

# Shared Outcomes Framework

March 2022

## Shared Outcomes Framework

1. This Shared Outcomes Framework (the framework) is the means by which Skills Development Scotland (SDS) and the Scottish Funding Council (SFC) (“the agencies”) will monitor and report on collaborative projects that contribute to overarching skills outcomes, set in the [National Strategy for Economic Transformation](#) (NSET) and the missions of the [Future Skills Action Plan](#), in particular around the alignment of economic demand with current and future provision. The actions outlined in this framework also contribute to delivery of the outcomes in the [National Performance Framework](#).
2. The Framework defines the collaborative projects that are geared towards the **strategic intent of supporting enhanced alignment of provision with economic need, resulting in a more agile and responsive system, including a more balanced portfolio of provision where the evidence supports this being needed**. This is what is intended through references to skills alignment. The Framework sets out strategic objectives, key milestones, deliverables, impacts and measures to enable more effective monitoring and reporting of joint action in this area and to track the impact of these projects in the wider economy.
3. The Framework **enables the cumulative impacts and learning from this suite of projects to be considered by the Shared Outcomes Assurance Group** (Governance diagram at Annex A) to ensure that efficiencies are identified; that action is taken to minimise duplication and that lessons learned in one area can be applied in others. The learning and evidence from these projects will also help inform the future work to set the Vision, Purpose and Principles<sup>1</sup> for tertiary education, skills and research in Scotland as recommended in the [SFC Review of Coherent Provision and Sustainability](#).
4. This Framework does not reflect the totality of the contribution that both agencies make to supporting the tertiary education and skills system in Scotland (Annex B) and does not capture the full range of national outcomes to which both agencies contribute.
5. The Shared Outcomes Assurance Group builds on the task and finish work of the Skills Alignment Assurance Group to monitor, constructively challenge and champion the work across the joint agency projects that form part of the Shared Outcomes Framework between SDS and SFC. The Terms of Reference for this group can be found at Annex C.
6. In recognition of the dynamic skills environment and the need to continuously develop and improve the ways in which we measure progress, **this is a live framework that will continue to be developed and adapted as measures and impacts for individual projects are identified**. Additional collaborative projects and programmes can be added over time or removed once completed and reflected as “business as usual” activity.
7. **The purpose of the framework is to provide;**

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<sup>1</sup> Scope and timelines for this work to be published in Spring 2022

- Clarity on the areas where both agencies are working collaboratively to achieve greater alignment between economic demand and skills provision.
- Detail on the impacts and outcomes that individual projects will deliver including clear timescales and milestones.
- The basis from which detailed monitoring, reporting and assurance can be provided from project and through programme level governance up to and including the 6 weekly joint agency Ministerial meeting.

8. The governance underpinning work on these collaborative projects is outlined in Annex B.

### **How has our thinking evolved?**

9. The [Phase 2 Report of the Enterprise and Skills Review on Skills Alignment](#) set out the intended benefits as being;

- Learners will be able to access provision which enables them to develop the skills required to contribute to a highly productive workforce.
- Employers will experience reductions in skills gaps and improvements in the skills of their workforce.
- Through collaboration, the capacity of colleges, universities and training providers will be developed and deployed to maximum effect.
- Duplication in public funding will be addressed, leading to more efficient investment in human capital through the education and skills system, and the upskilling and reskilling of existing workers

10. The [National Strategy for Economic Transformation](#) takes account of our changed economic context as a result of Covid and EU Exit and sets a clear direction of travel for action on skills. As such, NSET describes the evolution of previous thinking into three programmes of work directed towards ensuring that people have the skills they need at every stage of life to have rewarding careers and meet the demands of an ever changing economy and society.

The three programmes of activity as described in the NSET will support;

- Adapting the education and skills system to make it more agile and responsive to our economic needs and ambitions;
- Supporting and incentivising individuals and employers to invest in skills and training throughout their working lives; and
- Expansion of Scotland's available talent pool at all skill levels.

11. Our collective understanding of skills issues and the cause and effect across demand and supply side measures has also developed and evolved as we have sought to implement the ambition for skills alignment as originally envisaged. This is reflected in the shape and nature of the collaborative projects currently being progressed. This activity now builds on the learning from previous pilots and will provide the baseline for the test of change that is needed to expand these approaches to different sectors and regions.

### **Context – Where are we now?**

12. The [economic evidence paper](#) that accompanied the publication of the NSET sets out the context for skills in Scotland.

13. Skills enable people to participate and progress in the labour market. Providing people with the opportunities to develop skills – irrespective of who they are and where they live – is a key driver of improved economic performance and wellbeing, which sits at the heart of the Scottish Government’s economic and labour market strategies.

14. People with higher skills are more likely to be in employment. As well as improving the likelihood of being in employment, investing in skills helps people to progress to more fulfilling, secure, well-paid and fair work. This has wider social benefits.

15. Overall, a highly-skilled and engaged workforce is a key requisite for a successful economy. Skills increase an individual’s ability to do advanced tasks that add more value to the economy. Indirect impacts include enabling the development and application of more productive technology and innovation, supporting enhanced productivity and entrepreneurship and contributing to Scotland’s attractiveness as a destination for inward investment.

16. Scotland has performed well in post school education and has one of the highest shares of the workforce with at least tertiary education in Europe. However, the economy still faces a wide range of challenges with respect to skills, including:

- **General skills shortages** as measured by prevalence of 'skills shortage vacancies'. The labour market challenge has grown as economic activity has recovered following the pandemic and with impacts of EU exit on migration;
- **An aging population**, which is also translating to an aging workforce. There is evidence the working life is getting longer with increasingly more people working beyond the retirement age. Latest projections suggest that these trends are long term and will continue. This highlights the importance of investing in lifelong learning.
- While Scotland has depended on migration to meet skills and workforce requirements – especially in some sectors; its **share of foreign-born population is much lower when compared to other OECD countries**. Brexit will have reduced this further
- Despite having challenges with respect to skills and general labour shortages, around one in five of Scotland's working age population is inactive. This group is complex and includes people with a long term life limiting illness, full time students, those discouraged from seeking work, and those who would take a job if other support was available. The share of **inactive workers** reporting that they are discouraged or not interested in work is extremely small (1 per cent). There is more that must be done to support those who want to work, but who are least able to, to be supported to access opportunities.

