



**Meeting of the Partnership Board to be held on  
Thursday 22 February 2018 at 1.00pm  
in Committee Room 1, Almada Street, Hamilton  
(light lunch available from 12.30pm)**

## AGENDA

Number	Item
1	Apologies and Minute of Previous Meeting Minutes of the meeting of the Partnership Board held on 13 December 2017 submitted for approval as a correct record
<b>Presentations</b>	
2	Safer South Lanarkshire ( <b>Presenters – Danny Lowe/Rob Hay</b> )
3	Progress update on the Community Plan and on Neighbourhood Planning
<b>Items for Decision</b>	
4	Community Planning Budget and Expenditure
<b>Items for Noting</b>	
5	English for Speakers of Other Languages (ESOL)
6	South Lanarkshire Register of Information
7	Risk Management Workshop
<b>Other item(s)</b>	
8	A.O.C.B.
9	Date and location of next meeting – Wednesday, 18 April 2018, Committee Room 1, Almada Street, Hamilton

### **Risk Management Workshop**

- Draft Risk Register
- Presentation Slides

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## **SOUTH LANARKSHIRE COMMUNITY PLANNING PARTNERSHIP BOARD**

Minutes of the meeting held in Committee Room 1, Council Offices, Almada Street, Hamilton on 13 December 2017.

**Chair:** Councillor Maureen Chalmers, Depute Leader, South Lanarkshire Council

### **Representatives Present:**

G Bennie, Chief Executive, VASLan  
 G Binning, Head of Prevention and Protection, Scottish Fire and Rescue Service  
 C Campbell, Chief Executive, NHS Lanarkshire  
 A Comrie, Senior Transport Planner, Strathclyde Partnership for Transport  
 C Cunningham, Head of Health, South Lanarkshire Health and Social Care Partnership  
 V de Souza, Director, Health and Social Care, South Lanarkshire Health and Social Care Partnership  
 G Docherty, Interim Director of Public Health, NHS Lanarkshire  
 Councillor A Falconer, South Lanarkshire Council  
 L Freeland, Chief Executive, South Lanarkshire Council  
 B Kiloh, Head of Policy and Planning, Strathclyde Partnership for Transport  
 R Irvine, Chief Superintendent, Police Scotland  
 T Little, Head of Communications and Strategy, South Lanarkshire Council  
 P Manning, Executive Director, Finance and Corporate Resources, South Lanarkshire Council  
 A Morton, Central Research Unit Manager, South Lanarkshire Council  
 A Murray, Community Planning and Governance Adviser, South Lanarkshire Council  
 Councillor R Nelson, South Lanarkshire Council  
 E Paterson, Community Planning and Governance Officer, South Lanarkshire Council  
 M Reid, Interim Head of Health Improvement, NHS Lanarkshire  
 N Reid, Improvement and Community Planning Manager, South Lanarkshire Council  
 Councillor D Shearer, South Lanarkshire Council

### **Representatives' Apologies:**

B Connolly, Stakeholder and Partnership Engagement Senior Executive, Scottish Enterprise  
 A Fairbairn, Area Commander, Scottish Fire and Rescue  
 G Hannah, Chair, Cambuslang Business Group  
 C Hicks, Location Director for South Lanarkshire, Scottish Government  
 N Mahal, Chair, Lanarkshire NHS Board  
 H Mathieson, Head of Operations, South West Region, Skills Development Scotland  
 J McRoberts, Head of Service - Commercial, Scottish Enterprise

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### **1 Apologies and Minutes of Previous Meeting**

The apologies for the meeting were presented. The minutes of the meeting of the South Lanarkshire Community Planning Partnership Board held on 11 October 2017 were submitted for approval as a correct record.

#### **Outcome(s):**

(1) Apologies noted and previous minute approved.

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### **2 South Lanarkshire Transport Outcomes Report (TOR)**

The Head of Policy and Planning, Strathclyde Partnership for Transport (SPT), presented the South Lanarkshire Transport Outcomes Report (TOR) 2017-18.

The report summarised the tenth year of SPT activities and investments delivered in 2016-17 that benefitted South Lanarkshire residents and provided detailed information on the agreed SPT – South Lanarkshire joint work streams for 2017-18 including key issues, progress to date and a look

at the year ahead. The report also highlighted the role of transport in achieving positive local outcomes by noting the supporting relationship between the joint work streams agreed between SPT and South Lanarkshire and the local priorities set out in the Single Outcome Agreement.

**Outcome(s):**

(1) The content of the report was noted.

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### **3 South Lanarkshire Health and Social Care Partnership - Presentation**

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The Director, Health and Social Care and Head of Health, South Lanarkshire Health and Social Care Partnership gave a presentation on the 'South Lanarkshire Health and Social Care Partnership – working together to improve health and wellbeing in the community – with the community'.

The presentation illustrated:

- The challenges for Health and Social Care;
- Service demands;
- Demographic change and life expectancy;
- The increasing complexity of care;
- Challenges of delivering the Health and Social Care Plan;
- Health and Social Care governance arrangements;
- The overarching priorities which underpin the 9 Health and Wellbeing Outcomes;
- Priorities for delivery; and
- How the CPP Board can support the work of the Health and Social Care Partnership.

A discussion took place on the demands facing Health and Social Care Services and the need to work as a partnership to support healthier lifestyles and choices, as well as shifting the balance of care towards less formal settings.

There was a further discussion on delayed discharges from A&E and the supports in place.

The Head of Prevention and Protection, Scottish Fire and Rescue Service advised that this was an opportunity to celebrate what has been achieved so far. As Vice Chair on the Safer South Lanarkshire Board he is working with colleagues from the HSCP, Police Scotland, Care and Repair and VASLan. This has provided an opportunity to analyse data and to work collectively on reducing the number of people attending A&E with falls.

The Chair commented that it would be worthwhile if Police Scotland would come to a future Board meeting to advise of their work with vulnerable people.

The Interim Head of Health Improvement, NHS Lanarkshire also provided an update on some of the work which is ongoing regarding self management including stress control sessions, Diabetes managed clinics and the self management of Chronic Obstructive Pulmonary Disease (COPD). A list of Self Management Groups is available should this be required by the Board.

The Chair thanked the Director, Health and Social Care and Head of Health, South Lanarkshire Health and Social Care Partnership for their presentation.

**Outcome(s):**

(1) Presentation content noted.

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### **4 Community Planning Budget and Expenditure**

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The Head of Communications and Strategy, South Lanarkshire Council, provided an overview of the current Partnership Budget spend as at Period 9 to 10 November 2017.

The balance of £44,478, which was carried forward from 2016-17, is now surplus within the current financial year. As part of South Lanarkshire Council's budget considerations, the council is considering a proposal that partner contributions should not be requested for the financial year 2018-19, however, payments would resume in 2019-20.

**Outcome(s):**

- (1) Budget noted; and
- (2) The proposal being considered by the council on partner contributions for the financial year 2018-19 was noted.

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**5 Progress report on the Local Outcome Improvement Plan, Neighbourhood Planning and Learning**

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The Central Research Unit Manager, South Lanarkshire Council, provided the Board with an update on the development of the Local Outcome Improvement Plan (LOIP) and Locality/Neighbourhood Planning.

The final version of the LOIP has been produced and is now available on the Community Planning website. Work is now underway on the reporting and monitoring of the Partnership Improvement Plans and IT systems are now being developed.

On 1 November 2017, two awareness sessions were held with community representatives, representatives from organisations and council officers who helped facilitate the discussions. Groups from the three pilot areas provided their views on the questions being proposed for a wider community engagement survey.

'Our Plan, Our Place' has been adopted as the name for Neighbourhood Plans. Discussions have been held with 250 people within the three pilot areas and these have been delivered by representatives of Healthy 'n' Happy and Community Links.

