ABERDEEN CITY COUNCIL

COMMITTEE	**Education, Culture and Sport**
DATE	**15th September 2011**
DIRECTOR	**Annette Bruton**
TITLE OF REPORT	**Education, Culture and Sport Policy Framework 2011-2016**
REPORT NUMBER	**ECS/11/053**

1.   PURPOSE OF REPORT

The purpose of this report is to:

- provide Elected Members with the Education, Culture and Sports Policy Framework 2011-2016

2.   RECOMMENDATION(S)

The Committee are asked to:
- Approve the ECS Policy Framework 2011-2016
- Agree the priority areas for policy development as outlined in Appendix 1
- Request regular updates on policy development, implementation and review using Covalent, our performance management tool

3.   FINANCIAL IMPLICATIONS

There are no direct financial implications arising directly from the report.

4.   OTHER IMPLICATIONS

There are no direct implications arising from this report however, the purpose of policy development, review and evaluation is maintain compliance within new legislative frameworks and, ultimately, to manage improvement to services to the community. The measures ensure linkage to the Single Outcome Agreement, the Administration's Policy Statement - Vibrant, Dynamic and Forward Looking. Improvements in the services provided by Education, Culture and Sport impact positively on communities across the City.

5. BACKGROUND/MAIN ISSUES

This report provides Elected Members with a framework for the development, review and implementation of policy for the Education, Culture and Sports Service.

The ECS Policy framework sets out our approach to the policy and strategy development process, provides a consistent and transparent method of formulating policy and strategy and outlines our priorities for policy and strategy development, in line with the Service Improvement Plan 2011-2016

Having a clear and transparent policy framework will help the ECS Service answer three key questions:

- How are we doing? - to find out where we have got to through our shared vision
- How do we know? – to ensure our stakeholders' commitment through clear priorities and outcomes
- What are we going to do now? – the actions that we will take and how we will monitor and determine progress and demonstrate our impact

The report sets out a four stage cycle of policy development:
1. Information gathering
2. policy formation
3. implementation
4. monitoring and review

Attached at Appendix 1 is the ECS policy review programme for 2011-2016 which sets out key areas for policy redesign, development, implementation, monitoring and review. The priorities are clearly aligned to the ECS Service Improvement Plan and reflect the transformation options in the Corporate Business plan.

The August report consists of 1 appendix as outlined below:
- Appendix 1: Education Culture and Sports Policy Framework 2011-2016

6. IMPACT

Legal
The Council is required to act within the legislative frameworks as laid down by the Scottish and UK Governments. Our Policy framework ensures compliance with new legislation.

Resources
No additional resources are required to undertake policy development, review and implementation which is a core responsibility of managers.

Other
There are no property, equipment or Health and Safety implications arising directly from this report.

7. BACKGROUND PAPERS

- Appendix 1: Education Culture and Sports Policy Framework 2011-2016

8. REPORT AUTHOR DETAILS

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**Education, Culture and Sport
Policy Framework 2011-2016**

August 2011

ABERDEEN
CITY COUNCIL
A City of Learning

Education, Culture and Sport Policy and Strategy Framework

Introduction

Elected Members of Aberdeen City Council are responsible for setting the policy and resources framework within which we as a Directorate operate. The purpose of this paper is to:

- set out our approach to the policy and strategy development process within that framework
- provide a consistent and transparent method of formulating policy & strategy and
- outlines our priorities for policy and strategy development, in line with the Service Improvement Plan 2011-2016