17. Addressing these challenges is critical if we are to build and maintain Scotland’s reputation for having a highly skilled workforce including; adapting and developing capability in response to the transition to net zero, increased digitalisation and AI as well as responding to the demographic challenges of Scotland’s ageing population with more in-work training and upskilling and reskilling throughout our working lives.

18. This Framework is a core part of developing our understanding of how both agencies can work most effectively to support these outcomes and how we can deliver enhanced alignment of provision with economic need, resulting in a more agile and responsive system.

**Figure 1 – National Skills Outcomes and contributions through NSET to National Performance Framework**

National Performance Framework Outcomes	Children and Young People - We grow up loved, safe and respected so that we realise our full potential	Economy - We have a globally competitive, entrepreneurial, inclusive	Education - We are well educated, skilled and able to contribute to society	Fair Work and Business - We have thriving and innovative businesses, with quality jobs
Vision for Skills <sup>2</sup>	<p><b>Scotland's skills system works for;</b></p> <p><b>People</b> - who can access the skills they need at every stage of life to have rewarding careers and meet the demands of an ever-changing economy and society</p> <p><b>Employers</b> - who can access the right people with the right skills and who invest in the skilled employees they need to develop their organisations</p> <p><b>This will be achieved by;</b></p> <p><b>SFC and SDS working together</b> to analyse labour market and other key data, and ensuring that between them, they can ensure they drive the provision of the right skills opportunities in the right places.</p> <p>Ensuring that this approach results in <b>both organisations operating at maximum efficiency</b>, where investment is required this takes into account the wider financial context, and savings are identified where possible.</p>			
High Level Actions for Skills (NSET programmes)	Adapt the education and skills system to make it more <b>agile and responsive</b> to our economic needs and ambitions	Support and incentivise people, and their employers, to <b>invest in skills and training throughout their working lives.</b>	<b>Expand Scotland's available talent pool, at all skills levels</b> , to give employers the skills pipeline they need to take advantage of opportunities.	
High Level National Indicators <sup>3</sup> (NPF)	<p><b>Percentage of young adults (16-19 year olds) participating in education, training or employment</b> - 92.2% (up 1.5% on 2020) (can be broken down by age, disability, ethnicity, gender and SIMD)</p> <p><b>Proportion of adults aged 16-64 with low or no qualifications at SCQF level 4 or below.</b> – 9.7% in 2020 (down 1.9% on 2019) (can be broken down by age, disability, ethnicity, gender and SIMD)</p> <p><b>Proportion of establishments reporting at least one skills shortage vacancy.</b><sup>4</sup> 3% (down 3% on 2017) (can be broken down by establishment size, region, and sector)</p> <p><b>Percentage of employees who received on the job training in the last 3 months.</b> – 22.3% (down 1.5% on 2019) (can be broken down by age, disability, ethnicity and gender)</p> <p><b>Proportion of all staff with skills and qualifications more advanced than required for their current job role</b> - 8% in 2020 (down 1% on 2017) (can be broken down by establishment size, region, and sector)</p>			

<sup>2</sup> [National Strategy for Economic Transformation : Delivering Economic Prosperity](#)

<sup>3</sup> Whilst the NPF National indicators are listed here and are drawn from the Scottish Employer Skills Survey a wider range of data and labour market information including the RBS Jobs Market Report are used to inform and shape policies and programmes and to track the impact of interventions.

<sup>4</sup> To note, it is likely that this figure fell in 2020 as a result of the negative impact of the COVID-19 pandemic on the economy as some industries either closed or had restrictions in activity

## **Skills Development Scotland and the Scottish Funding Council**

19. Between them SDS and the SFC are responsible for the effective and efficient stewardship of investment to drive positive outcomes through the tertiary education, skills and research systems for the benefit of Scotland's economy and society.

20. The strategic plans<sup>56</sup> of both organisations are rooted in the North Star of the National Performance Framework outcomes and, in particular in relation to skills, supporting the delivery of key priorities including Covid Recovery, the National Strategy for Economic Transformation and delivery of the missions of the Future Skills Action Plan.

21. SDS and SFC support employer leadership of apprenticeships through the Scottish Apprenticeship Advisory Board (SAAB). The SAAB is an industry led board that ensures apprenticeships in Scotland are fit for purpose and adapt to the changing needs of Scotland's employers and economy. SAAB maintains the integrity of the apprenticeship family (Foundation, Modern & Graduate Apprenticeships) in Scotland. This includes overseeing governance of all apprenticeship frameworks and standards; ensuring apprenticeships are aligned with industry and economic demand; making recommendations on continuous improvement activities, including equalities & diversity; promoting apprenticeship pathways to employers and prospective apprentices.

22. This Shared Outcomes Framework does not seek to describe the totality of activity delivered through each agency. It covers a number of collaborative projects, targeted towards meeting the vision for the skills system outlined in Figure 1. that both agencies have agreed to work on together as part of delivering their wider remits (as outlined in Annex B).

### **Shared Outcomes Framework – Collaborative Projects**

23. The projects that form the Shared Outcomes Framework are a mix of new projects, tests of change and continuous improvements to established programmes, all of which are designed to improve Scotland's skills offer for individuals and for employers for the benefit of Scotland's economy and wider society.

24. These projects will contribute to the vision and outcomes illustrated in Figure 1. but are not intended to represent the totality of projects and programmes being delivered, both by the agencies and other partners, that will also support delivery of those outcomes.

25. The Framework (Tables 1-4) seeks to identify the cumulative outcomes that we expect to achieve through delivery of these collaborative projects and how we will measure them.