Voting ballot boxes have been placed within community buildings such as libraries, and frontline staff within South Lanarkshire Council will also assist with completion of surveys. It is also hoped to extend this to Community Planning Partnership staff.

The priorities identified from the survey will be considered at the end of January 2018.

South Lanarkshire Council are currently meeting the costs of this process. Discussions will be required as to how this process and further events can be supported across the partnership in the next financial year.

Following approval by the Board at the meeting on 16 August 2017, for the partnership to participate in a community participation learning experience organised by the Scottish Community Development Centre (SCDC), the first session took place on 26 October 2017.

The session considered what work was being undertaken at present to support people in helping to change the situations within their communities, current engagement of communities and the current range of approaches.

The next three sessions with SCDC will cover the understanding of participation, aspirations and conversations with partners.

The partnership has also been approached by the Improvement Service and SCDC offering support to CPP Boards regarding an action learning programme on community participation which has been funded by the Scottish Government. This is aimed at improving practice around community participation and meaningful engagement throughout community planning.

The programme will involve 2 full day sessions and a commitment to implement local action learning activities between sessions over the January to April 2018 period. The nominated officers who have been identified to take part are:

- G Docherty, Interim Director of Public Health, NHS Lanarkshire;
- R Hay, Superintendent, Police Scotland;

- P Manning, Executive Director, Finance and Corporate Resources, South Lanarkshire Council; and
- A Morton, Central Research Unit Manager, South Lanarkshire Council.

The Board was asked to approve the following recommendations:

- (1) Note that the final version of the LOIP has been produced and is available on the Community Planning website;
- (2) Note that the start of the Neighbourhood Planning engagement is underway with communities in the three pilot areas and that this work will require partnership staff in the communities involved being briefed on this activity and be in a position to promote community involvement in the initial phase and in the longer term around the challenges being faced and how to realise the aspirations communities have for their future;
- (3) Note that to date the council has met the cost of the Neighbourhood Planning process and agree to consider the development of a CPP Neighbourhood Planning workstream and associated budget to process this activity in future financial years reflecting the requirement that all partners contribute to community participation in community planning;
- (4) Note the progress on the work involving officials of the partnership on the SCDC community participation learning programme; and
- (5) Confirm the decision taken for the CPP to take part in the Scottish Government funded action learning programme to improve practice around community participation and meaningful engagement throughout Community Planning.

**Outcome(s):**

- (1) The content of the report was noted; and
- (2) All recommendations were approved.

**6 Welfare Reform Update**

The Executive Director, Finance and Corporate Resources, South Lanarkshire Council, provided the Board with an update on progress relating to the Welfare Reform Act. The Board were asked to note progress on Welfare Reform.

The Chair requested that a more detailed report on Universal Credit be provided to the Board by Spring 2018.

**Outcome(s):**

- (1) The content of the report was noted; and
- (2) That an update report on Universal Credit be provided to the Board by Spring 2018.

**7 Quality Improvement Awards 2017 – Community Planning Partnership Submissions**

The Interim Head of Health Improvement, NHS Lanarkshire provided an overview of the Community Planning Partnership submissions for the Quality Improvement Awards 2017 and the resulting outcomes.

The Quality Improvement Awards are a national award ceremony that celebrates quality improvement initiatives. These are open to those delivering quality improvement work through the Maternity and Children’s Quality Improvement Collaborative (MCQIC), run by Healthcare Improvement Scotland and the Children and Young People Improvement Collaborative (CYPIC), run by the Scottish Government.

The awards ceremony took place on 21 November 2017 with 140 entries across ten categories detailing how local people and teams have improved services for babies, children, young people and families.

The South Lanarkshire Community Planning Partnership (CPP) submitted four entries across five categories. From the entries submitted the CPP were shortlisted for three awards and won the Achieving Results at Scale Award for ‘Reducing Inequalities in the coverage and uptake of the 27-30 month universal Child Health Review’.

The 'Effective communication pathway for children with developmental or wellbeing concerns at their 27-30 month review' and 'Closing the Gap: Raising Attainment for Struggling Writers' projects were runners up within their categories.

A video link of the awards ceremony is now available and will be provided for circulation to the Board.

The Interim Head of Health Improvement also offered to provide a further report on the work of the CYPIC.

The Chair congratulated the achievements of all those involved in the projects.

**Outcome(s):**

- (1) The content of the report was noted; and
- (2) A video link of the awards ceremony to be circulated to the Board.

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**8 South Lanarkshire Register for Information**

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The Improvement and Community Planning Manager, South Lanarkshire Council, provided the Board with an update on the information circulated to Community Planning Partners from 16 September 2017 to 15 November 2017.

**Outcome(s):**

- (1) The content of the report was noted.

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**9 AOCB**

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There were no other items of competent business.

**Outcome(s):**

- (1) Noted.

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**10 Date of Next Meeting**

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The next meeting of the Board will be held on 22 February 2018 in Committee Room 1, Almada Street, Hamilton, ML3 0AA.

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# Report

Report to:	<b>Partnership Board</b>
Date of Meeting:	<b>22 February 2018</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) South Lanarkshire Council</b>

Subject:	<b>Community Planning Budget and Expenditure (to 5 January 2018 – Period 11)</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide the Partnership Board with an update on the Community Planning Partnership Budget and Expenditure as at 5 January 2018 (Period 11).

## 2. Recommendation(s)

2.1. The Partnership Board is asked to approve the following recommendation:-

- (1) that the content of the report is noted.

## 3. Background

3.1. Details of the South Lanarkshire Community Planning Partnership Budget and Expenditure are reported to every Partnership Board meeting. This provides the Partners with an opportunity to seek clarification on the budget and sums spent during the relevant period.

## 4. Budget and Expenditure

4.1. The total available budget for 2017-18 is £48,350.

4.2. The total expenditure at the end of Period 11 is £10,175.96. Appendix 1 provides a breakdown of the expenditure.

## 5. Income and Expenditure during 2017-18

5.1. A further update will be provided at the next meeting of the Partnership Board on 18 April 2018.

## 6. Employee Implications

6.1. There are no employee implications associated with this report.

## 7. Financial Implications

7.1. There are no financial implications associated with this report.

## 8. Other Implications

8.1. There are no risk or sustainability issues associated with this report.

## **9. Equality Impact Assessment and Consultation Arrangements**

9.1. There are no Equality Impact Assessment or Consultation implications associated with this report.

**Paul Manning**  
**Executive Director (Finance and Corporate Resources)**  
**South Lanarkshire Council**

1 February 2018

### **Contact for Further Information:**

If you would like further information, please contact:-

Tom Little, Head of Communications and Strategy, South Lanarkshire Council

Tel: 01698 454904

E-mail: [tom.little@southlanarkshire.gov.uk](mailto:tom.little@southlanarkshire.gov.uk)

<b>Community Planning Budget 2017-18</b>			
<b><u>Opening Balance Brought Forward April 2017</u></b>			<b>£44,478</b>
		<b>Budget</b>	<b>Actual to Date</b>
<b><u>Income</u></b>			
<b>Partner Contribution</b>		<b>£</b>	<b>£</b>
NHS Lanarkshire		18,350	18,350
South Lanarkshire Council		22,000	22,000
Police Scotland		5,000	5,000
Fire Scotland		3,000	3,000
<b>Total Income</b>		<b>£48,350</b>	<b>£48,350</b>
<b><u>Expenditure</u></b>			
LOIPS – Neighbourhood Planning		30,000	0.00
Printing/Stationery/Advertising/General		300	163.16
Travel		50	12.80
Community Planning Conference		3,000	0.00
Community Empowerment Act implementation		5,000	0.00
Capacity Building/Transformational Change		10,000	10,000.00
<b>Total Expenditure</b>		<b>£48,350</b>	<b>£10,175.96</b>
<b><u>Anticipated Closing Balance Carried Forward March 2018</u></b>			<b>£44,478</b>

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# Report

Report to:	<b>Partnership Board</b>
Date of Meeting:	<b>22 February 2018</b>
Report by:	<b>Executive Director (Education Resources) South Lanarkshire Council</b>

Subject:	<b>English for Speakers of Other Languages (ESOL)</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ Update the Partnership Board as to partnership delivery of ESOL provision for 2016-17;
- ◆ Update the Partnership Board as to changes to the ESOL grant funding for 2017-18; and
- ◆ Update the Partnership Board as to ongoing areas of development supporting the Syrian Refugee Settlement Programme.