Figure 1: Policy pyramid

Strategy /Vision

Policies – the what

Guidelines/Strategies for Implementation

Action Plans – the how in detail and practice
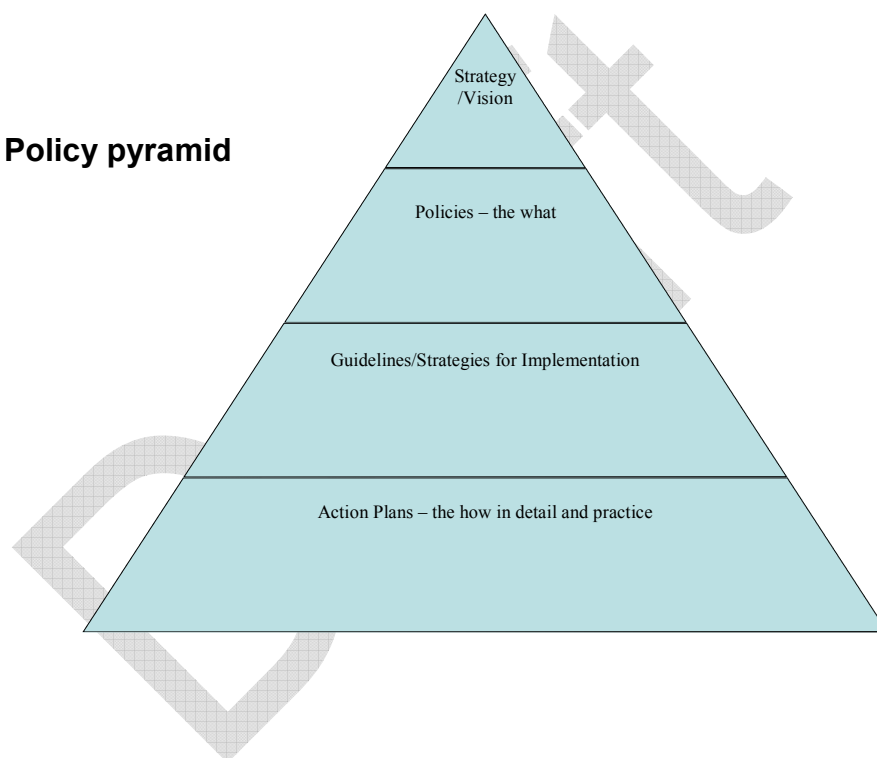
2   DEFINITIONS & KEY FEATURES

Definitions

Strategy/vision

A short, simple high-level statement of our long-term desired future state e.g *Aberdeen, City of Learning*

Policies   Written statements that set out what we intend to do to achieve our vision and achieve our strategic priorities.

Guidelines/Strategies for implementation

Description of how we will achieve each policy objective.

Action Plans   Detailed statements setting out timescales and indicating who is responsible for achieving each action point.

Aberdeen City Council and Education, Culture and Sport Directorate

As a Directorate, we work within the overall policy framework of Aberdeen City Council. In many instances we will be governed by corporate policy while for other aspects we will develop and adopt policies more appropriate to our work.

Policy development within ECS

Our work supports the delivery of the single outcome agreement, the five year business plan, and the service improvement plan particularly in relation to the following 10 priorities:

1. Curriculum for Excellence
2. Fit for Purpose Schools/Learning Centres
3. Learning for the wider community
4. Technology
5. Health and Wellbeing
6. Engagement in arts, culture and heritage
7. Helping those with different needs
8. Better Performing/Value for Money
9. Skilled and Trained Staff
10. Working Together

The role of policy, strategy and guidance

Policy is a statement of intent.

Strategy and guidance are informed by policy and effectively form a tool box of measures which help achieve policy goals.

In developing strategy and guidance our aim is to develop parameters to ensure that our policies are being realised and are leading to positive outcomes.

Policies, strategies and guidance should:
- set a deliberate course of action to guide decisions and achieve outcomes[1]
- look ahead and contribute to long-term goals;
- take account of influencing factors;
- work across all areas of the Education, Culture and Sports service;
- be fair and take account of the interests of everyone;
- include criteria for success;
- be designed to stand the test of time and work practically from the start; and
- be regularly monitored and reviewed.

