

Introduction: logic models for the Purpose and Principles

What is a logic model?

A logic model is a tool used to show how actions lead to outcomes. It sets out:

- **Inputs:** The resources needed, such as 'funding, evidence-base, and staff'
- **Activities:** The action needed, such as 'deliver a programme of modern apprenticeships'
- **Outputs:** The immediate result of the action such as '25,000 young people complete a modern apprenticeship in 2022/23'
- **Outcomes:** The impact of the action, such as 'young people gain the skills they need to find employment and realise their potential' .

Logic models will often include a summary of external factors beyond our control, such as UK Government policy or Brexit. They also often include an overview of assumptions made, such as 'education is a fundamental good' .

How are we using logic models in the Purpose and Principles?

The logic models show what the Scottish Government intends will happen as a result of each of the five principles. The models will allow us to map out what resources are needed to make the Principles a reality, as well as who will need to take action and what they will need to do. They show what impact we intend each Principle will have in the short, medium and long term.

What does this slide pack include?

This slide pack sets out the outcomes for each principle. We plan to publish the outcomes as an interim release, with the full logic model to follow later in the year. This is because the full logic model should reflect the implementation plan, which is currently in development. The outcomes set the strategic direction for each Principle, and so publishing them now shows what the Scottish Government intend will happen in the future.

How have the outcomes been developed?

The logic model outcomes have been developed by analytical and policy officials in the Scottish Government. Following internal drafting of the models, we held a series of workshops with external stakeholders from across the skills, Further Education, Higher Education, and Community Learning and Development sectors. Participants included staff from Skills Development Scotland, Scottish Qualifications Authority, Scottish Funding Council, Student Award Agency for Scotland, Universities Scotland, Colleges Scotland, and Education Scotland. We thank participants for sharing their views on the model to this stage and we look forward to continuing this partnership working.

Key terms used in the outcome models

Learners: A person who is taking part in education or skills development, who has done in the past, or may want/need to in the future.

Providers: Organisations across all education and training sectors (colleges, universities, third-sector organisations, private training providers, local authorities) that provide formal or non-formal learning.

Practitioners: Staff or volunteers in the education and training sectors who deliver or support formal or non-formal learning. This includes all staff employed by Further or Higher Education Institutions.

Policy makers: Local and national government responsible for setting education and skills policy, and making funding decisions.

Delivery partners: Agencies or organisations who deliver the education or skills system, including Skills Development Scotland (SDS), Scottish Funding Council (SFC), and Student Award Agency Scotland (SAAS).

Employers/businesses: Both terms are used interchangeably to describe the range of private, public and third sector organisations operating within the labour market. When the term 'employers' is used, the focus is on the business' role in recruiting staff or delivering/enabling access to training or learning. When 'business' is used, the focus is on the wider operations of the business.

Local Communities: A community of people living, or with interests, in a specific geographical area. Local community interests may include things like housing, access to public services, jobs, crime and safety, and the environment.

Wellbeing Economy: An economy that operates within safe environmental limits, and which serves the collective wellbeing of current and future generations first and foremost.

Principle 1: Outcomes

Principle one: Transparent, resilient and trusted

The system is financially and environmentally resilient; trusted to deliver, and subject to effective governance.

Short Term Outcomes (1-3years) <i>(Learning – changes in attitudes, beliefs, knowledge and engagement)</i>	Medium Term Outcomes (4-7 years) <i>(Behaviours – initial changes in (new) skills, practise and processes)</i>	Long Term Outcomes (8+ years) <i>(Society – embedded changes in systems and structures)</i>
<ol style="list-style-type: none"> 1. Learners, Practitioners, Employers and Local Communities are engaged in the process of Provider governance and accountability. 2. Policymakers' strategic framework is clear and fit for purpose providing strong preferred direction to all actors in the system. 3. Providers and Delivery Partners have access to clear and transparent funding information in order to plan sustainable provision. 4. The post-school system is easy for Providers and Employers to navigate with clearly defined roles and responsibilities. 5. Public funding facilitates the leverage of additional funding, maintaining the global quality and impact of Scottish-credited research. 6. Practitioners benefit from professional recognition, commitment to Fair Work principles and staff training and development. 7. Providers have access to clear accountability and assurance process in order to enhance quality for Learners 	<ol style="list-style-type: none"> 1. Providers can plan and manage activity for long term environmental and financial sustainability. 2. Providers and Delivery Partners can explain activity, performance and spend through accountability and assurance processes and data systems. 3. Research, innovation and knowledge exchange are governed and funded to produce excellent outputs and impact 4. Proactive collaboration between Policymakers and Delivery Partners drives an effective, trusted and valued system. 5. Providers, Policymakers and Delivery Partners can access data to allow efficient, timely and equitable reporting on outcomes across the post-school system. 6. Employers, Providers and Learners are confident that the senior phase at school provides the best springboard for post-school opportunities whether transitioning from S4,S5 or S6. 	<ol style="list-style-type: none"> 1. Public funding models for education, skills and research are fair, transparent, and maximise value. 2. All parts of the post-school system are trusted to deliver, environmentally and financially resilient, and held to account for their impacts on Learners, Practitioners, Local Communities, and the Wellbeing Economy. 3. Collaboration across the post-school system is pursued proactively with shared values and a common purpose.