## 2. Recommendation(s)

2.1. The Partnership Board is asked to approve the following recommendations:-

- (1) To give retrospective approval for the submission of the End of Year Report (2016-17) to Education Scotland;
- (2) Note the changes in funding arrangements for 2017-18; and
- (3) Note the update on the Syrian Refugee Resettlement Programme.

## 3. Background

3.1. The ESOL Strategy Group was established in 2012 as a consequence of changes to grant funding from Education Scotland. Partners continue to work together to coordinate the delivery of ESOL provision and have responsibility for both applying for and reporting on the annual grant from Education Scotland. Membership is drawn from Community Learning/Home School Partnership, New College Lanarkshire, South Lanarkshire College and the Workers Education Association (WEA). Additional representatives from the Department of Work and Pensions (DWP) and Education (English as an Additional Language Service) have enhanced the work of the group.

## 4. Partnership Funding Arrangements for ESOL Delivery

4.1. There continues to be challenges in providing ESOL learning opportunities within existing funding arrangements. The ESOL Strategy Group remain committed to exploring all aspects of funding, including core monies available to each agency and potential additional funding sources such as Syrian Resettlement Programme monies to maximise resources available to meet demand for service provision. More specifically, changes to the way in which funding will be allocated in future will put pressure on existing partnership arrangements to protect funding designated and required to support partnership programme delivery.

### **ESOL Funding 2016-17**

- 4.2. The final report on spend for the 2016-17 allocation was submitted to Education Scotland by 30 September (Appendix 1). This represents £31,769.15 of funding to support our partnership priorities of community based ESOL; accredited community based provision; college provision and ESOL for employability. Overall 472 learners accessed language support which represents a decrease in numbers of ESOL learners from a peak of 561 in 2015-16. Information gathered shows that more learners are accessing provision at beginners/literacies level with little or no English language skills. This is having an impact on the numbers of learners ready to progress to accredited community based provision and employability support. Greater numbers of Syrian learners are accessing support as the Syrian Resettlement Programme gains momentum.

### **ESOL Funding 2017-18**

- 4.3. Scottish Funding Council (SFC) has previously made £1.45 million of strategic funding available to Community Planning Partnerships (CPPs). South Lanarkshire's ESOL Strategy Group has had responsibility for both co-ordinating ESOL provision and for completing annual grant applications to secure a proportion of this fund. This amounted to a maximum of £37,000 of additional funding being allocated, reducing to £31,769.15 in 2016-17.
- 4.4. From financial year 2017-18, a new funding process has been introduced which will change the way in which this funding is allocated. Going forward this additional resource will now be folded into core college provision. Transition arrangements are in place to allocate the £1.45 million strategic funding to colleges based on the 2016-17 allocations. For South Lanarkshire this remains at £31,769. The expectation is that colleges should work with their local CPPs to use this funding for additional ESOL delivery that includes non-college ESOL provision.
- 4.5. South Lanarkshire College has historically received grant funding on behalf of the partnership and has transferred this to partners in Community Learning Home School Partnership Service (CLHSPS); the Workers Educational Association (WEA) and New College Lanarkshire on the basis of an agreed delivery plan. Agreement has been reached with all partners to continue this delivery model for the current academic year. The ESOL Strategy Group will continue to be instrumental in determining partnership priorities and the allocation of £31,769.15 of additional resources.
- 4.6. However, going forward, the expectation is that all ESOL provision should be resourced from core college funding and Scottish Funding Council expects colleges to discuss the required provision and appropriate funding for their regions with colleagues from local CPPs. Education Scotland also expects ESOL providers through their respective CPP to actively engage in the discussions for funding for the next academic year. This places responsibility on CPPs to ensure that their engagement with the respective college reflects the knowledge of demand for delivery by non-college ESOL providers.
- 4.7. The ESOL Strategy Group will work to ensure a smooth transition to these new funding arrangements.

## **5. Syrian Refugee Resettlement Programme.**

- 5.1. In South Lanarkshire the Syrian Vulnerable Persons Resettlement Scheme is based within Housing and Technical Resources who have responsibility for coordinating the partnership response to resettle up to 60 persons on an annual basis, over the 5 years of the scheme. 94 individuals are currently being supported with capacity for this to rise to 300 by the end of the programme. Partners across the CPP continue to work together to provide support for newly arrived families.
- 5.2. Due to the nature of the resettlement programme, families are placed across the 4 localities depending on availability of suitable housing, access to schools, support needs etc. Community Learning /Home School Partnership developed a flexible induction programme delivering a minimum of 9 hours class based support over an initial 6 week period which could be delivered wherever the need arose across the authority. This was supported by crèche provision and resourced via Core Programme Funding. Learners have positively evaluated this approach and have been able to gain “survival “language skills in a short period of time. CLHSP staff have worked closely with Housing Support Staff to coordinate attendance for assessment and programme delivery as well as identifying key areas of focus for language learning.
- 5.3. Demands on the service are expected to increase. The number of learners has remained above 300 for the last 3 years and there is no expectation that this will reduce in the near future. Furthermore, as has previously been mentioned, learners are accessing provision at a much lower level which means that they will stay within the service for much longer before being ready to access college based provision provided as part of the ESOL partnership. The expectation is that a maximum of 60 resettled individuals will arrive on an annual basis and although any additionality is currently being met via Resettlement Programme funding, options now need to be developed to meet demand.
- 5.4. Considerable discussion has taken place with the Refugee Resettlement Programme Advisor with regards to future proofing provision of language support for the duration of the programme until 2021. This also includes exploring areas of additional support such as 1-1 teaching around specific language needs e.g. for health support or employability, as well as developments such as Peer Mentoring and Positive Play.

## **6. Employee Implications**

- 6.1. Staff currently employed across the sectors are funded directly from this source of funding. There will be implications for potential reduction in staffing if current allocation is not supported.

## **7. Financial Implications**

- 7.1 ESOL provision at its current level is dependent on receiving annual grant funding. Any reduction in the amount of monies available would have a direct impact on service delivery. Changes to funding arrangements pose a significant threat to service delivery of informal community based ESOL and employability support.

## **8. Other Implications**

- 8.1. None.

## **9. Equality Impact Assessment and Consultation Arrangements**

- 9.1. Every effort is made to ensure the learning opportunities on offer do not exclude any adults due to their gender, race, disability or age.