Policy and Strategy development stages

In order to ensure that all of our work leads to targeted action and improvement, we will develop policies in the following continuous, systematic process:

Figure 2: the policy cycle
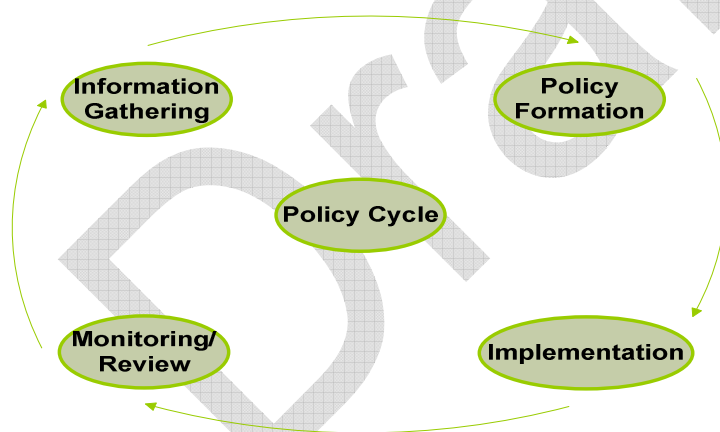
Stage 1: Information Gathering
- identify requirement for a policy e.g new legislation;
- consult with Senior Management Team (SMT)
- consult with colleagues, external partners and stakeholders to develop draft policy

Stage 2: Policy formation
- prepare draft policy and, if appropriate, strategy for initial period of validity of policy;
- consult with the Corporate Management Team (CMT) on draft policy and strategy, review comments and update draft as appropriate
- obtain final approval by SMT;
- obtain approval by the Education, Culture and Sport Committee and Corporate Policy and Performance Committee, where appropriate;

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1 Overseas Development Institute: Enriching Policy with Research 2010

Figure 3: Policy Formation
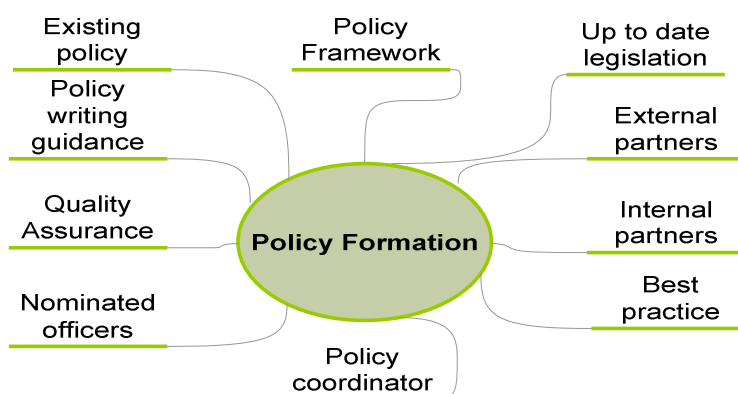
Stage 3: Policy implementation

- implement policy and strategy by creating Action Plans and embedding action plans within the Service Improvement Plan;
- publish policy on intranet and other appropriate media (usually including Council website); and

Figure 4: Policy implementation
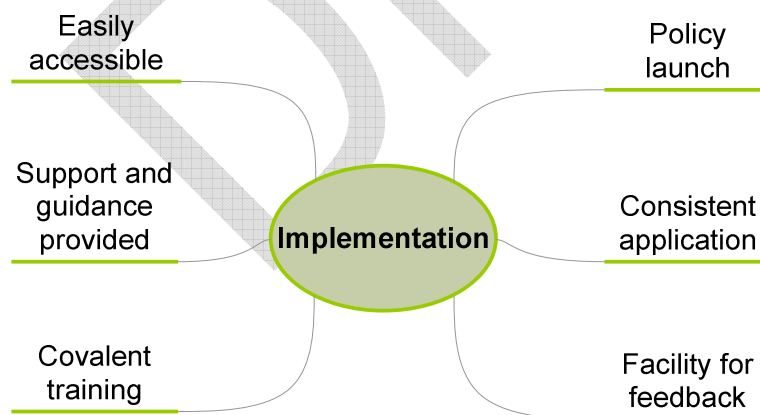
Stage 4: Policy monitoring and review
- set out arrangements to review, monitor and update the policy, strategy and action plan

Figure 5: Monitor & review

Policy and Strategy endorsement
Once a policy and strategy has been endorsed by the Education, Culture and Sport Committee, it will be annotated as follows:
This policy/strategy came into effect on (insert date) after adoption by the Education, Culture and Sport Committee. It supersedes all previous versions.