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<sup>5</sup> [A Human Future - SDS Strategic Plan 2019-2022 \(Strategic Plan for 2022-2025 currently in development\)](#)

<sup>6</sup> [Strategic Framework \(sfc.ac.uk\)](http://sfc.ac.uk)

26. These outcomes and measures, along with the vision, objectives, milestones and deliverables for each project are also set out in the associated project level documentation and provide the means by which the Shared Outcomes Assurance Group will monitor progress and provide assurance to Ministers and the Chairs and Chief Executives of both agencies in advance of their 6 weekly joint Ministerial meeting.

**Table 1: Outcomes and Indicative Measures for Individuals**

Outcomes	Indicative Measures <sup>7</sup>
Individuals have the skills to <u>secure</u> quality employment or entrepreneurial opportunities in the areas of need identified through the projects.	<ul style="list-style-type: none"> <li>• Foundation Apprenticeships successfully completed</li> <li>• Holding measure: Over time, increased provision in areas of demand identified by the Pathfinders (2* Regional / CESAP / Decarbonisation of Heating)</li> <li>• Holding measure: Increased provision in upskilling and reskilling in areas identified by the Pathfinders</li> </ul>
Individuals have the skills to <u>progress</u> in their careers.	<ul style="list-style-type: none"> <li>• GAs successfully completed</li> <li>• Career progression rates (as evidenced through LEO)</li> <li>• Percentage of workforce appropriately skilled for their roles (Scottish Employer Skills Survey)</li> <li>• Holding measure: Over time, evidence of adaptation or expansion of provision in areas identified by the projects (these measures can only be agreed in detail once the Regional and CESAP Pathfinders have concluded their initial work to identify the baseline position and the evidence supports the change to be tracked over time)</li> <li>• Holding measure: Adapting provision of upskilling and reskilling in areas identified by the projects (these measures can only be agreed in detail once the Regional and CESAP Pathfinders have concluded their initial work to identify the baseline position and the evidence supports the change to be tracked over time)</li> </ul>

<sup>7</sup> All measures will require further development over time to take account of baselines and evidence established through the projects



**Table 2: Outcomes and Indicative Measures for Employers**

Outcomes	Indicative Measures
Through the projects, employers are more active participants in shaping the delivery of skills provision.	<ul style="list-style-type: none"> <li>• Evidence of enhanced employer engagement, alongside providers, in development of Apprenticeship Framework and Standards. (through surveys by independent sources)</li> <li>• Evidence of enhanced employer engagement in the development of FE / HE curriculum content. (through surveys by independent sources)</li> </ul>
Employers can access skills provision that supports their growth and productivity.	<ul style="list-style-type: none"> <li>• Reduced skills shortages in those areas of demand targeted by the projects (SESS plus additional surveys as required)</li> </ul>

**Table 3: Outcomes and Indicative Measures for Government and Agencies**

Outcomes	Indicative Measures
Improved collaborative process, driven by a shared vision and supported by strong and effective governance.	<ul style="list-style-type: none"> <li>• Clarity on roles and responsibilities of agencies/SG for development and delivery through letters of guidance, Shared Outcomes Framework and individual project documentation</li> <li>• Clear lines of accountability and assurance through SOAG ToR and Ministerial meeting</li> <li>• Simplified / consistent letters of guidance including Shared Outcomes Framework.</li> <li>• Future Audit Scotland review of progress</li> </ul>
Strengthening of a common evidence base used across the projects to inform dynamic skills planning provision.	<ul style="list-style-type: none"> <li>• Data sharing protocols are in place</li> <li>• Any collaborative analytical outputs are high quality and trusted by experts/specialists and the audiences using them</li> </ul>

**Table 4: Outcomes and Indicative Measures for Economy and Society**

Outcomes	Indicative Measures
<p>Over time, a supply of talent based on a stronger focus on the outcomes of provision to meet areas of identified skills need.</p>	<ul style="list-style-type: none"> <li>• Evidence of reduction in skills shortages in areas of demand identified through the Pathfinders and targeted through FA and GA Frameworks</li> <li>• Holding measure: Over time, evidence of adaptation or expansion of provision in areas identified by the projects (these measures can only be agreed in detail once the Regional and CESAP Pathfinders have concluded their initial work to identify the baseline position and the evidence supports the change to be tracked over time)</li> <li>• Holding measure: Adapting provision of upskilling and reskilling in areas identified by the projects (these measures can only be agreed in detail once the Regional and CESAP Pathfinders have concluded their initial work to identify the baseline position and the evidence supports the change to be tracked over time)</li> <li>• Holding measure: Increased provision in upskilling and reskilling in areas identified by the Pathfinders</li> </ul>
<p>Over time, we move towards a balanced portfolio of provision that aligns with economic and business needs</p>	<ul style="list-style-type: none"> <li>• Adapting provision in upskilling and reskilling in areas identified by the projects, based on evidence</li> <li>• Over time, adapting provision in areas of demand identified by the projects, based on evidence</li> <li>• Number of Apprenticeship Frameworks updated in areas of demand relating to the projects</li> <li>• No of FE / HE curriculum updated in areas of demand relating to the projects</li> </ul>