**Tony McDaid**  
**Executive Director (Education Resources)**  
**South Lanarkshire Council**

6 November 2017

**Contact for Further Information:**

If you would like to inspect the background papers or want further information, please contact:-

Debra Lindsay, Getting It Right Officer, Education Resources, South Lanarkshire Council

Tel: 01698 455078

Email: [Debra.lindsay@southlanarkshire.gov.uk](mailto:Debra.lindsay@southlanarkshire.gov.uk)

## Agenda Item 5 - Appendix 1

### End of Year Report

### English for Speakers of Other Languages (ESOL) Grant Funding 2016-2017

To be completed and returned to

[mandy.watts@educationscotland.gsi.gov.uk](mailto:mandy.watts@educationscotland.gsi.gov.uk) and copied  
(cc'd) to [ehorsburgh@sfc.ac.uk](mailto:ehorsburgh@sfc.ac.uk) by 30<sup>th</sup> September 2017

### Community Planning Partnership (CPP) Details

#### 1. Partnership area:

South Lanarkshire

#### 2. Named contact, telephone number and email address for CPP:

Anne Donaldson. Head of Education :Inclusion  
Anne.donaldson@southlanarkshire.gov.uk  
01698 454452

#### 3. All partners involved in direct delivery of ESOL provision within the area:

Community Learning Home School Partnership Service ; New College Lanarkshire; South Lanarkshire College :WEA

#### 4. Other stakeholders involved (through partnership working) in supporting delivery of ESOL provision within the area:

Education (schools and Early years establishments), Social Work, Housing, Community Links; Health; South Lanarkshire Leisure and Culture; Johnstone's Bakery; Dawnfresh Seafoods; BFAWU; STUC/ Scottish Union Learning Fund

#### 5. Funding Allocation

£31,769.15

#### 6. Total number of projects proposed in the plan:

5

**7. Total number of projects completed:**

5

**8. Project(s) Information**

*(Add more tables if required for individual projects)*

<b>1.</b>	<b>Project title: CLHSP ESOL Provision</b>
<b>Project setting: (please indicate approximate numbers for each setting)</b>	
<b>Community venue</b>	<b>311</b>
<b>FE College</b>	
<b>School</b>	
<b>Workplace</b>	
<b>Learner's home</b>	
<b>Other Venue (please state)</b>	
<b>Project partners:</b> CLHSP (lead partner), Education (schools and Early years establishments), Social Work, Housing, Community Links; Health; SLLC	
<b>Proposed funded activities:</b> Grant funding specifically targeted towards development of "Hamilton Hub"- creating a community based first point of contact for ESOL learners within locality .This ran 4 hours per week for 39 weeks and facilitated initial assessment/social integration /access to community/partner activities. (£13,767). Provision of ESOL literacies -2 hours per week for 39 weeks. ( £3,473)	
<b>Project outcomes</b> (one row per outcome – add more rows if needed)	
<ul style="list-style-type: none"> <li>• Learners will have increased competence/confidence in using English Language skills to enhance their daily lives</li> <li>• Learners will make a successful move to the next stage of education or work</li> <li>• Learners will complete all aspects of a non-assessed learning programme</li> <li>• Learners will engage with other available services</li> </ul>	
<b>Evidence that outcomes have been met</b> (address each outcome listed above)	
311 learners reported an increase in confidence in using English Language skills to enhance their daily lives across all CLHSP provision	
78 ESOL Learners accessed the Hamilton Hub	
31 learners progressed on to the next level of education/ training/ work	
95 learners completed all aspects of a non- assessed learning provision( across all CLHSP provision)	
45 learners had initial assessments through the Hamilton Hub	
12 learners at the Hub took part in Health Checks provided by the Keep Well nurses – 4 were advised to attend their doctors as a result	
10 learners were given free 4 week gym passes through participation in the Hub	
69 ESOL learners participated in a community consultation exercise	
Hub participants joined the local political literacies group for a visit/ tour of the Scottish Parliament	

Over 50 ESOL learners participated in the Community Ceilidh event	
<b>Cost : £15,000</b>	
<b>Total number of hours of learning available for this project</b>	Literacies :936 Hamilton Hub: 3hrs x 48 weeks – open access
<b>Target number of learners for this project</b>	<b>Literacies:12</b> <b>Hub- Drop –in open access</b>
<b>Actual number of learners accessing this learning</b>	<b>311</b>
<b>Total number of learners achieving SQA accreditation (if applicable)</b>	
<b>Are there any learning and teaching resources developed from this project which could be shared nationally? No</b>	

2. **Project title:** Accredited Community Based ESOL provision. South Lanarkshire College

**Project setting: (please indicate approximate numbers for each setting)**

<b>Community venue</b>	<b>9</b>
<b>FE College</b>	
<b>School</b>	
<b>Workplace</b>	
<b>Learner's home</b>	
<b>Other Venue (please state)</b>	

**Project partners:** South Lanarkshire College/ South Lanarkshire Community Learning and Home School Partnership Service.

**Proposed funded activities:**

South Lanarkshire College will undertake a developmental project to deliver one accredited community based programme over the full academic year beginning in August. Students will achieve SQA credits on a term by term basis progressing to next level as appropriate. Credit system will be used to fund programme, identifying any additional costs that require to be funded via ESOL Grant.

The funds will facilitate the delivery of a community based programme in South Lanarkshire, delivered by the College. This is a partnership with South Lanarkshire and the SL ESOL sub-group, who identify the appropriate learners and location and liaise with the college to establish a community based accredited ESOL programme delivered by the college.

This will give learners the opportunity to achieve accredited awards in a community setting. Learners will be encouraged to progress to higher level ESOL or other vocational FE based courses. On request the courses will incorporate a visit to the College Campuses providing an overview of college support service such as: guidance, funding, welfare and childcare as well as accessing further academic programmes.

**Joint information:**

Inclusion and equalities are paramount to this project and learning support, core skills and assistive technology will be available to participants the College.

Applicants will be assessed at the interview stage and those at a basic level (or learners not desiring certificated programmes) will be referred to Community Learning and Development.

The college will facilitate visits, on request, to the college providing information on further ESOL programmes and progression to other vocational programmes at New College Lanarkshire. This will highlight the support available and aims to facilitate the progression of ESOL learners in the Lanarkshire community.

**Project outcomes** (one row per outcome – add more rows if needed)

Improved reading ,writing ,listening and speaking of learners

Learners will be able to reflectively evaluate learning opportunities and consider future opportunities.

Improved confidence of ESOL learners and their ability to progress to FE or employment

Learners more able to access services and information

Learners better able to participate in community activities

**Evidence that outcomes have been met** (address each outcome listed above)

South Lanarkshire College targeted 40 new and continuing SLC learners in 2016-17. However, the vast majority of learners within community provision remained at Literacies/beginner level resulting in very few being ready for progression to accredited provision. Different approaches to accreditation are under discussion and will be trialled in the coming session.

9 learners participated and achieved level 3, which covered all the above. Number of hours delivered were 360.

Additionally learners attended workshops in the College on an ad hoc basis. These workshops were open on a weekly basis in College.

**Cost: £2,630**

<b>Total number of hours of learning available for this project</b>	<b>360</b>
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<b>Target number of learners for this project</b>	<b>40</b>
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<b>Actual number of learners accessing this learning</b>	<b>9</b>
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<b>Total number of learners achieving SQA accreditation (if applicable)</b>	<b>9</b>
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**Are there any learning and teaching resources developed from this project which could be shared nationally? No**

**3. Project title:** Accredited College Based ESOL provision: New College Lanarkshire: Motherwell and Coatbridge Campuses.

**Project setting: (please indicate approximate numbers for each setting)**

<b>Community venue</b>	
<b>FE College</b>	<b>100</b>
<b>School</b>	
<b>Workplace</b>	
<b>Learner's home</b>	
<b>Other Venue (please state)</b>	

**Project partners: New College Lanarkshire/ South Lanarkshire College**

**Proposed funded activities: Motherwell Campus** accredited ESOL programmes were delivered on a part-time basis, 3 hours per week over a 36 week period (108 hours) Programmes included conversational English and participants undertook ESOL SQA qualifications at: National 2, National 3, National 4, National 5 and Higher levels.

**Coatbridge Campus** were delivered in part-time day and evening modes, covering SQA qualifications at the following levels:, National 2, National 3, National 4, National 5 and Higher.

Daytime and evening delivery took place for 3 hours per week over a 36 week period (108 hours). In addition, Literacies 1, Literacies 2 were also offered and each programme took place for 2 hours per week over 18 weeks. (36 hours) .