Policy format, content and layout
All policy documents will meet the following criteria.

· Layout: Policy papers should be developed using the standard layout and defined structure set out in Annex A.

· Length: Documents should be concise (1-4 pages) while still being an accurate portrayal of the policy and containing all essential information. References can be included to indicate where further information can be found, e.g. in the form of an e-link to supporting briefing material.

· Clarity: Documents should be clear. Sentences should be in line with Plain English requirements. Ambiguous terms or unnecessary technical words should not be used.

· Relevance: The purpose of the policy should be stated at the beginning. Documents are more likely to be read if the reader can easily identify that the main points are likely to be of relevance to them.

· All policies must include reference to completing an Equalities Impact Assessment

· Aberdeen City Council logo: Documents should display the ACC logo at the top right hand corner of the cover page.

· Contact information: Documents should contain contact information to enable feedback and an invitation to provide it.

· Version: The date and version of the policy document should be clearly shown.

· Communication: detail of how policy will be communicated.

Appendix A

Education, Culture and Sport policy paper layout

Policy documents should be developed using the following structure:

1. Introduction and purpose of policy

2. Conditions and policy principles- context for our operating environment

3. Roles and responsibilities

4. Other relevant or related policies or strategies

5. Policy implementation procedures including Equality Impact Assessment

6. Requirement for strategy to include criteria for success

7. Maintenance and quality assurance arrangements

8. Review arrangements for policy, including date of next formal review

9. Contact arrangements to enable feedback

Appendix B Policy Review Programme 2011-2016

ice Area	**Redesign**	
EE	**Schools & educational establishments**	
	Review	**Colour code:**
S	**Communities, Culture & Sport & Monitor**	
	Implement	
P	**Education developments, Policy and Performance**	
	Develop	

Priority 1 - Curriculum for Excellence

1.1 - Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential

Service Area & Lead Officer	2011	2012	2013	2014	2015
CC & S : **Lesley Thomson**		Development Plan for School and Community Sports		School and Community Sports Plan: implement & monitor	
S & EE: **Val Steele**	Assessment Strategy: Develop	Assessment Strategy: implement & monitor			
S & EE: **Stuart Patterson**	Early Years Service: redesign		Early Years Services: implement & monitor		Early Years Service: review
S & EE: **Penny Morton**	Literacy Strategy: develop	Literacy Strategy: implement & monitor			Literacy Strategy: review
S & EE: **Derek Samson**	ECS_E11 Virtual City Campus: redesign	ECS_E11 Virtual City Campus: implementation and monitoring			ECS_E11 Virtual City Campus: review
S & EE: **David Leng**		Numeracy Strategy: develop	Numeracy Strategy: implement & monitor		

1.2 - Improve the outcomes for all our children and young people

Service Area & Lead Officer	2011	2012	2013	2014
CC & S: **Sheila Sansbury**			MCMC Review	More Choices More Chances: implement & monitor

Priority 2 - Fit for Purpose Schools, Learning Centres, Cultural and Sporting Facilities

2.1 - Everyone will have access to high quality learning environments and facilities supporting them to achieve their full potential

Service Area & Lead Officer	2011	2012	2013	2014	2015
EDPP: **David Wright**	Asset Management Plan for ECS service areas (including leisure and cultural assets: Develop	Asset Management Plan for ECS service areas: implement & monitor			
EDPP: **David Wright**	School security policy: develop	School security policy implement & monitor			School security review
EDPP: **Sarah Gear**	Service Level Agreements: develop	Service Level Agreements: implement & monitor			
CC & S: **Neil Bruce**	Cultural Assets Strategy: develop		Cultural Assets Strategy: implementation		

Priority 3 - Learning in the Wider Community

3.2 - Encourage people of all ages to play an active role in their learning in order to maximise their potential

