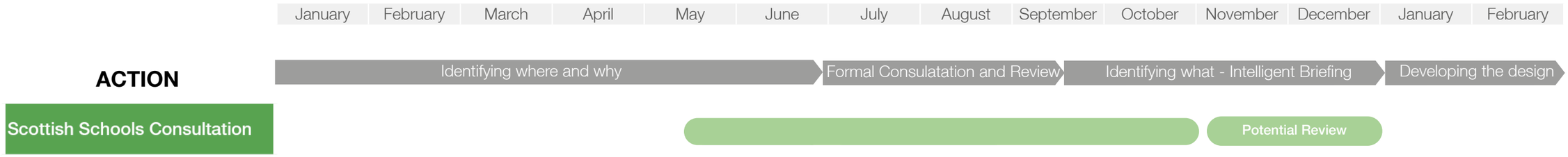
Public event 1 (end Jan): Public drop in event to display emerging themes and ideas for the new campus

Public event 2 (mid Mar): Public drop in event to display the developed campus design, demonstrating how feedback from the first public event has informed it.

How?

Led by Argyll and Bute Council project team, the site review will be facilitated over Teams or in person as required. Further sessions with statutory consultees will be conducted using in person and Teams meetings. Public drop in sessions required as part of the PAN process will be advertised and held in accordance with statutory requirements in an accessible location on island, and will make use of online portals and physical feedback forms.

Scottish Schools Consultation



Who?

The statutory stakeholders for this consultation exercise are determined by the type of "relevant proposal" that is adopted under Schedule 1 of the Act – i.e. it will depend on whether a proposal is formulated to establish a new school; to relocate a school or schools; to close a school or schools; etc. The respective lists of "relevant consultees" corresponding with the type of relevant proposal being considered, are set out in Schedule 2 to the 2010 Act. The following consultees are common to every proposal arising under the 2010 Act:

- The Parent Council or Combined Parent Council of any affected school;
- The parents of the pupils at any affected school;
- The parents of any children expected by the Education Authority to attend any affected school within two years of the date of publication of the proposal paper;
- The pupils at any affected school (insofar as the Education Authority considers them to be of a suitable age an maturity);
- The staff (teaching and other) at any affected school;
- Any trade union which appears to the Education Authority to be representative of the staff, including teaching and other staff;
- Any other education authority that the Education Authority advancing the proposal considers relevant.

If the proposal affects the provision of Gaelic medium education, Bòrd na Gàidhlig is an additional relevant consultee.

What?

A statutory consultation exercise will proceed in accordance with the Schools (Consultation) (Scotland) Act 2010. The entire exercise will broadly follow the process and requirements as set out in the 2010 Act, but the precise methodology to be applied will depend on the specific type of relevant proposal, or proposals, adopted (i.e. establishing a new school, relocating a school or schools, closing a school or schools, redrawing a school's catchment area, etc.)

When?

The timescale and periods will be provided once the proposal is determined in accordance with the 2010 Act.

How?

Argyll and Bute Council's Education Service will formulate a draft proposal in terms of the 2010 Act, and if approved by the Community Services Committee this proposal will be subject to the statutory consultation process. The consultation is to be open for a minimum of six weeks, including at least 30 school days and Education Scotland will be involved in the process and shall report on the likely educational benefits of the proposal. During the consultation period, a public meeting would be held for all stakeholders, and the wider public, to discuss the proposal in more detail with the Education Authority and have their views recorded.

After the consultation has closed, Education Scotland will prepare and provide their report on the educational benefits of the proposal. The Education Authority will thereafter take a decision as to implementation of the proposal.

Pledge

This is our pledge to you in how we intend to engage with you to deliver our engagement strategy. We look forward to working with all communities in a mutually respectful and professional manner. In the spirit of the National Standards for Community Engagement, we hope to work together with communities in an inclusive and meaningful way so that we can listen carefully to all voices and views.

The preferred and most effective line of communication is via Mull.Campus@argyll-bute.gov.uk, which allows us to capture all questions and comments in one place. In our team's experience, delivering new schools from concept to occupation is typically a five year journey, and therefore constructive relationships are key to success. We aim to put young people, community and engagement at the heart of the process.

Appendix
Statutory Consultation

Statutory Consultation

This Appendix provides an overview of the statutory consultation process which will apply to any proposal adopted in terms of the Schools (Consultation) (Scotland) Act 2010.

Introduction

The Schools (Consultation) (Scotland) Act 2010 provides that before proceeding with certain proposals in relation to a school, an Education Authority must comply with some initial requirements. These are:

a To prepare an educational benefits statement

b To prepare and publish a proposal paper

c To give notice of the proposal to the relevant consultees and invite representations

d To hold a public meeting

e To involve Her Majesty's Inspectors of Education (HMIE) in the process

The Education Authority must then review their proposal and prepare and publish a Consultation Report. Only when all of the above requirements have been complied with, may an Education Authority decide to implement a proposal, whether wholly or in part, or actually implement the proposal in whole or in part.

Relevant Proposals

The 2010 Act applies where an Education Authority has formulated a "relevant proposal" in relation to any school. A list of such qualifying proposals is found in Schedule 1 to the Act. They are:

1 A closure proposal (this includes discontinuing a whole school, or stage of education within a school)

2 a proposal to establish a new school or stage of education at a school

3 a proposal to relocate (in whole or in part) a school or nursery class

4 a proposal to vary admission arrangements for a school including a proposal to establish, terminate or otherwise alter the catchment area of a school

5 a proposal to make or modify guidelines in respect of the handling of placing requests

6 a proposal to vary the arrangements for the transfer of pupils from a primary school to a secondary school

7 a proposal to change the school commencement date of a primary school

8 a proposal to vary arrangements for the constitution of a special class in a school other than a special school

9 a proposal to discontinue arrangements for the provision of transport by the education authority for pupils attending a denominational school

10 a proposal to change a denominational school into a non-denominational school

11 a proposal to discontinue a further education centre which is managed by the Education Authority

A proposal may fall under more than one paragraph of the above list.

Relevant Consultees

Consultation generally requires to take place with the persons involved in a school that is affected by a proposal. A school is affected by a proposal if the proposal directly concerns that school. Any other school which would be significantly affected in consequence of the proposal, if implemented, is also a school affected by the proposal.

The persons to be consulted, in respect of each relevant proposal, are specified in Schedule 2 to the Act. There are certain "consultees" common to every proposal relating to a school. These are:

- The Parent Council or Combined Parent Council of any affected school
- The parents of the pupils at any affected school
- The parents of any children expected by the Education Authority to attend any affected school within two years of the date of publication of the proposal paper
- The pupils at any affected school (insofar as the Education Authority considers them to be of a suitable age an maturity)
- The staff (teaching and other) at any affected school
- Any trade union which appears to the Education Authority to be representative of the staff, including teaching and other staff
- Any other education authority that the Education Authority advancing the proposal considers relevant

However, once the exact proposal to be progressed is formulated, a more precise list of the relevant consultees can be framed.

If the proposal affects the provision of Gaelic medium education, then Bòrd na Gàidhlig is an additional consultee.

Further Reading

The full provisions of the 2010 Act can be found at the following link:

Schools (Consultation) (Scotland) Act 2010 (legislation.gov.uk)

The Statutory Guidance for the 2010 Act (made under Section 19 of the Act) can be found at the following link:

Schools (Consultation) (Scotland) Act 2010: guidance - gov.scot (www.gov.scot)