**South Lanarkshire College** enrolled 53 students. Delivery was part time 3 hours/week for 12 weeks (36 hours). Delivery was in the community and college with day and evening classes offered.

Programmes included conversational English and participants undertook ESOL SQA qualifications at: National 2, National 3 and National 4.

The ESOL Grant fund contributes to a proportion of the delivery and development of SQA ESOL Units and programmes, based at the noted New College Lanarkshire Campuses, to South Lanarkshire ESOL residents and to provision based at South Lanarkshire College.

**Joint information:**

Inclusion is paramount to all ESOL provision and learning support, core skills and assistive technology is available to participants in Colleges. Applicants are assessed at the interview stage using the Cambridge tool and those at a basic level (or learners not desiring certificated programmes) are referred to Community Learning and Development.

The ESOL Steering group partners share data on needs at a local level. The group considers learner numbers, proficiency, appropriate locations for support and any other issues which are apparent. Findings are fed back to the partnership group and objectives are measured and changes implemented where necessary.

**College “In kind” contributions:**

Students cards with automatic free membership to National Union of Students

Access to College library

Access to Open Learning areas

Access to College VLE

Access to Learner Services Support (Guidance, Welfare, Funding, Literacy/ Numeracy Support)

Access to assistive technologies

Access to Employment Centre

**Project outcomes** (one row per outcome – add more rows if needed)

- Target of approximately 100 new and continuing SLC learners, (NCL and South Lanarkshire College) in 2016/2017 academic year, in all campuses, achieving the noted ESOL qualifications.

- To improve the skills of ESOL learners at a variety of levels. Support ESOL learners in securing accreditation at the appropriate level. To continue development of ESOL provision in Lanarkshire and the surrounding areas.

- Development of ESOL provision in South Lanarkshire to increase the level of learners where possible.
- Information sharing: Improve learner pathways and ensure learners are directed to an appropriate place to improve their skills. In addition the College will highlight other Community and work based ESOL support which can be accessed.
- Improve ESOL partnership work and consider opportunities to develop new ESOL partnerships in Lanarkshire. (Employers/ Community groups etc.) The ESOL partnership will facilitate regular meetings, exchange of good practice and sharing of resources.
- Improve promotion of ESOL in South Lanarkshire. The development of marketing for ESOL which will highlight the main partners and aim to engage new ones.
- The overall aim is to ensure effective and efficient use of the funding within the partnership to the benefit of the appropriate ESOL target group

**Evidence that outcomes have been met** (address each outcome listed above)

**New College Lanarkshire:** 44 learners were enrolled in 2016/17 with 37 achieving the noted ESOL qualifications

**South Lanarkshire College:** 53 learners accessing a total of 1880 teaching hours with 50 achieving the noted ESOL qualifications. Additionally learners attended weekly workshops in the College on an ad hoc basis.=1180

***To improve the skills of ESOL learners at a variety of levels. Support ESOL learners in securing accreditation at the appropriate level. To continue development of ESOL provision in Lanarkshire and the surrounding areas.***

As noted above. College Management Information System reports provides info on achievement, retention and reason for any withdrawals.

***Development of ESOL provision in South Lanarkshire to increase the level of learners where possible.***

Learner numbers for College accredited ESOL programmes remains fairly consistent with no evidence of unmet demand.

***Information sharing: Improve learner pathways and ensure learners are directed to an appropriate place to improve their skills. In addition the College will highlight other Community and work based ESOL support which can be accessed.***

The college ensures all learners are directed to the appropriate place to improve their skills either through faculty guidance and/ or the support of guidance/ welfare and the wider Supported Learning team. In addition the College has highlighted other Community, work based ESOL support and progression to mainstream programmes.

***Improve ESOL partnership work and consider opportunities to develop new ESOL partnerships in Lanarkshire. (Employers/ Community groups etc.) The ESOL partnership will facilitate regular meetings, exchange of good practice and sharing of resources.***

There continues to be successful partnership work developing ESOL provision in South Lanarkshire with regular meetings of the ESOL partnership group, exchange of good practice and sharing of resources. Throughout this academic year the college has also supported Lanarkshire Syrian Refugee group visits to its Motherwell and Coatbridge Campuses. This informed the learners about its ESOL programmes and wider mainstream programmes and also provided an input on funding, welfare and learner support.

**Improve promotion of ESOL in South Lanarkshire. The development of marketing for ESOL which will highlight the main partners and aim to engage new ones.**

The improved promotion of ESOL in South Lanarkshire remains a priority of the ESOL Strategic Group. College marketing and emails promote the appropriate recruitment to its ESOL programmes and community based learners receive information and are encouraged to access further college programmes both ESOL and mainstream.

**The overall aim is to ensure effective and efficient use of the funding within the partnership to the benefit of the appropriate ESOL target group.**

In the academic year 2016/17 the College has continued to ensure effective and efficient use of the funding within the partnership to the benefit of the learners undertaking accredited ESOL programmes. The funding provides a contribution to the provision of Motherwell Campus accredited ESOL programmes delivered on a part-time basis, 3 hours per week over a 36 week period (108 hours) Programmes including conversational English and ESOL SQA qualifications at: National 2, National 3, National 4, National 5 and Higher levels.

**Cost: £9,139.15**

<b>Total number of hours of learning available for this project</b>	4320 + 1880 = 6200
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<b>Target number of learners for this project</b>	100
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<b>Actual number of learners accessing this learning</b>	44 + 53 = 97
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<b>Total number of learners achieving SQA accreditation (if applicable)</b>	37 + 50 = 87
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**Are there any learning and teaching resources developed from this project which could be shared nationally?**  
N/A

**4. Project title: ESOL for Employability in the Community**

**Project setting: (please indicate approximate numbers for each setting)**

<b>Community venue</b>	<b>16</b>
<b>FE College</b>	
<b>School</b>	
<b>Workplace</b>	
<b>Learner's home</b>	
<b>Other Venue (please state)</b>	

**Project partners: Workers Educational Association and CL/HSP**

**Proposed funded activities:**

A range of employability based programmes to support learners on their learning journey, which offers progression from partner's community provision.

Provision of low level, Access 2 and 3, ESOL for employability courses delivered in community venues. 1 x 30 hour course in each of 2 identified localities within South Lanarkshire, based on demand. Content including: CV building, development of job – seeking vocabulary, applications, telephone skills, etc. dependent on students' learning goals.

<b>Project outcomes</b> (one row per outcome – add more rows if needed)	
<ul style="list-style-type: none"> <li>• Learners achieve their learning goals</li> </ul>	
<ul style="list-style-type: none"> <li>• Learners have improved skills in speaking, listening, reading and writing</li> </ul>	
<ul style="list-style-type: none"> <li>• Learners are better able to use job-seeking vocabulary</li> </ul>	
<ul style="list-style-type: none"> <li>• Learners are better able to complete applications and speak on the phone as well as in interviews</li> </ul>	
<b>Evidence that outcomes have been met</b> (address each outcome listed above)	
<ul style="list-style-type: none"> <li>▪ Learner feedback was very positive with at least one learner who started provision moving into work before they finished their course and several others informing us of improved success in being invited to interviews.</li> <li>▪ Learner evaluations and Learning Plans show that all participating learners achieved some or all of their goals. Improving job prospects, interview skills and self-confidence for example were some of the goals set and achieved by the learners.</li> <li>▪ Formative and summative assessment in addition to learner evaluation and regular feedback from colleagues and line-managers made it clear that learners had improved all four skills to a significant degree. As the courses were fairly short expectations had to be realistic. That said the vast majority of learners improved these skills to a noticeable degree.</li> <li>▪ Learners informed us that their understanding of a variety of workplace and job-seeking vocabulary and its use had improved. Occupations, industries and industry sectors were all covered and enjoyed as was the language relevant to specific factory environments and situations.</li> <li>▪ Evaluation and assessment again showed that this was the case. A lot of time was taken on each course to practice and improve form-filling, telephone and interview skills. One learner told us ‘This course is very important for my job [search]. Only after a month I saw great improvement ... Now I understand how to make an Emergency Call, Job applications, CV writing, spelling and exact time!’</li> </ul>	
<p>Another wrote:</p> <p>‘This course helped me to relate to the people in Hamilton ... When I came I didn’t talk in English, I learned more words for to speak and now I understand when the people talk to me.’</p>	
<p>Other learners said:</p> <p>‘I don’t ever study English before. This course is the first for me. I want live in Scotland and I want improve absolutely my English!’</p>	
<p>‘Now I make appointments, make for Job Applications...’</p>	
<p>100% of learners evaluated on one of the courses believed the course had helped them with:</p> <ul style="list-style-type: none"> <li>▪ Reading, writing, speaking and listening</li> <li>▪ Using their English</li> <li>▪ Using Computers</li> <li>▪ Dealing with money</li> <li>▪ Looking after their health</li> </ul>	
<p>One of the learners on this class was successful in finding employment during the course. The tutor wrote:</p> <p>‘Just a quick update from the Blantyre class. In last week’s class we did a job search and application with V. He got the job and was missing yesterday as it was his first day at work!! He may be able to come back though, depending on his shifts.’</p>	
<b>Cost: £2,500</b>	
<b>Total number of hours of learning available for this project</b>	<b>384</b>