Project Type	Project	Vision	Activity Overview	Outputs	Milestones	Outcomes
Continuous Improvement	<b>FAs</b>	FAs are embedded within the education and skills system as a valued pathway to achieving positive outcomes	<ul style="list-style-type: none"> <li>• Allocations are informed by employer demand statements, LMI and contextualised institutional knowledge.</li> <li>• Quality Management and enhancement processes agreed across all delivery partners.</li> <li>• Shared comms and marketing strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment of letters of guidance</li> <li>• Evidence and insights from learners, employers and delivery providers to inform future approach to FAs, including equalities and equity of participation</li> <li>• Delivery and take up of 5000 FA opportunities aligned to regional demand and pupil supply</li> <li>• Increase number of learners completing and successfully achieving the full award</li> </ul>	<p><b>Oct 21</b> - Annual demand statement</p> <p><b>March 22</b> SFC Indicative allocations to Colleges</p> <p>March 22 SDS Grants awarded</p> <p><b>May 22</b> SFC Final College funding allocations</p> <p><b>Sept 22</b> – Confirm recruitment volumes</p> <p><b>2023</b> TBC– Evaluation or assessment TBC</p>	<ul style="list-style-type: none"> <li>• Employers are involved in shaping delivery of FAs</li> <li>• Well established model for funding and programme management between agencies</li> <li>• Shared vision for the future of FAs, based on evidence.</li> </ul>
	<b>GAs</b>	GAs are embedded within the education and skills system as a valued pathway to achieving positive outcomes	<ul style="list-style-type: none"> <li>• Allocations are informed by employer demand statements, LMI and contextualised institutional knowledge.</li> <li>• Agree Quality Management and enhancement processes and approach</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment of letters of guidance</li> <li>• Joint approach to capacity building and delivery support across stakeholders</li> <li>• Liaison with all associated GA awarding and Professional Bodies on programme /framework development</li> </ul>	<p><b>Oct 21</b> - Annual demand statement</p> <p><b>March 22</b> SFC Indicative allocations to Universities</p> <p><b>May 22</b> SFC Final University funding</p>	<ul style="list-style-type: none"> <li>• GA's are a core part of the work based learning and education and skills system offer</li> <li>• Provide clear work based learning routes into employment in areas of demand.</li> </ul>

			<ul style="list-style-type: none"> <li>• Joint comms and marketing strategy</li> </ul>		allocations confirmed. <b>March 23</b> – Confirm in – training learners <b>2023 TBC</b> – Evaluation or Assessment TBC	
	<b>Education and Skills Impact Framework</b>	To develop a robust evidence base that can help inform investment in post-school education and skills to enable a skills system that maximises both the return to public investment and the benefits to individual learners and employers.	<ul style="list-style-type: none"> <li>• Economic impact work stream split into the impact on individuals, the Scottish exchequer and (for MAs currently) employers</li> <li>• Social/wellbeing impact work stream to capture individual wellbeing and wider social benefits from learning pathways, to reflect that economic benefits are not the only objective of education.</li> </ul>	<ul style="list-style-type: none"> <li>• A set of labour market returns from the investment in education and skills by individuals, expressed in terms of increased earnings, increased likelihood to be in employment and reduced benefit dependency (based on a comparator group)</li> <li>• Estimates of wider social benefits to individuals and society</li> <li>• A forward research and analytical plan, building on collaborative approach to date.</li> <li>• A further assessment of economic, social and wellbeing data relevant to the NSET and FSAP missions.</li> </ul>	<b>Jan – Jun 21</b> – Development of econometric model <b>Apr 22</b> – initial findings <b>Post Apr 22</b> – building partner capacity and knowledge to allow internal delivery of future models	<ul style="list-style-type: none"> <li>• Improved understanding of the range of economic outcomes and impacts that the education and skills system could be having for Scotland, and collation of a literature review appropriate to this.</li> <li>• Improved understanding of the range of social and wellbeing outcomes and impacts that the education and skills system could be having for Scotland, and collation of a literature review appropriate to this.</li> </ul>
<b>Test of Change</b>	<b>Regional Provision Pathfinder - North East</b>	Through evidence gathering, analysis and collaborative action SFC will work with SDS and	<u>Data and analysis:</u> an understanding of current skills provision, unmet demand, available data and other evidence <u>Regional priorities:</u> Developing approaches	<ul style="list-style-type: none"> <li>• An analysis of provision across colleges, universities and private training providers</li> <li>• An analysis of recruitment difficulties</li> </ul>	<b>Mar –Oct 22</b> Data and analysis, regional priorities and process analysis	<ul style="list-style-type: none"> <li>• Learners will have efficient and effective routes to education and skills provision</li> <li>• Employers will see tangible action to</li> </ul>
	<b>Regional Provision Pathfinder -</b>					

	<b>South of Scotland</b>	partners to explore how provision planning and curriculum design can better ensure the education and skills system is responsive, integrated and supports inclusive economic recovery	to provision planning at a regional level, advancing collaboration, deepening strategic relationships with employers and piloting new ways of working. <u>Process analysis:</u> Examining how the provision planning process and curriculum design addresses economic and social need, the influence of key partners and opportunities for more efficient and effective processes <u>Learning and dissemination</u>	and any apparent unmet demand <ul style="list-style-type: none"> <li>• A report on the availability and use of data</li> <li>• An assessment of pathways between school, colleges and universities and to apprenticeships</li> <li>• Delivery of a small number of collaborative pilot projects addressing regional skills priorities, led and developed by Regional Pathfinder Project Boards.</li> <li>• Recommendations on the production of structured good practice guidance that can be shared more widely across the tertiary education and skills system of providers.</li> <li>• Case studies to explain the way provision planning and curriculum design decisions are made and the influence on learner journeys</li> <li>• A report on lessons learned from pathfinder activity and recommendations to take forward good practice guidance</li> </ul>	<b>Oct-22 - Jan 23</b> Learning and Dissemination	address specific skills issues in pathfinder regions <ul style="list-style-type: none"> <li>• Employers will have increased opportunities to work with colleges and universities to plan for the skills they need to change and innovate</li> <li>• Increased understanding across the sector of good practice and new thinking in skills analysis and alignment</li> <li>• Enhanced partnership working and planning across the system.</li> <li>• Improved efficiency, enhanced data sharing and use of evidence</li> <li>• Insight into potential future changes to approaches to funding and engagement</li> <li>• A strengthened evidence-base for national decision making</li> </ul>
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	<p><b>Pathfinder CESAP – Net Zero</b></p>	<p>SDS and SFC will work jointly to meet the challenge of the transition to net zero through an evidence led, demand driven, dynamic skills response that creates agile, adaptive and resilient workers, with the skills to secure and progress in the current and future labour market.</p>	<ul style="list-style-type: none"> <li>• Developing a comprehensive picture and evidence based assessment of skills demand in net zero transition sectors</li> <li>• Mapping skills provision across colleges, universities and apprenticeships to understand current skills investment in support of net zero, including upskilling and reskilling.</li> <li>• Undertaking a gap analysis to support emerging opportunities from the transition to net zero and development of costed programme of research over 5 years and future priority areas for alignment.</li> </ul>	<ul style="list-style-type: none"> <li>• A comprehensive mapping of existing demand intelligence in relation to the transition to net zero delivering.</li> <li>• A comprehensive mapping of skills provision across colleges, universities and apprenticeships (including upskilling and reskilling)</li> <li>• A gap analysis to agree areas for future alignment to emerging opportunities from the transition to net zero</li> </ul>	<p><b>April 2022</b> - Undertaking a 'Green' Investment Mapping, Developing a taxonomy and process map of 'green provision'</p> <p><b>May 2022</b> – Definition of Green Jobs, Reviewing Datasets and Research Relevant to the Transition to Net Zero, Mapping Wider Investment by Colleges and Universities to Support the Transition to NetZero, Mapping Employer Investment in Green Skills</p> <p><b>June 2022</b> – Mapping of</p>	<ul style="list-style-type: none"> <li>• More individuals with the skills to access green job opportunities</li> <li>• Fewer employers with green skills demands (with skills shortages and skills gaps)</li> <li>• Increased upskilling and reskilling opportunities for individuals to capitalise on job opportunities emerging from the transition to net zero</li> <li>• Strong and effective relationships across SDS and SFC</li> <li>• Focussed collaboration across SDS, SFC and SG to understand green skills demand and provision</li> <li>• Established and agreed processes across SDS, SFC and partners to review and validate the evidence for green skills demand</li> </ul>