Principle 2: Outcomes

Principle two: Supportive and equitable

People are supported throughout their learning journey, particularly those who need it most. This principle is about how, when, to whom and by whom support is provided

Short Term Outcomes (1-3years) <i>(Learning – changes in attitudes, beliefs, knowledge and engagement)</i>	Medium Term Outcomes (4-7 years) <i>(Behaviours – initial changes in (new) skills, practise and processes)</i>	Long Term Outcomes (8+ years) <i>(Society – embedded changes in systems and structures)</i>
<ul style="list-style-type: none"> 8. Learners have an understanding of, and can access, the financial and pastoral support available to them. 9. Practitioners are effectively equipped to deliver pastoral care and wellbeing services. 10. Provider approaches and national targets to widen access and encourage retention are aligned with each other and fit for purpose. 11. Policymakers and Providers understand the widening access needs of learners. 12. Providers, Practitioners, and Employers understand appropriate adjustments for accessible teaching and assessment methods, ensuring that Learners are fairly and inclusively taught and assessed. 13. Policymakers, Delivery Partners, and Providers have a shared understanding of how the current student financial support system can better deliver for Learners most in need of support. 	<ul style="list-style-type: none"> 7. Learners who face a range of access and attainment barriers have similar levels of completion and satisfaction to others on same pathway. 8. Learners receive the financial and pastoral support they need throughout their learning pathway ensuring their continued wellbeing and helping them complete their learning. 9. Learners who receive financial or other support do not have to re-state their needs or re-apply for support when moving between providers within the system. 10. Learners are supported to access learning opportunities regardless of their background. 	<ul style="list-style-type: none"> 4. The public funding system for student support is perceived as fair, transparent and accessible by Learners, Providers and Employers. 5. Learners have access to holistic, person-centred support, empowering them to access, sustain and complete their learning.

Principle 3: Outcomes

Principle three: High quality

High quality opportunities are available for people to enhance their knowledge and skills at the time and place that is right for them. This principle is about when, where and how opportunities are made available. It is also about what makes an opportunity high quality and how to ensure this is an ongoing focus.

Short Term Outcomes (1-3years) <i>(Learning – changes in attitudes, beliefs, knowledge and engagement)</i>	13. Medium Term Outcomes (4-7 years) <i>14. (Behaviours – initial changes in (new) skills, practise and processes)</i>	Long Term Outcomes (8+ years) <i>(Society – embedded changes in systems and structures)</i>
<p>14. Application processes for learners are more accessible, fair and easy to understand.</p> <p>15. Learners and Employers can scrutinise the range, relevance and depth of learning, training and opportunities on offer.</p> <p>16. Learners and Employers can better understand how learning, training and qualification opportunities link together to help them progress.</p> <p>17. Learners and Employers can make informed decisions about which learning opportunities and pathways are right for them or their employees.</p> <p>18. Learners can build subject knowledge and meta-skills across all learning opportunities.</p> <p>19. Learners can influence the design, quality and mode of provision of their learning opportunities.</p> <p>20. Practitioners are better supported to deliver a range of high quality learning opportunities.</p> <p>21. Providers and Practitioners are better able to provide and evidence high quality relevant course curriculum and flexible teaching and assessment practice.</p>	<p>11. Learners can smoothly transition between different parts of the system, according to their prior achievement or experience.</p> <p>12. Learners have all their relevant learning appropriately recognised and therefore do not have to repeat learning unnecessarily.</p> <p>13. Learners at every stage of life have the advice and information they need to choose learning opportunities and make effective and informed decisions about their future pathway.</p> <p>14. Practitioners benefit from fair work practices and are supported by providers to access high quality, continuous professional development opportunities.</p> <p>15. Learners benefit from flexible learning opportunities and pathways, mitigating barriers to participation.</p> <p>16. Learning opportunities are responsive to and aligned with the social and economic needs of learners and employers.</p> <p>17. Policymakers and funders are confident that learning opportunities across the system are relevant and fit for purpose.</p>	<p>6. A motivated and valued workforce of practitioners are empowered to deliver consistent high-quality learning opportunities.</p> <p>7. Learners have the skills and knowledge they need to secure or progress in sustained employment that is well-aligned to local, national and international economic and social need.</p> <p>8. The system supports a culture of lifelong learning with a 'no wrong door' approach, where learners have equity of access and opportunity to fulfil their interests and potential.</p>

Principle 4: Outcomes

Principle four: Globally respected

Research, teaching, innovation and knowledge exchange undertaken in Scotland, must make a difference; enhance and contribute to global wellbeing, addressing 21st Century challenges such as the climate emergency and attracting inward investment and talent to study, live and work in Scotland.