<b>Target number of learners for this project</b>	
<b>Actual number of learners accessing this learning</b>	<b>16</b>
<b>Total number of learners achieving SQA accreditation (if applicable)</b>	<b>n/a</b>
<b>Are there any learning and teaching resources developed from this project which could be shared nationally? No</b>	

<b>5.</b>	<b>Project title: ESOL for employability - Workplace</b>
<b>Project setting: (please indicate approximate numbers for each setting)</b>	
<b>Community venue</b>	
<b>FE College</b>	
<b>School</b>	
<b>Workplace</b>	<b>39</b>
<b>Learner's home</b>	
<b>Other Venue (please state)</b>	
<b>Project partners: Workers Educational Association, Johnstone's Bakery, Dawnfresh Seafoods, BFAWU</b>	
<b>Proposed funded activities:</b>	
Development work to identify 2 workplaces which have an ESOL need in their workforce. Offer 2 x 30 hour learning opportunities in the workplace for low level ESOL learners. Engage with learners and employers to identify specific learning needs then develop courses which meet the need. Possible content includes, specific vocabulary for the workplace, specific input around understanding local Scottish accents.	
<b>Project outcomes (one row per outcome – add more rows if needed)</b>	
<ul style="list-style-type: none"> <li>• Improved reading, writing, speaking and listening skills</li> <li>• Improved workplace specific vocabulary and understanding</li> <li>• Improved effectiveness in the workplace</li> <li>• Improved confidence in operating in the workplace</li> </ul>	
<b>Evidence that outcomes have been met (address each outcome listed above)</b>	
<ul style="list-style-type: none"> <li>▪ 100% of learners evaluated from one of the courses informed us that they were 'Very Satisfied' with the ESOL Workplace course they attended.</li> </ul> <p>Over 87% reported the course had 'given them an incentive to learn more'</p> <p>Over 70%</p> <ul style="list-style-type: none"> <li>- learned more about ESOL for their work and extended their knowledge/ skills</li> <li>- now have more confidence in their own ability to learn</li> </ul> <p>A learner on the course wrote 'I would recommend this course to others! I wish to progress and continue. I want to continue.' Another told us 'Excellent course. The time too short!'</p>	

- Evaluation, assessment and regular discussions with learners line managers and supervisors all showed that participants had developed a better understanding of the vocabulary specific to working in this type of bakery/ factory
- Learner assessment, both formative and summative, showed excellent progress taking into account the short length of course. This is evidenced through written assessments and evaluations and also through the use of semi-structured interviews.
- All stakeholders involved informed us that the classes had helped the learners become more effective in the workplace. The learners themselves made this clear during regular discussions with the tutor and also through their evaluations. Their line managers were similarly enthusiastic about the way in which ESOL delivery had led to better communication between native speakers and non-native speaking migrant workers.
- Improved confidence is a recurring theme which again comes through in evaluation and ongoing discussions with line-managers. Learners informed us that they had developed a better understanding of key workplace language issues such as: Health and Safety, Pay and Payslips, Sickness, Holidays, giving and understanding instructions etc. Learners also made a point of highlighting the fact that finding out more about Scotland and Scottish culture during the course had given them increased confidence to speak to English speaking colleagues and managers about non-work subjects which was helping their confidence and integration.

## **9. Further Information**

### **a) Case Studies**

Please provide case studies related to themes that:

- highlight the challenges and how they were addressed in supporting the integration of refugees and asylum seekers;
- highlight the challenges and how they were addressed in supporting the integration of migrants and settled minority ethnic populations;
- show the approaches used to involve learners in other groups beyond the ESOL classroom
- show the impact on personal, community, family and work life of the learner(s);
- show how barriers to learning were addressed; and
- show how equality and diversity are promoted.

This should be a maximum of 3 case studies per partnership and a maximum of 500 words per case study. Please ensure that case studies do not have personally identifiable information.

### **WEA Case Study**

The funding received through this grant enabled WEA to successfully apply for and 'lever in' additional funding via the STUCs Scottish Union Learning Fund. The combined funds were used to great effect at Johnstone's Bakery in East Kilbride who have a large, predominantly Polish workforce. WEA worked closely with the BFAWU union to publicise the course at the factory and encourage as many staff as possible to come forward and attend classes.

Utilising the funds via the ESOL grant and SULF we were able to carry out Initial Assessments with over 30 staff and offer them all places on one of our ESOL Workplace courses delivered at the factory during working hours. Instead of being able to offer only a

small proportion of interested learners a place we were in a position to invite everyone to attend and improve their English language skills and ability to integrate better into the workplace and their community life.

Following the Initial Assessment sessions we split the learners into four separate classes based on their language level. This allowed learners to progress more quickly and was particularly important for the Beginner level learners who may have felt inhibited and demotivated in a more mixed level class. Learners from all four classes 'voted with their feet' and attendance was excellent, 100% in many cases. Support from the employer was also key to the success of the provision and all in all it proved to be an excellent piece of partnership work which was to the benefit of all stakeholders involved: WEA, STUC, BFAWU, and Johnstone's Bakery but most of all the learners who were extremely committed to the courses and told us via evaluation that they had really benefitted from the opportunity.

### **CLHSP Case study**

At a service level we agreed that ESOL funding should be used to extend existing good practise of "The Core" in Rutherglen /Cambuslang into the Hamilton area.

This development was to create informal weekly sessions where ESOL learners could integrate with other members of their community and practice their English skills in a supportive, 'live' learning environment. In addition the Hubs would provide a first contact point for new learners to be assessed and placed in appropriate provision.

In Hamilton, our partners at Community Links had already developed a successful community Hub in the Hillhouse Area, where volunteers were supported to run a food co-op, community café and SELECT IT project where members of the community could get support to access online services. This seemed like an excellent opportunity to link learners into a range of existing community activities and so we worked with Community Links to develop a parallel programme for the ESOL and ALN learners, introducing the learners to the services on offer.

Over the weeks learners have experienced a range of themes and activities, sharing their experiences and learning together. The programme has included:

- Christmas celebrations ( sharing how these differ around the globe)
- Introduction to Burn's Day – with haggis tasting, songs and poems
- Community Sing Along – supported by SLLC the group participated in singing sessions ( which also supported their pronunciation)
- Community Tea Dance – in partnership with the wider Hub participants were taught simple dance steps by members of a local Tea Dance group who also meet weekly in the centre at the same time as the Hub. They then shared tea and cake together.
- Partners from SLLC and the Keep Well Nurses carried out Health checks on participants and provided leisure passes for some group members.