					<p>Scottish Apprenticeships</p> <p><b>July 2022</b> - Mapping Upskilling/Reskilling Activity and undertaking gap analysis</p> <p><b>Sep 2022</b> - Developing Evidenced Based Demand Statement(s) and Developing a future research programme</p> <p><b>TBC</b> - Mapping College and University Provision, Mapping Scottish Government investment in Green Skills</p>	<p>and provision evidence</p> <ul style="list-style-type: none"> <li>• Common understanding and agreement of green skills in Scotland</li> <li>• Access to robust data and intelligence to inform skills planning (in key sectors) supporting the transition to net zero in Scotland</li> <li>• Investment in green skills is driven by the evidence of current and future needs of the transition to net zero</li> <li>• Over time, adaptations or increases in provision supporting the transition to net zero, based on the evidence of the pathfinder.</li> <li>• Over time, based on the evidence, enhanced curriculum and qualifications in disciplines supporting the</li> </ul>
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						transition to net zero.
	<b>Pathfinder Commercial and Domestic Heat in Buildings</b>	<p>SDS and SFC will work collaboratively to meet the challenge of the transition to net zero through an evidence led, demand driven, dynamic skills response that creates agile, adaptive and resilient workers, with the skills to secure and progress in the current and future labour market.</p>	<ul style="list-style-type: none"> <li>• Understanding the programme of investment to support the decarbonisation of domestic and commercial heating (in the pilot area e.g. Glasgow City Region)</li> <li>• Gaining a clear understanding of the operating context</li> <li>• Undertaking robust analysis of likely job demand (drawing on data and insight), including a detailed assessment of the skill requirements for job opportunities, in relation to the decarbonisation of domestic and commercial heating.</li> <li>• Gathering the evidence needed to make recommendations on the required skills provision to facilitate access to the job</li> </ul>	<ul style="list-style-type: none"> <li>• A mapping of planned investment in the region with a clear understanding of the source and scale of investment, timelines and localities.</li> <li>• A clear picture of the operating context, including an understanding of opportunities and challenges in the delivery of the decarbonisation of domestic and commercial heating. <ul style="list-style-type: none"> <li>• Detailed data, analysis and insight on potential skills demand needed (in the pilot region)</li> <li>• Mapping of existing and planned investment and skills provision</li> <li>• Mapping of existing and planned investment and skills provision</li> <li>• Gap analysis of current/planned provision</li> <li>• Identification and articulation of changes required to ensure that current/planned provision supports access to job opportunities</li> <li>• Facilitated workshops to test findings with CESAP Implementation Steering Group (ISG) and other appropriate regional and sectoral coalitions</li> </ul> </li> </ul>	<b>May 2022 – Project to commence, other timings TBC</b>	<p>More individuals with the skills to access and progress in green job opportunities (e.g. in decarbonisation of domestic and commercial heating in Glasgow – TBC)</p> <ul style="list-style-type: none"> <li>• Fewer employers with green skills demands (e.g. in decarbonisation of domestic and commercial heating in Glasgow – TBC) with skills shortages <b>and</b> skills gaps</li> <li>• Focused collaboration built on strong and effective relationships across SDS, SFC and SG to understand green skills demand and provision</li> <li>• Established and agreed processes across SDS, SFC and partners to review and validate the evidence for green skills demand and provision evidence</li> </ul>