Service Area & Lead Officer	2011	2012	2013	2014	2015
CC & S: **Lesley Thomson**		Access to leisure policy: develop	Access to leisure policy: implement & monitor	Access to leisure policy: review	
CC & S: **Gail Woodcock**	ECS1_C1 Integrated Communities team: redesign	ECS1_C1 Integrated Communities team: implementation and associated policy development e.g adult learning, community capacity building and young people's learning opportunities			

Priority 4 – Technology

4.1 - Encourage active and appropriate use of technology to widen learning opportunities

Service Area & Lead Officer	2011	2012	2013	2014	2015
EDPP: **David Wright**	ECS Technology Strategy: develop	ECS Technology Strategy: implementation and monitoring			ECS Technology Strategy: review

Priority 5 - Health and Wellbeing

5.1– Ensure the health and wellbeing of Directorate staff in the course of their work

Service Area & Lead Officer	2011	2012	2013	2014	2015
EDPP: **Lesley Kirk**	Review Health and Safety Policy annually				

5.2 - Encourage people to make positive choices about their diets and lifestyles

Service Area & Lead Officer	2011	2012	2013	2014	2015
S&EE: **Neil Hendry**	Health and Wellbeing Strategy: develop	Health and Wellbeing Strategy: implement and monitor			H&WB Strategy: review
S&EE: **Neil Hendry**	Child and Adolescent Mental Health Strategy: contribute to Grampian development and implementation		CAMHS: monitor		CAMHS: review
S&EE: **Neil Hendry**		Outdoor learning Strategy: develop	Outdoor Learning Strategy: implement and monitor		

5.4 – Ensure access to opportunities to participate in cultural and sporting activities

Service Area & Lead Officer	2011	2012	2013	2014	2015
CC & S: **Lesley Thomson**		Supplementary culture and sports policy on volunteering: develop – to support ACVO's work on the Aberdeen City Council corporate volunteering policy		Supplementary culture and sports policy on volunteering: implement & monitor	
CC & S: **Neil Bruce**	Arms length liaison and agreements policy: develop		ALLAAP: implement & monitor		

Service Area & Lead Officer	2011		2012	
CC & S: **Lesley Thomson**	Priority Sports Policy: develop		Priority Sports Policy: implement & monitor	
CC & S: **Neil Bruce**	Pitch Strategy: develop		Pitch Strategy: implement & monitor	
CC & S: **Patricia Cassidy**		Water Management Plan: redesign	Water Management Plan: implement & monitor	

Service Area & Lead Officer	2011	2012	2013	2014	2015
CC & S: **Neil Bruce**		Events Strategy (Sport): develop		Events Strategy: implement & monitor	
CC & S: **Neil Bruce**		Access to leisure policy: develop		Access to leisure policy: implement & monitor	

Priority 6 - Engagement in Arts, Culture and Heritage

6.1 – Raise the profile of culture and sport nationally and internationally

Service Area & Lead Officer	2011	2012	2013	2014	2015
CC&S: **Lesley Thomson**		Policy framework for UK City of Culture (including international engagement policy): develop		Policy framework for UK City of Culture (including international engagement policy): implement & monitor	
CC & S: **Neil Bruce**	Fit for the Future - Sports Strategy: implement & monitor			Fit for the Future: review	
CC&S: **Lesley Thomson**	Public Art Policy: develop		Public Art Policy: implement & monitor	Public Art Policy: review	
CC&S: **Lesley Thomson**	Cultural Priorities: develop			Cultural Priorities: implement & monitor	
CC&S: **Neil Bruce**		Events Strategy (Culture): develop		Events Strategy: implement & monitor	

6.3 – Raise the profile of culture and sport in the City

Service Area & Lead Officer	2011	2012	2013	2014	2015
CC&S: **Neil Bruce**	Vibrant Aberdeen – Cultural Strategy: implement & monitor			Vibrant Aberdeen – Cultural Strategy: review	
CC&S: **Neil Bruce**	ECS1_C10 Root and branch review of commissioned arts and sports services: redesign			ECS1_C10 Root and branch review: implement & monitor	