Short Term Outcomes (1-3years) <i>(Learning – changes in attitudes, beliefs, knowledge and engagement)</i>	Medium Term Outcomes (4-7 years) <i>(Behaviours – initial changes in (new) skills, practise and processes)</i>	Long Term Outcomes (8+ years) <i>(Society – embedded changes in systems and structures)</i>
<p>22. Learners and employers understand the opportunities arising from different kinds of research, innovation and knowledge exchange</p> <p>23. Learners understand the skills they need to access post-graduation opportunities, including further study, work and entrepreneurship.</p> <p>24. Learners can access innovative teaching and research, with knowledge exchange opportunities embedded throughout their learner journey</p> <p>25. Practitioners benefit from fair work and conditions, enabling research, innovation and knowledge exchange.</p> <p>26. Where relevant, Practitioners integrate innovative research into teaching.</p> <p>27. Where relevant, Practitioners understand the impact of research, innovation and knowledge exchange upon global wellbeing and contemporary challenges.</p> <p>28. Providers are successful in bids for UK and wider research funding, and can access stable funding to support their core research infrastructure.</p> <p>29. Providers maintain and strengthen partnerships with international institutions.</p> <p>30. Providers attract international learners and talented research staff to Scottish institutions</p>	<p>18. Learners want to stay in Scotland post-graduation, contributing to further research and entering work.</p> <p>19. Learners from all backgrounds can engage with other learners around the world, enhancing their global citizenship.</p> <p>20. Providers and practitioners benefit from national and international knowledge exchange opportunities.</p> <p>21. Scottish research and innovation Providers are internationally valued and respected.</p> <p>22. Once in the workforce, skilled Learners create more innovative and internationally in-demand product, process and services</p> <p>23. Research, innovation and knowledge exchange, combining with a highly skilled workforce, attracts inward investment to Scotland.</p> <p>24. There is global demand for export of innovative and high-quality products, processes and services from Scotland</p> <p>25. Businesses and learners in the workplace benefit from skills that drive innovation in the workplace.</p>	<p>9. Scotland’s post-school system is internationally recognised for research, teaching, and innovation, leveraging substantial funding from international and domestic sources.</p> <p>10. Providers attract and retain a highly trained teaching, innovation, and research workforce with global reach and impact.</p> <p>11. Scotland’s internationally competitive economy is underpinned by world-leading research, teaching, innovation and knowledge exchange, driving inward investment and productivity.</p>

Principle 5: Outcomes

Principle five: Agile and responsive

Everybody in the ecosystem collaborates to deliver in the best interests of Scotland's wellbeing economy.

Short Term Outcomes (1-3years) <i>(Learning – changes in attitudes, beliefs, knowledge and engagement)</i>	Medium Term Outcomes (4-7 years) <i>(Behaviours – initial changes in (new) skills, practise and processes)</i>	Long Term Outcomes (8+ years) <i>(Society – embedded changes in systems and structures)</i>
<p>31. Learners understand the skills and knowledge they need to access fair and well-paid employment or move onto the next stage of their career path.</p> <p>32. Learners are supported to move into fair, well-paid and relevant employment, voluntary work, and/or improve their life skills and personal wellbeing.</p> <p>33. Providers understand the knowledge, specialist and meta-skills employers want from Learners and can respond to these needs.</p> <p>34. Partnerships between Providers and Businesses drive relevant and impactful research, innovation and knowledge exchange, including action on climate change.</p> <p>35. Employers and their representative bodies can plan and articulate their current and future skills and research needs.</p> <p>36. Employers are willing to invest their time and money to raise awareness of opportunities and develop the talent needed for their business.</p> <p>37. Learners benefit from embedded work-based and experiential learning and the recognition and development of core and meta skills.</p>	<p>26. Learners are willing to invest their time and money to gain the skills and education they need to progress in their career or realise their potential.</p> <p>27. Learners have the skills and entrepreneurial mindset to address social and economic challenges, helping to build the businesses of the future.</p> <p>28. Providers are well embedded in local communities, and can understand and manage their impact on local jobs and services.</p> <p>29. Employer and Provider collaborations meet the needs of the Wellbeing Economy, including filling skills gaps and shortages</p> <p>30. Businesses grow through their investment in research and workforce development.</p> <p>31. Policymakers, Employers and Providers can clearly articulate current and future skills and research development needs.</p> <p>32. Providers and Employers can respond quickly to develop the range, relevance and flexibility of learning pathways and curricula.</p>	<p>12. Collaboration between Policymakers, Employers and Providers produces a supply of talent and innovation to help drive Scotland's wellbeing economy.</p> <p>13. Learners, no matter their background or prior attainment, can develop skills to enter and progress in good quality employment and/or realise their potential.</p> <p>14. Scotland has an aligned and responsive regional skills delivery system fuelling a suitably skilled and motivated workforce, increasing productivity and business success at local, regional and national level.</p>