			<p>opportunities driven by the decarbonisation of domestic and commercial heating.</p> <ul style="list-style-type: none"> <li>• Reviewing and evaluating existing and planned provision to support the decarbonisation of domestic and commercial heating and identifying gaps in the pilot area</li> <li>• Co-designing an approach to support the de-carbonisation of domestic and commercial heating (in the pilot region).</li> <li>• Monitoring and evaluating the changes needed to provision to support the decarbonisation of domestic and commercial heating</li> </ul>	<ul style="list-style-type: none"> <li>• A co-designed approach with skills providers across academic and work-based learning pathways to co-design an approach to implement change. <ul style="list-style-type: none"> <li>• A strengthening of existing mechanisms to facilitate change where appropriate e.g. WBL demand assessment and Impact and Outcome agreements, (in the pilot area)</li> <li>• The establishment of success criteria and governance mechanisms. <ul style="list-style-type: none"> <li>• A review of effectiveness of the process of assessing job demand and current provision (in the pilot). (Timing – TBC)</li> <li>• A review of effectiveness of the gap analysis process and approach to implement change (in the pilot). (Timing – TBC)</li> <li>• An evaluation of the action taken around changes in provision (in the pilot). (Timing – TBC)</li> <li>• A series of lessons learned to form the basis of an enhanced future response</li> </ul> </li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Common understanding and agreement of green skills in Scotland</li> <li>• Access to robust data and intelligence to inform skills planning and drive investment (in key sectors) supporting the transition to net zero in Scotland</li> <li>• Over time, in line with the evidence, adaptations or increases to provision supporting the transition to net zero to meet identified need (e.g. in decarbonisation of domestic and commercial heating in Glasgow – TBC)</li> <li>• Over time, based on the evidence of the projects, increased investment in provision supporting the transition to net zero to meet identified need (e.g. in decarbonisation of domestic and commercial heating in Glasgow – TBC)</li> </ul>
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<b>Developing</b>	<b>Lifelong Upskilling and Reskilling</b>	This project is still in development and further detail will be published in future iterations of this document.
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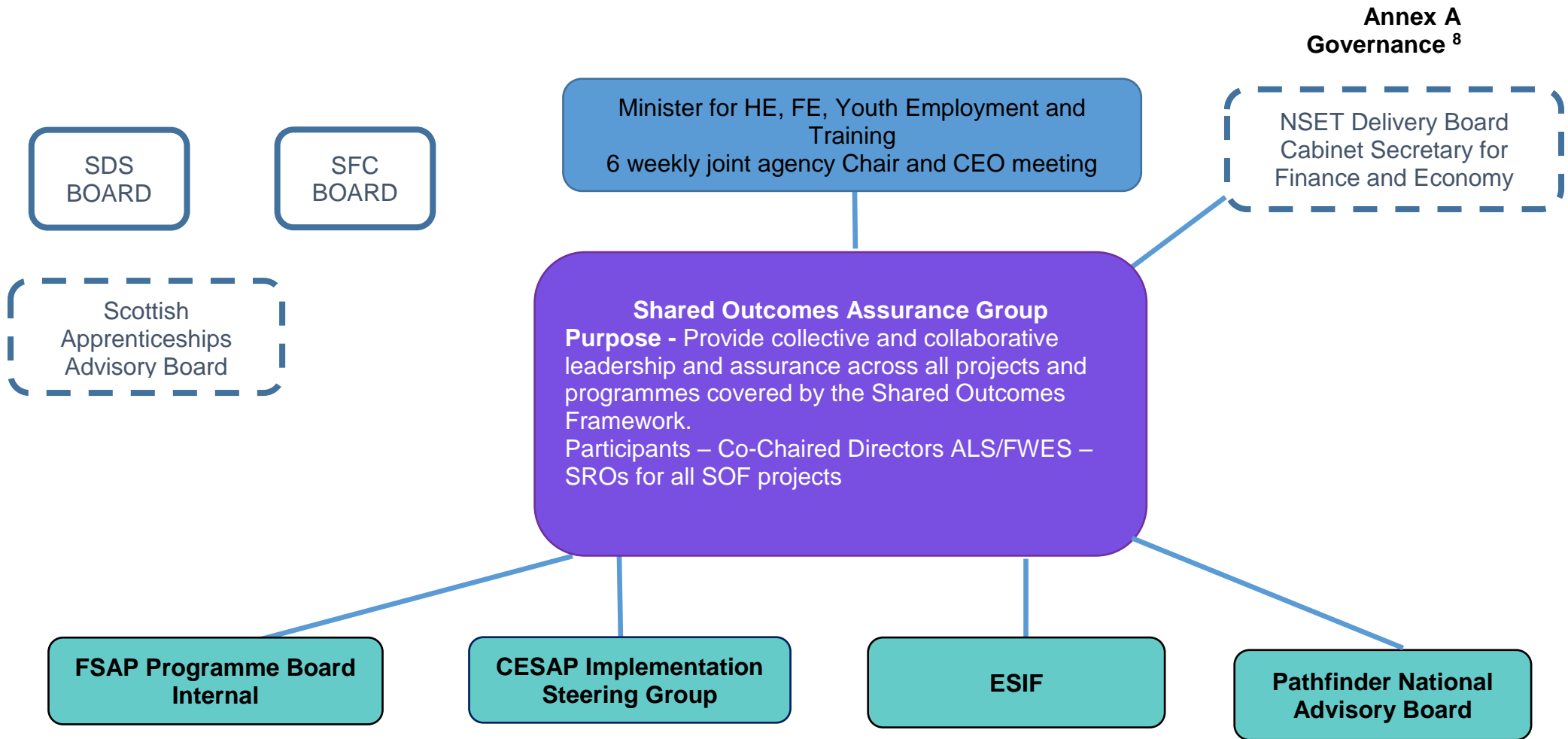


Figure reflects current known governance structures for all collaborative projects and programmes that are within scope of the current shared outcomes framework.  
 Key - ■ Ministerial   Agency Board   External Board   Leadership and Assurance   Programme Governance

### Full remit of Skills Development Scotland and the Scottish Funding Council

**Skills Development Scotland:** National skills agency, enabling the economy, people, and businesses of Scotland to achieve their potential through the delivery of careers services, investment of around £100mn annually in apprenticeships and other workplace training, and the curation of intelligence to inform skills provision. 1400 FTE

SDS and SFC support employer leadership of apprenticeships through the Scottish Apprenticeship Advisory Board (SAAB) (ToR at Annex D). The SAAB is an industry led board that ensures apprenticeships in Scotland are fit for purpose and adapt to the changing needs of Scotland's employers and economy. SAAB maintains the integrity of the apprenticeship family (Foundation, Modern & Graduate Apprenticeships) in Scotland. This includes overseeing governance of all apprenticeship frameworks and standards; ensuring apprenticeships are aligned with industry and economic demand; making recommendations on continuous improvement activities, including equalities & diversity; promoting apprenticeship pathways to employers and prospective apprentices.