6.4 – Recognise and celebrate the City's heritage

Service Area & Lead Officer	2011	2012	2013	2014	2015
CC&S: **Neil Bruce**		Heritage Policy: develop		Heritage Policy: implement and monitor	

Priority 7 - Helping those with different needs

7.2 - Support vulnerable children and young people through an integrated children's service with single points of access

Service Area & Lead Officer	2011	2012	2013	2014	2015
S&EE: **Sohail Faruqi**	Inclusion/ASN/Pupil Support: redesign (includes ECS_E22, E24, E17a and E18a)	Inclusion/ASN/Pupil Support: implementation and monitoring including Raeden redesign and Cordyce redevelopment			
CC&S: **Sheila Sansbury**	ECS1_C26 Redesign out of authority placements: monitor and review annually				
S&EE: **Sohail Faruqi**		Positive behaviour Strategy: develop	Positive behaviour Strategy: implement and monitor		

S&EE: **Sohail Faruqi**			ASN Commissioning Strategy: develop	ASN Commissioning Strategy: implement and monitor

7.3 - Ensure our services and facilities are accessible to all

Service Area & Lead Officer	2011	2012	2013	2014	2015
EDPP: **David Wright**		Disability Access Strategy: monitor			Disability Access Strategy: review
EDPP: **Sarah Gear**	Single Equality Scheme Action Plan for ECS: implement and monitor			Single Equality Scheme Action Plan for ECS: review	

Priority 8 - Better Performing/Value for Money

8.1 - Simplify and standardise service provision targeting resources to the right areas and helping to balance budgets

Service Area & Lead Officer	2011	2012	2013	2014	2015
EDPP: **Lesley Kirk**	ECS_19 Review of School Administration: redesign phase	ECS_19 Review of School Administration: implement & monitor			
S&EE: **David Leng**	ECS_E37 Review of Music Service: Redesign phase	ECS_E37 Review of Music Service: Implement & monitor			

8.3 - Demonstrate our commitment to continuous improvement

Service Area & Lead Officer	2011	2012	2013	2014	2015
ALL	Quality Improvement framework: redesign	QIF: implement & monitor			QIF: review
S&EE: **Liz Gillies**	School Improvement: redesign & implement	School Improvement: monitor		School Improvement: review	

Priority 9 - Skilled and Trained Staff
9.1 - Skilled workforce with the knowledge, understanding and expertise required to carry out their duties

Service Area & Lead Officer	2011	2012	2013	2014	2015
EDPP: **Jane Nicklen**	Communications Strategy: develop	Communications Strategy: implement & monitor			Communications Strategy: review
EDPP : **Andrew Jones**	ECS CPD Strategy and programme: develop	ECS CPD Strategy: implement and monitor			ECS CPD Strategy: review
EDPP: **Anne Darling/Andrew Jones**	Leadership Development Strategy: develop	Leadership Development Strategy: implement and monitor			Leadership Development Strategy: review
EDPP: **Charlie Penman**	Service Workforce Strategy: develop	Service Workforce Strategy: implement and monitor			Service Workforce Strategy: review

Priority 10 - Working Together
10.1 - Improve joint working between the Council and its stakeholders to provide an inclusive approach to service delivery for children, families and communities

Service Area & Lead Officer	2011	2012	2013	2014	2015
CC&S: **Sheila Sansbury**		ECS1_C17 Educational Psychology: joint service delivery: redesign	ECS1_C17 Educational Psychology: joint service delivery: implement & monitor		
EDPP: **Charlie Penman**		ECS1_C25 Shared services: redesign	ECS1_C25 Shared services: implement & monitor		

Appendix of Abbreviations

ACVO	Aberdeen Council for Voluntary Organisations	
ALLAAP	Arms Length Liaison and Agreements Policy	
CAMHS	Child and Adolescent Mental Health	
GIRFEC	Getting it Right For Every Child	
IAF	Integrated Assessment Framework	
MCMC	More Choices More Chances	Working with young people to support them in their transition into employment particularly via work experience opportunities
QIF	Quality Improvement Framework	