### **Impacts:**

78 participants have accessed the drop in sessions

45 learners have had initial assessments carried out and either placed in appropriate provision or sign posted to partner providers

12 Learners took part in a Health Check provided by the Keep Well Nurses.

4 learners were advised to go to their doctor as a result of their test

10 learners were given free gym passes for 4 weeks

3 volunteers from Community Links and 3 people who were using the Community Café received health advice

Members of the Hub joined the 100 Voices Group on a visit to the Scottish Parliament in Edinburgh

### **New College Lanarkshire Case study**

M V is an Italian national whose family moved to Scotland over 5 years ago. Martha was a lawyer in Italy and decided to join a college accredited ESOL programme to improve her English skills.

How did she feel the classes helped her?

The class helped me so much in terms of improving my reading, listening, writing and speaking skills. It also helped me build up my confidence in English and it was really important being part of a class, having support from classmates and the lecturer. It provided me with a great environment for practising my English.

How has it helped her confidence out with the college?

I feel much more confident in my day to day life. Attending the class and then doing homework every week, gave me a focus and confidence to practise my English out-with class time.

What is she doing now?

I am now studying for a Housing course at New College Lanarkshire's Motherwell Campus. I have just started the course and I am the only non-UK student in the class – doing Higher ESOL gave me the confidence to undertake this course.

Would she encourage other ESOL learners to do the same?

Yes, definitely! I have recommended the class to friends...

What is she planning for the future?

I hope to continue with my studies part time (moving on to Diploma level) and look at applying for part-time employment.

### **b) Home Office Language Requirements**

Since the change to Home Office Language Requirements (see information on <http://www.esolscotland.com/citizenship.cfm>), what impact if any, has there been on learners in your provision or on the provider?

No impact has been noted on impact of Home Office Language Requirements.(New College Lanarkshire )

Within community provision, learners have expressed concern around the level required. This is not being delivered specifically at a local level other than that their generic learning provision will make a contribution towards achievement of this in the future.

#### d) Unmet demand

For each partner provider, please give details of any records kept of unmet demand. Please provide figures as they stand for the period July - September. We would also like to know how unmet demand is identified and recorded.

Provider	Number of learners unable to access provision	How is this number identified and recorded?
New College Lanarkshire	Learner numbers for College accredited ESOL programmes remains fairly consistent with no evidence of unmet demand.	
<b>CLHSP</b>	Implemented service review that provided weekly drop-in assessment /integration activity to prevent learners being held on wait list to access provision.	

#### e) Further information

Please provide any further information you feel is relevant to the ESOL activity that has been carried out through this funding that is not captured above.

Within Community / employability provision there is a continuing trend of learners accessing provision with very low levels of English language skills and who also need support with Literacies learning.

This is having an impact on partnership arrangements in terms of progression onto next level provision, particularly around community based accreditation .Learners are staying longer within community provision as they need the additional support to build up skills and confidence levels before being ready to move on .This has resulted in the partnership being unable to identify sufficient learners to populate the two planned community accredited programmes. Only 1 programme ran which supported 9 learners as opposed to last year where 37 learners achieved accredited awards. This potentially will create a bottle neck in the next two years as the 311 learners at lower levels work towards accredited programmes.

As partners respond to needs of learners supported via Syrian Resettlement programme, there is an equal pressure to explore ways to build community connections and integration alongside language learning .Partners will focus on this area in the coming session.

## 10. Project Finance

Please give a breakdown of how the grant funding was spent for each project. Use the details from the original plan and highlight any changes where necessary.

<b>Project number and title</b>	<b>Funding allocated to:</b>	<b>Amount allocated(£) plus detail of any changes to allocations</b>
1. Community Based ESOL	CLHSP – Contribution to staffing /resources/crèche	£15,000
2. Accredited Community Based ESOL	Staffing costs	£2,630 2 programmes planned 1 programme delivered
3. Accredited College based ESOL	New College Lanarkshire/ South Lanarkshire College. Contribution to staffing /resources/accommodation /support costs	£9,139.15
4. ESOL for Employability ( Community )	WEA- staffing /resources	£2,500
5. ESOL for Employability ( workplace)	WEA- contribution to staffing /resources	£2,500

# Report

Report to:	<b>Partnership Board</b>
Date of Meeting:	<b>22 February 2018</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) South Lanarkshire Council</b>

Subject:	<b>South Lanarkshire Register of Information</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ◆ provide the Partnership Board with an update on the information circulated to Community Planning Partners from 16 November 2017 to 15 January 2018.

## **2. Recommendation(s)**

2.1. The Partnership Board is asked to approve the following recommendation:-

- (1) that the content of the report is noted.

## **3. Background**

3.1. This report provides details of information circulated to Community Planning Partners for information between Partnership Board meetings. This report provides Partners with an opportunity to seek clarification or an update on information circulated during the relevant period.

## **4. Period covered – 16 November 2017 to 15 January 2018**

4.1. Appendix 1 provides a summary of the information circulated from 16 November 2017 to 15 January 2018.

## **5. Employee Implications**

5.1. There are no employee implications associated with this report.

## **6. Financial Implications**

6.1. There are no financial implications associated with this report.

## **7. Other Implications**

7.1. There are no risk or sustainability issues associated with this report.

## **8. Equality Impact Assessment and Consultation Arrangements**

8.1. There are no Equality Impact Assessment or Consultation implications associated with this report.

**Paul Manning**  
**Executive Director (Finance and Corporate Resources)**  
**South Lanarkshire Council**

1 February 2018

**Contact for Further Information**

If you would like further information, please contact:-

Tom Little, Head of Communications and Strategy, South Lanarkshire Council

Tel: 01698 454904

E-mail: [tom.little@southlanarkshire.gov.uk](mailto:tom.little@southlanarkshire.gov.uk)

Register of Information circulated to the Partnership

From 16 November 2017 to 15 January 2018

Date	Subject	Received From	Summary	Action taken
21/11/17	Neighbourhood Planning – Community Participation Update	Tackling Poverty Manager, South Lanarkshire Council	Update on the approach to engage with communities to develop and produce Neighbourhood Plans with the long term objective of tackling poverty and inequalities.	Circulated to the Delivery Officer Group for information.
29/11/17	Rural Wisdom Get Together	Healthy Valleys	Invitation to attend the third Rural Wisdom Get Together event to be held on 13 December 2017 which will explore ways to make rural areas work better for older people.	Circulated to the Delivery Officer Group for information.
1/12/17	Improving Health: Developing Effective Practice Course	NHS Lanarkshire	Invitation to attend the Improving Health: Developing Effective Practice Course which begins in February 2018. The course aims to enable participants to increase their confidence in improving health and tackling inequalities.	Circulated to the Delivery Officer Group for information.
5/12/17	Scottish Public Health Network: Violence Prevention Questionnaire	NHS Health Scotland	The Violence Prevention Public Health Group is developing a Violence Prevention Strategy. An online questionnaire has been provided to capture information of violence prevention and reduction projects across Scotland to inform understanding and partnership working.	Circulated to the Delivery Officer Group for information.
8/12/17	Stakeholder Survey - 14-18 years olds - mild to moderate mental ill health	South Lanarkshire Health and Social Care Partnership	A working group of five local organisations are embarking on research to understand the need for complementary community based support for 14-18 year olds with mild to moderate mental health needs in South Lanarkshire's most deprived areas.	Circulated to the Delivery Officer Group for information.