#### **Building an inclusive, resilient and skilled talent pool for Scotland**

- Advising and guiding individuals to enable effective transition into work, progression within work and return to work, through:
- Face to face delivery of careers services from P7 onwards with clear offers into broad general education and senior phases
- Post-school transition support for unemployed 15-18 years olds not in learning or education, through a national network of SDS and partner sites
- Universal, All-age Careers service, including Careers Helpline
- My World of Work online careers service
- Webinars for parents and carers to support subject choices
- SQA Results Helpline
- Redundancy Support through PACE service and Adopt an Apprentice
- Leading Careers Review

Collaborating in delivery of a Talent Attraction Service and other initiatives to attract more people into the workforce in Scotland

#### **Workplace Training**

Enable individuals to access workplace training which develops their skills and allows them to attain standards that meet employer needs.

- Modern Apprenticeships
- Standards and Frameworks for the Scottish Apprenticeship Family
- Broadening access to apprenticeships for under-represented groups
- Employer engagement in workplace training

### **Workforce Productivity**

Encourage employers and individuals to invest in their skills as a means to remaining competitive and productive.

- Individual Training Accounts (ITAs)
- Skills for Growth
- NTTF
- Flexible Workforce Development Fund
- Digital Skills Catalyst Fund
- Green Jobs Workforce Academy

### **Skills Intelligence & Insight –**

SDS compile and interpret robust intelligence on current and future skills demand and carry out direct engagement with employers, industry leadership skills groups to inform a shift towards a more dynamic, resilient, and inclusive skills system:

- National Labour Market Insights and evidence:
- Regional Skills Assessments covering all College Regional Outcome Agreement Areas and City / Regional Growth Deal geographies
- Sectoral skills assessments covering priority sectors
- Demand analysis and forecasting for all Scottish apprenticeships, including FA, MA and GA, via ILG Skills Groups and validated by SAAB
- Management of the shared dataset on youth participation in Scotland – 16+ data hub
- Utilising the data in the 16+ data hub to provide the Annual Participation Measure, a monthly participation snapshot and the Scottish Government's school leaver destination statistics.
- Range of regional and sectoral skills investment and action plans
- Co-commissioned bespoke research on critical regional and sectoral skills issues in response to demand from Enterprise Agencies, and Local Authorities
- National, Regional and Sector stakeholder engagement to drive evidence-based investment in skills
- Innovation to ensure SDS products and services remain fit for the future

**Scottish Funding Council:** National strategic body investing £2.1bn in tertiary education, research and knowledge exchange through 26 colleges, 19 universities and higher education institutions, and national programmes. 109 FTE

### **Protecting and promoting students' interests**

- Investing in opportunities for both school leavers and those who are seeking to upskill and reskill to secure the education and training they need to flourish and succeed
- Widening access to further and higher education, enabling social mobility and taking people out of poverty
- Addressing student poverty and wellbeing by providing financial and wellbeing support to students to enable them to complete their studies
- Ensuring the quality of college and university provision to support college and university graduates enter into positive destinations

### **Driving economic and social renewal**

- Delivering the apprenticeship programme through delivery of FAs, and GAs
- Providing core funding for national organisations that support curriculum development and provision for future skills needs (eg Energy Skills Partnership)
- Supporting employers to reskill and upskill their workforce through the FWDF
- Supporting work based learning with courses linked to industry and delivery of learning to students who are in work
- Responding to SG economic recovery programmes with the development of short course opportunities supported by the NTTTF and YPG
- Supporting universities to pivot course provision to shorter, sharper courses through the development of the Upskilling Fund

### **Sustaining Research and Enhancing Knowledge Exchange**

- Investing in the research infrastructure of universities through the Research Excellence Grant enabling them to leverage additional monies to carry out fundamental research essential to our green, wellbeing economy
- Supporting early researchers thrive through the Research Postgraduate Grant
- Supporting innovation and knowledge exchange to transform academic excellence into innovative solutions through the University Innovation Fund, funding of Interface and Scotland's Innovation Centre Programme
- Expanding entrepreneurship through development of an Entrepreneurial Campus Strategy and through existing funding streams

**Collaborative working and continuous improvement**

- Successful allocation of £2.1bn to ensure the financial sustainability of 26 colleges and 19 universities, thereby supporting local and regional economies and communities right across Scotland
- Delivery of data and statistics to support future policy development
- Delivery of regional pathfinders to support enhanced skills planning and coherent provision of education and training

### **Purpose**

1. This paper provides a Terms of Reference setting out the purpose and functions of the group, agreed by members following the first meeting of the group on 17 January 2022.

### **Background**

2. The Shared Outcomes Assurance Group builds on the task and finish work of the Skills Alignment Assurance Group to monitor, constructively challenge and champion the work across the joint agency projects that form part of the Shared Outcomes Framework between SDS and SFC.

3. The changes to governance reflect that the skills alignment pathfinder projects have now moved in to a delivery phase. This group is part of collaborative business as usual, including monitoring and reporting of progress against milestones across delivery partners, providing an opportunity to delve into projects in greater depth and to assure ourselves as they progress that they are contributing to the overarching outcomes of the Shared Outcomes Framework.

4. The establishment of this group reflects the importance the Scottish Government places on this agenda and in taking a leadership role to drive forward policy development and delivery, including in taking forward the collaborative skills actions flowing from the National Strategy for Economic Transformation.

### **Scope**

5. The remit of this group includes setting and agreeing the outcomes, measures and impacts of the Shared Outcomes Framework as well as assurance and oversight for all of the projects and programmes that fall within its ambit.

6. These currently include;

- **Developing the Education and Skills Economic and Social Impact Framework (ESIF);**
- **Apprenticeships** – Delivery of Graduate and Foundation Apprenticeships
- **Lifelong upskilling and retraining** - Delivery of skills programmes including FWDF
- **North East Regional Skills Alignment Pathfinder**
- **South of Scotland Regional Skills Alignment Pathfinder**



- **Climate Emergency Skills Action Plan** – including gathering the evidence base on net zero skills demand and pilot on decarbonisation of domestic and commercial heating.
7. This group does not duplicate more detailed programme governance or strategy forums that are in place nor does it replace ongoing one to one discussions on budgets and other matters between sponsor teams and agencies. The relationships between existing groups are outlined in Annex A and will flex and respond as the delivery landscape changes over time.
  8. The Group will have an operational oversight role for the collaborative skills actions contained within the SFC review and the forthcoming National Strategy for Economic Transformation.