Date	Subject	Received From	Summary	Action taken
			The research is funded by the Scottish Government's Aspiring Communities Fund. A survey has been provided to capture this information in support of a collaborative effort to secure additional resources in support of this group of young people.	
18/12/17	South Lanarkshire Council - Council Plan - Connect 2017-22	South Lanarkshire Council	New version of South Lanarkshire Council's 5-year plan which is the successor to the previous plan and shares the same core vision to 'improve the quality of life of everyone in South Lanarkshire'.	Circulated to the Partnership Board and Delivery Officer Group for information.
19/12/17	Developing the Public Health Priorities for Scotland – Engagement Events	NHS Health Scotland	The Scottish Public Health Network (ScotPHN) are organising three regional events in February 2018 to discuss a set of public health priorities for Scotland being developed in line with the recommendations of the 2015 Public Health Review.	Circulated to the Delivery Officer Group for information.
20/12/17	Long Term Monitoring of Health Inequalities: Headline Indicators Report	Scottish Government	Publication of the Long Term Monitoring of Health Inequalities: Headline Indicators Report.	Circulated to the Delivery Officer Group for information.
22/12/17	Scope 3 emissions in the health sector: the case for action	Scottish Public Health Network	Publication of a report by the Scottish Managed Sustainable Health Network (SMaSH) regarding the 'Scope 3 emissions in the health sector: the case for action'.	Circulated to the Delivery Officer Group for information.
09/01/18	Violence Prevention Strategy Workshop Event	Scottish Public Health Network	Invitation to attend the Violence Prevention Strategy Workshop Event to be held on 23 February 2018 to discuss the development of the Violence Prevention Strategy.	Circulated to the Delivery Officer Group for information.

# Report

Report to:	<b>Partnership Board</b>
Date of Meeting:	<b>22 February 2018</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) South Lanarkshire Council</b>

Subject:	<b>Community Planning Partnership Risk Workshop</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide the Partnership Board with an outline of the format of the Partnership Risk Workshop.

## 2. Recommendation(s)

2.1. The Partnership Board is asked to approve the following recommendation(s):-

- (1) that the content of the report is noted.

## 3. Background

3.1. At the Board on 11 October 2017, it was agreed that the members of the Board would undertake a Risk Workshop to identify the major risks to partnership working and the controls and actions required to mitigate high priority risks.

3.2. Following the development of the Community Plan (Local Outcomes Improvement Plan), it was considered an appropriate time to review and update the Partnerships' Risk Register which was last updated during December 2009.

3.3. The process and timescales were outlined in the 11 October 2017 report and it was agreed that a number of risks would be identified for consideration by the Board at a workshop to be held immediately following the Partnership Board meeting on 22 February 2018. It was also agreed that South Lanarkshire Council's Risk Management Team would facilitate the workshop.

3.4. This report provides an outline for the session and an agenda is attached at Appendix 1.

## 4. Employee Implications

4.1. There are no employee implications associated with this report.

## 5. Financial Implications

5.1. There are no financial implications associated with this report.

## 6. Other Implications

6.1. There are no risk or sustainability issues associated with this report.

## **7. Equality Impact Assessment and Consultation Arrangements**

- 7.1. There are no Equality Impact Assessment or consultation arrangement implications associated with this report.

**Paul Manning**

**Executive Director (Finance and Corporate Resources)  
South Lanarkshire Council**

1 February 2018

### **Contact for Further Information**

If you would like further information, please contact:-

Tom Little, Head of Communications and Strategy, South Lanarkshire Council

Tel: 01698 454904

E-mail: [tom.little@southlanarkshire.gov.uk](mailto:tom.little@southlanarkshire.gov.uk)



## South Lanarkshire Partnership Board Risk Workshop

22 February 2018

### Agenda

**Welcome**

(Scott Dunsmore, Insurance and Risk Adviser, South Lanarkshire Council)

**Overview of the Community Planning Partnership Risk Register process**

(Scott Dunsmore, Insurance and Risk Adviser, South Lanarkshire Council)

**Review of Draft Risk Register (Partnership Board)**

**Next Steps**

(Scott Dunsmore, Insurance and Risk Adviser, South Lanarkshire Council)

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## South Lanarkshire Partnership Risk Register 2017

### Sorted by residual score

Risk Number	Risk Classification	Key Risk Description	Inherent risk score	Sample of controls	Residual risk score
CPP/2018/001	Planning and implementing priorities and actions	The partnership fails to achieve the Community Planning objectives as expressed in the Local Outcomes Improvement Plan (LOIP) due to a lack of resources or increased service demand/expectations.	9	<ul style="list-style-type: none"> <li>• Early intervention/prevention approaches</li> <li>• The Partners have signed up to the LOIP 2017-2020</li> <li>• Partnership Improvement Plans at thematic levels</li> <li>• Individual partner targets, monitoring and reporting</li> <li>• Performance management reporting process</li> <li>• Consultation mechanisms</li> <li>• Management of expectations, e.g. public information</li> <li>• Annual performance reporting</li> <li>• Published progress report</li> <li>• Scrutiny at Thematic Board/ CPP Board level</li> <li>• Use of IMPROVe to track performance (intervention and statistical)</li> </ul>	7
CPP/2018/002	Community Participation	The CPP fail to engage effectively with communities (as required by the Community Empowerment Act) in the planning, design and delivery of improved outcomes and reduced inequalities.	9	<ul style="list-style-type: none"> <li>• Community Engagement Framework</li> <li>• Partnership Community Engagement Co-ordination Group</li> <li>• Community Planning Progress Group</li> <li>• Participation requests</li> <li>• Neighbourhood Planning approach</li> </ul>	7
CPP/2018/004	Leadership	As a result of differing partner priorities, there is a lack of shared commitment to CPP objectives.	7	<ul style="list-style-type: none"> <li>• Partners signed up to the LOIP 2017-2020</li> <li>• Partnership Improvements Plans</li> <li>• The CPP Board has a strategic overview</li> <li>• Community Planning Progress Group</li> <li>• Thematic Boards in place for the four key disciplines</li> </ul>	6
CPP/2018/006	Performance management and reporting	Partners are unwilling to share service and client information which reduces the Partnership's ability to jointly review and improve services	7	<ul style="list-style-type: none"> <li>• Information shared at Thematic Board level</li> <li>• It is within the remit of the Community Planning Progress Group to develop information sharing amongst partners</li> </ul>	6
CPP/2018/003	Performance management and reporting	The partnership does not deliver its outcomes in a way which is consistent with the principle of sustainable development.	7	<ul style="list-style-type: none"> <li>• Sustainability partnership</li> <li>• Sustainability embedded within the LOIP</li> </ul>	5

Risk Number	Risk Classification	Key Risk Description	Inherent risk score	Sample of controls	Residual risk score
CPP/2018/005	Planning and implementing priorities and actions	The partnership may not fully involve all partners in developing plans and strategies	7	<ul style="list-style-type: none"> <li>The CPP Board signed off the LOIP</li> <li>Consultation with partners</li> <li>Community Planning Progress Group in place</li> <li>Thematic Boards in place</li> </ul>	5
CPP/2018/007	Planning and implementing priorities and actions	The Strategic priorities of the Partnership are not fully integrated within partners' corporate and service plans, resulting in poor alignment of services towards agreed strategic priorities	7	<ul style="list-style-type: none"> <li>Partners planning procedures demonstrate golden thread approach</li> <li>Check of Partner's plans undertaken. Results show that community planning was included within Partner's plans.</li> </ul>	3
CPP/2018/008	Leadership	The board does not provide effective leadership to ensure partners are committed to community planning.	7	<ul style="list-style-type: none"> <li>Senior staff from the partners attend the Community Planning Partnership Board meetings</li> <li>Partnership Board</li> <li>The LOIP sets out the strategic direction</li> <li>Partnership Improvement Plans are in place.</li> </ul>	2

**Key:**

Inherent score: The risk is scored without taking consideration of any control measures

Residual score: The risk is scored taking account of the control measures that are currently in place