### **Proposed Terms of Reference**

9. The purpose of the Shared Outcomes Assurance Group is to:

- **Provide collective and collaborative leadership and assurance across all projects and programmes covered by the Shared Outcomes Framework** - assuring ourselves of progress at official level and taking remedial action where required in advance of the 6 weekly joint agency Chair and Chief Executive meetings with the Minister for Higher Education and Further Education, Youth Employment and Training.
10. To do this effectively, the Shared Outcomes Assurance Group will:
- Commission updates and invite project and programme leads to take the group through project deep dives at key stages of the projects.
  - Inform and oversee the further development of the Shared Outcomes Framework including measures, outcomes and indicators of success.
  - Ensure effective progress is being made in line with implementation plans, reports and presentations provided in advance of these meetings (as detailed in the reporting section of this document) seeking to understand and overcome any barriers to collaboration.
  - Identify and agree any actions required to unlock progress in advance of the joint agency/ Ministerial meeting.
  - Discuss and agree items that require consideration by the Enterprise and Skills Strategic Board and/or engagement with wider stakeholders, in particular as part of the Scottish Government's joint principles for working with business.
  - Ensure that all partners and project leads provide updates to the Shared Outcomes Framework dashboard in advance of each meeting.

### **Membership**

11. Membership of this group should comprise the SROs for the programmes in the Shared Outcomes Framework across agency partners and government.
12. Additional attendees will be invited to speak to specific projects and programmes and should be requested via the secretariat.

### **Timescales**

13. The group will meet for the first time in January 2022 to agree remit, terms of reference, membership and forward plan.
14. There is no anticipated end date for this group. As well as supporting collaborative skills activity already identified as part of the Shared Outcomes Framework this will also be a working level forum for the skills actions as part of NSET.
15. The delivery mechanisms for the NSET, including overarching governance and accountability are still being developed and the remit and composition of this group may have to be revisited once final arrangements are in place.

### **Format**

16. The meeting will usually be 1 hour 30 minutes to allow for detailed discussion.
17. The first half of the meeting will be devoted to seeking assurance on progress across all projects and programmes within the framework. This will be reporting by exception on any projects with a RAG status of Red or Amber and discussion and agreement on actions required to resolve these issues bringing performance back on track.
18. The second half of the meeting will be a deep dive in to one or two key projects or programmes within the Shared Outcomes Framework.

### **Reporting**

19. Each Shared Outcomes Assurance Group meeting will receive a dashboard format report covering progress with all projects and programmes at a glance. This will be further updated following the meeting and provided to the Minister, Chairs and Chief Executives in advance of their joint meeting.
20. Any more detailed updates or matters arising from the Shared Outcomes Assurance Group will be provided as briefing or papers in advance of the Ministerial meeting.

21. The group will also report to any other delivery structure established to oversee the implementation of the NSET.

### **Meetings**

22. It is anticipated that the group will meet around every 6 weeks, 2 weeks in advance of the joint agency Ministerial meeting to assure ourselves of progress against key milestones for the projects and programmes in the Shared Outcomes Framework.

23. The group will meet more regularly or progress issues by correspondence if required.

24. A written record of key discussions and actions will be kept of each meeting. The secretariat will be provided by the Scottish Government and the agenda, along with any related papers, will be circulated at least 3 working days prior to the Group meeting.

25. Minutes and actions from each meeting will be circulated within a week of the meeting taking place and will be submitted to the subsequent meeting for approval.

26. Meetings between members to progress work may take place out with the assurance group. No formal record will be held of these.

27. In order for the meeting to proceed there must be, at minimum, a chair and representation from SG, SFC and SDS.

28. Project and programme leads will regularly be invited to attend to lead the group on a deep dive on individual projects.

### **Collective Responsibility**

29. Group members are encouraged to engage in full and frank discussions at meetings and in a genuine spirit of collaboration focused on delivering the right outcomes for the people of Scotland.

30. In the event that a member has a reservation regarding a particular decision, they may ask for their dissent to be formally recorded in the minute. Once a decision has been reached, all members should support it.

31. Actions agreed at the group and allocated to group members should be actioned within agreed timescales and in the event that this is not possible an update should be provided to the secretariat at the earliest opportunity.

**Conflict of Interest**

32. Members and attendees have the duty to advise of any conflict of interest with respect to all matters presented before the group.

### **Purpose**

The SAAB Group Board will be responsible for providing advice and making recommendations on the guiding principles, operational policy, systems and structures supporting apprenticeships in Scotland. The Group Board will normally meet twice per year.

### **Key roles and Responsibilities**

The Group Board's (GB) main responsibilities are to:

- Strengthen employer input to, and endorsement of, the strategic direction of apprenticeships and work based learning pathways, ensuring that the supporting apprenticeship “system” meets the needs of industry.
- Ensure the alignment of apprenticeships with economic growth and job opportunities.
- Set and maintain the guiding principles for the core requirements of apprenticeship frameworks to achieve a competent, highly skilled and flexible workforce.
- Inform and make recommendations on, and the priorities for, development and continuous improvement activities, including in the area of equalities.
- Provide advice on relevant matters affecting employers and on emerging policy which is likely to impact on the strategic direction of apprenticeships (e.g. the UK Apprenticeship Levy).
- Act as the “custodian” for approved apprenticeship frameworks on behalf of industry
- Be ambassadors for apprenticeships with other businesses and young people

### **Membership/Composition**

The chair of the GB will be a senior industry leader.

The GB will comprise a minimum of 20 members with a membership majority of employers. Members should occupy senior roles within their respective organisations and represent a wide range of sectors.

Representatives from Scottish Government, the Scottish Funding Council and Skills Development Scotland will attend scheduled meetings as observers.

The GB engagement activity and communications will be supported by Skills Development Scotland and the Scottish Funding Council.

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<sup>9</sup> [SAAB Structure and Remit Paper - Editable \(skillsdevelopmentscotland.co.uk\)](https://www.skillsdevelopmentscotland.co.uk)



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